Clinton Central
School District

SPECIAL EDUCATION

DISTRICT PLAN

The Clinton Central School District proudly educates and empowers all students to realize their potential in becoming thoughtful, empathetic and contributing members of a global society.

Pupil Personnel Services
75 Chenango Ave | Clinton, NY 13323
Mr. Christopher Clancy, Superintendent of Schools

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District Mission

The Clinton Central School District proudly educates and empowers all students to realize their potential in becoming thoughtful, empathetic and contributing members of a global society.
District Vision

District Vision

Our students are prepared for the future through engaging, meaningful and challenging learning opportunities delivered by motivated and inspired professionals, and supported through collaborative partnerships with family, our community, businesses and organizations, and institutions of higher education.

Introduction

The objectives of the Clinton Central School Special Education Programs are reflective of the intent of IDEA, and are aligned with the regulations of the Commissioner of Education as set forth in Article 89 of the New York State Education Law. The purpose of special education is to provide a *free and appropriate education in the least restrictive environment for students* under the age of twenty-one identified as having educational difficulties. Special Education is intended to address individual academic, social, physical, and management needs as identified by a student's Individualized Education Plan (IEP). Specialized instructional strategies and materials are used to individualize instruction so that students with disabilities can benefit from the district's programs.

The Board of Education has adopted policies regarding the provision of services to students with disabilities. These policies are available for inspection by contacting the records access officer. Included is a policy that addresses the provision of instructional materials for students who may need an alternate format.

The Board of Education adopts an annual budget which includes provisions to support the special education program. This budget is available for review by contacting the District Business Office.

Regulatory Requirement

In accordance with Part 200.2 (c) of the Regulations of the Commissioner of Education, the district plan for students is to provide the following:

- A description of the nature and scope of special education programs and services currently available to students and preschool students residing in the district, including but not limited to descriptions of the district's resource room programs and each special class program provided by the district in terms of group size and composition;
- Identification of the number and age span of students and preschool students to be served by type of disability, and recommended setting;
- The method to be used to evaluate the extent to which the objectives of the program have been achieved;
- A description of the policies and practices of the Board of Education to ensure the continual allocation of appropriate space within the district for special education programs that meet the needs of students and preschool students with disabilities;
- A description of the policies and practices of the board of education to ensure that appropriate space will be continually available to meet the needs of resident students and preschool students with disabilities who attend special education programs provided by boards of cooperative educational services;
- A description of how the district intends to ensure that all instructional materials to be used in the schools of the district will be made available in a usable alternative format for each student with a disability at the same time as such instructional materials are available to nondisabled students;
- The estimated budget to support such plan;
- The date on which such plan was adopted by the board of education.

The district plan, with personally identifiable student information deleted, shall be filed and available for public inspection and review by the Commissioner.

General Board of Education Policies

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

- To ensure that students with disabilities have the opportunity to participate in school district programs to the maximum extent appropriate to the needs of each student, including nonacademic and extracurricular programs and activities, which are available to all other students in the public schools of the district.

- To ensure that each preschool student with a disability residing in the district has the opportunity to participate in preschool programs, including timely evaluation and placement.
- To appoint and train appropriately qualified personnel, including the members and chairpersons of the committee on special education and the committee on preschool special education.
- To implement the provisions of Section 200.6 (a) of the Commissioner's Regulations and to provide special services or programs, to the extent appropriate to the needs of the student, to enable the student to be involved in and progress in the general education curriculum.
- To ensure that parents have received and understand the request for consent for evaluation of a preschool student.
- To ensure the confidentiality of personally identifiable data, information or records pertaining to a student with a disability. Such personally identifiable information will not be disclosed except in accordance with the Regulations.
- To implement school-wide approaches, which may include a response to intervention process, and pre-referral interventions in order to remediate a student's performance prior to referral to special education.
- To ensure the establishment of plans and policies for the appropriate declassification of students with disabilities.
- To ensure the selection and board appointment of an impartial hearing officer consistent with Regulations.
- To ensure that all instructional materials to be used in the schools in the district are available in a usable alternative format for each student with a disability in accordance with the student's educational needs and course selections at the same time that such materials are available to nondisabled students.
- To ensure that personnel responsible for implementing or assisting in the implementation of a student's IEP receive or are provided access to a copy of the IEP for review prior to its implementation, and are informed of their responsibility to implement the recommendations of the IEP.
- To ensure that measurable steps are taken to recruit, hire, train and retain highly qualified personnel to provide special education programs and services.
- To ensure the establishment of guidelines for the provision of appropriate accommodations necessary to ensure the academic achievement and functional performance of the student in the administration of district-wide assessments.
- To ensure that universal design principles be used, to the extent feasible in developing and administering any district-wide assessment programs.
- To ensure that adequate and appropriate space is made available to meet the needs of preschool and school age students with disabilities.
- To ensure that students who reside in the district have received the protection of all other applicable State and Federal laws and regulations.

Board of Education Policies

The Board of Education has adopted several policies to support students with disabilities and ensure free appropriate public education to students. These include:

Policy Number	Policy Name
5430	Use of Service Animals
4321.2	Alternative Formats for Instructional Materials
8410	Transportation of Students
4321	Student Evaluation
4321	Diagnostic Screening of Students
4325	Response to Intervention (RTI) Process
5500	Credential Options for Students with Disabilities
1900	Designation of Person in Parental Relation
5300	Student Conduct – Suspension of Students
4321.2	Students Presumed to Have a Disability for Discipline Purposes
8410	Bus Rules and Regulations
	Special Education District Plan
4321	Programming for Student with Disabilities under IDEA
4321	Grouping by Similarity of Needs (Non discrimination) 0100
4321.13	Preschool Special Education Program
4321.1	Least Restrictive Environment
4325	Pre-referral Intervention Strategies
4321.9	Declassification of Students with Disabilities
4321.R	Use of Time Out Rooms

Policy Number	Policy Name
4321	Students with Disabilities Participating in School District Programs
3120.R2	Appointment and Training of Committee on Special Education / Subcommittee on Special Education Members
3120.r2	Appointment and Training of Committee on Preschool Special Education Members
4321	Student Individualized Education Program (IEP): Development and Provision
4321	Transition Services
4321	Extended School Year (July / August) Services and/or Programs
4321	Transfer Students with Disabilities
1900	Parent Involvement for Children with Disabilities
4321.R	Due Process Complaints: Selection and Board Appointment of Impartial Hearing Officers
4321.R	Independent Educational Evaluations
4321.8R	Special Education Mediation
0100	Equal Educational Opportunities
4325	Prevention Instruction
4326	Instruction for English Language Learners or Students with Limited English Proficiency
4200	Purposes of Instructional Materials

Description of Special Education Programs

The Clinton Central School District is committed to ensuring that all students with disabilities receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE), in accordance with Part 200 Regulations of the Commissioner of Education. Appropriate programs and services will be identified by the Committee on Special Education and detailed in a student's Individualized Education Program.

Current educational research has shown that students who are taught in an integrated setting demonstrate better academic progress than students taught in segregated settings. While all decisions are based on individual needs, the Clinton Central School District is strongly committed to including as many special education students as possible in general education classes, where they have maximum access to grade level curriculum and an opportunity for enhanced social development. To this extent, a full range of special education programs and related services are provided.

Committee on Preschool Special Education

Definition of Terms

The term "Preschool Student with a Disability" refers to a preschool student who has been identified by the Committee on Preschool Special Education (CPSE) who is eligible to receive preschool programs and services, and is not entitled to attend the public schools of the district. To be identified as having a disability, a preschool student shall either:

- Exhibit a significant delay or disorder in one or more functional areas related to cognitive, language and communicative, adaptive, social-emotional or motor development which adversely affects the student's ability to learn. Such delay or disorder shall be documented by the results of the individual evaluation which includes, but is not limited to, information in all functional areas obtained from a structured observation of a student's performance and behavior, a parental interview and other individually administered assessment procedures, and, when reviewed in combination and compared to accepted milestones for child development, indicate:
    - A 12 month delay in one or more functional area(s), or
    - A 33% delay in one functional area, or a 25 percent delay in each of two functional areas, or
    - If appropriate standardized instruments are individually administered in the evaluation process, a score of 2.0 standard deviation below the mean in one

functional area, or a score of 1.5 standard deviations below the mean in each of two functional areas; or

- Meet the criteria as Autistic, Deaf, Deaf-Blind, Hard of Hearing, Orthopedically Impaired, Other Health Impaired, Traumatic Brain Injury, or Visually Impaired.

Continuum of Services for Preschool Children

The following is a listing of the preschool programs and services that are available to preschool students with disabilities. These programs and services are funded by the County but recommended by the Committee on Preschool Special Education. Services are provided in the Universal Pre-Kindergarten (UPK) setting, private daycare settings, home, and in some cases, in preschool classes for children with disabilities.

- *Related Services*: Preschool students with disabilities may have itinerant speech therapy, occupational therapy, physical therapy, or social work services, depending on their individual needs.
- *Itinerant Services:* Itinerant Services are special education or related services that focus on the nature of the child's disability. Itinerant services may be provided in the child's home or in a preschool setting not less than two (2) hours per week and the total number of students with disabilities assigned to the special education teacher should not exceed 20.
- *Special Class in an Integrated Setting*: A special class program in an integrated setting includes both disabled and non-disabled students in the same classroom. This placement is generally recommended when a student has fewer needs or less severe delays, and also when it is felt they would benefit from the modeling of non-disabled peers for social skills and language development.

As of March 2025 , the District supports 16 students with disabilities ages 3-5. Additionally, the District also supports no students who are age 2.

Student Data: Committee on Preschool Special Education

Source: Cleartrack

CLEARTRACK 200 - STATISTICS
Clinton Central School District
Disabilities by School for March 2025

Disabilities by School for March 2025
Filter
(Preschool Special-Ed)

		School		
	Disability	Home Instructed	Promise Program	UCP
Preschool Student with a Disability	15	11	1	3
Total	15	11	1	3

Program	Number of Students
Itinerant Services	4
Related Services	8
Related Services and Itinerant Services	4
Special Class in an Integrated Setting ● Full day	4

Enrollment Reports (source NYSED Reporting; VR-1: Sample below

2024-25 VR 4

Name: CLINTON CSD

SED Code: 411101060000

Verification Report 4

Note: certifying this VR form will certify ALL of the VR1-6 and VR8. Please check all of the VR1-6 and VR8 before certifying any of them.

Preschool LRE Setting Report October 2024 Snapshot
About this Report

To view the description of the report including SIRS codes please click here

This is a report of preschool children with disabilities for whom the school district has Committee on Preschool Special Education (CPSE) responsibility grouped by least restrictive environment (LRE) setting as well as age, gender, race and ethnicity. Also included is a subset of all preschool children who were receiving related services only as of October 2, 2024.

Students who meet all the following criteria are included in the report:

- Enrollment record with reason for beginning enrollment code 0011 or 5905
- Enrollment record with enrollment beginning date on or before October 2, 2024 and no ending date, or an ending date after October 2, 2024
- Building of Enrollment code that is valid in SEDREF
- Student's age is 3 or 4 on October 2, 2024
- A disability Programs Fact record with code 5786 (preschool student with a disability)
- A Special Education Snapshot record with all the following data elements:
  - Primary Service Code (click here for more information).
  - Primary Service Provider
  - Snapshot Date of October 2, 2024
  - Least Restrictive Environment Code for Preschool setting (click here for more information).

Students whose age is 3 or 4 and who have an active enrollment record on October 2, 2024 are excluded from the report if:

- There is an active disability Programs Fact record with code 5786 (preschool student with a disability) but **no** Special Education Snapshot record **OR**
- There is a Special Education Snapshot record but **no** active Disability Programs Fact record with code 5786 (preschool student with a disability).

Preschool LRE Setting Report by Age

Educational Environment		A	B	C	D
		Age 3	Age 4	Total October 2, 2024	Total October 4, 2023
Attending a regular early childhood program for **10 or more hours** a week	and receiving the majority of hours of special education and related services in the regular early childhood program	0	1	1	3

	and receiving the majority of hours of special education and related services in some other location.	0	0	0	**0**
Attending a regular early childhood program for **less than 10 hours** a week	and receiving the majority of hours of special education and related services in the regular early childhood program	0	3	3	**4**
	and receiving the majority of hours of special education and related services in some other location	0	2	2	**6**
Separate Class		1	0	1	**0**
Separate School		0	0	0	**0**
Residential Facility		0	0	0	**0**
Home		1	5	6	**5**
Service Providers Location		0	0	0	**0**
Total		**2**	**11**	**13**	**18**

Preschool LRE Setting Report by Gender

Educational Environment		**A**	**B**	**C**	**D**
		Male	**Female**	**Nonbinary**	**Total**
Attending a regular early childhood program for **10 or more hours** a week	and receiving the majority of hours of special education and related services in the regular early childhood program	0	1	0	1
	and receiving the majority of hours of special education and related services in some other location.	0	0	0	0
Attending a regular early childhood program for **less than 10 hours** a week	and receiving the majority of hours of special education and related services in the regular early childhood program	3	0	0	3
	and receiving the majority of hours of special education and related services in some other location	2	0	0	2
Separate Class		1	0	0	1
Separate School		0	0	0	0
Residential Facility		0	0	0	0
Home		4	2	0	6
Service Providers Location		0	0	0	0
Total		**10**	**3**	**0**	**13**

Preschool LRE Setting Report by Race and Ethnicity

Educational Environment	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**H**

		Hispanic or Latino	American Indian or Alaska Native (Not of Hispanic Origin)	Asian (Not of Hispanic Origin)	Black or African American (Not of Hispanic Origin)	Native Hawaiian or Other Pacific Islander (Not of Hispanic Origin)	White (Not of Hispanic Origin)	Two or More Races (Not of Hispanic Origin)	Total
Attending a regular early childhood program for **10 or more hours** a week	and receiving the majority of hours of special education and related services in the regular early childhood program	0	0	0	0	0	1	0	**1**
	and receiving the majority of hours of special education and related services in some other location	0	0	0	0	0	0	0	**0**
Attending a regular early childhood program for **less than 10 hours** a week	and receiving the majority of hours of special education and related services in the regular early childhood program	0	0	0	0	0	3	0	**3**
	and receiving the majority of hours of special education and related services in some other location	0	0	0	0	0	2	0	**2**
Separate Class		0	0	0	0	0	1	0	**1**
Separate School		0	0	0	0	0	0	0	**0**
Residential Facility		0	0	0	0	0	0	0	**0**
Home		0	0	0	0	0	6	0	**6**
Service Providers Location		0	0	0	0	0	0	0	**0**
Total		**0**	**0**	**0**	**0**	**0**	**13**	**0**	**13**

Preschool LRE Setting Report of Students Receiving Related Services Only

Total October 2, 2024	Total October 4, 2023
8	10

Preschool LRE Setting Report October 2023 Snapshot
About this Report

To view the description of the report including SIRS codes please click here

This is a report of preschool children with disabilities for whom the school district has Committee on Preschool Special Education (CPSE) responsibility grouped by least restrictive environment (LRE) setting as well as age, gender, race and ethnicity. Also included is a subset of all preschool children who were receiving related services only as of October 4, 2023.

Students who meet all the following criteria are included in the report:

- Enrollment record with reason for beginning enrollment code 0011 or 5905
- Enrollment record with enrollment beginning date on or before October 4, 2023 and no ending date, or an ending date after October 4, 2023
- Building of Enrollment code that is valid in SEDREF
- Student's age is 3 or 4 on October 4, 2023
- A disability Programs Fact record with code 5786 (preschool student with a disability)
- A Special Education Snapshot record with all the following data elements:
  - Primary Service Code (click here for more information).
  - Primary Service Provider
  - Snapshot Date of October 4, 2023
  - Least Restrictive Environment Code for Preschool setting (click here for more information).

Students whose age is 3 or 4 and who have an active enrollment record on October 4, 2023 are excluded from the report if:

- There is an active disability Programs Fact record with code 5786 (preschool student with a disability) but **no** Special Education Snapshot record **OR**
- There is a Special Education Snapshot record but **no** active Disability Programs Fact record with code 5786 (preschool student with a disability).

Preschool LRE Setting Report by Age

Educational Environment		A	B	C	D
		Age 3	Age 4	Total October 4, 2023	Total October 5, 2022
Attending a regular early childhood program for **10 or more hours** a week	and receiving the majority of hours of special education and related services in the regular early childhood program	1	2	3	3

	and receiving the majority of hours of special education and related services in some other location.	0	0	0	**0**
Attending a regular early childhood program for **less than 10 hours** a week	and receiving the majority of hours of special education and related services in the regular early childhood program	1	3	4	**3**
	and receiving the majority of hours of special education and related services in some other location	3	3	6	**0**
Separate Class		0	0	0	**0**
Separate School		0	0	0	**0**
Residential Facility		0	0	0	**0**
Home		0	5	5	**12**
Service Providers Location		0	0	0	**0**
Total		**5**	**13**	**18**	**18**

Preschool LRE Setting Report by Gender

Educational Environment		**A**	**B**	**C**	**D**
		Male	**Female**	**Nonbinary**	**Total**
Attending a regular early childhood program for **10 or more hours** a week	and receiving the majority of hours of special education and related services in the regular early childhood program	3	0	0	3
	and receiving the majority of hours of special education and related services in some other location.	0	0	0	0
Attending a regular early childhood program for **less than 10 hours** a week	and receiving the majority of hours of special education and related services in the regular early childhood program	3	1	0	4
	and receiving the majority of hours of special education and related services in some other location	3	3	0	6
Separate Class		0	0	0	0
Separate School		0	0	0	0
Residential Facility		0	0	0	0
Home		3	2	0	5
Service Providers Location		0	0	0	0
Total		**12**	**6**	**0**	**18**

Preschool LRE Setting Report by Race and Ethnicity

Educational Environment	A	B	C	D	E	F	G	H

		Hispanic or Latino	American Indian or Alaska Native (Not of Hispanic Origin)	Asian (Not of Hispanic Origin)	Black or African American (Not of Hispanic Origin)	Native Hawaiian or Other Pacific Islander (Not of Hispanic Origin)	White (Not of Hispanic Origin)	Two or More Races (Not of Hispanic Origin)	Total
Attending a regular early childhood program for **10 or more hours** a week	and receiving the majority of hours of special education and related services in the regular early childhood program	0	0	0	0	0	3	0	3
	and receiving the majority of hours of special education and related services in some other location	0	0	0	0	0	0	0	0
Attending a regular early childhood program for **less than 10 hours** a week	and receiving the majority of hours of special education and related services in the regular early childhood program	0	0	0	0	0	4	0	4
	and receiving the majority of hours of special education and related services in some other location	0	0	0	0	0	6	0	6
Separate Class		0	0	0	0	0	0	0	0
Separate School		0	0	0	0	0	0	0	0
Residential Facility		0	0	0	0	0	0	0	0
Home		0	0	0	0	0	5	0	5
Service Providers Location		0	0	0	0	0	0	0	0
Total		0	0	0	0	0	18	0	18

Preschool LRE Setting Report of Students Receiving Related Services Only

Total October 4, 2023	Total October 5, 2022
10	12

Committee on Special Education

Definition of Terms

The term "Student with a Disability" includes the following classifications:

1. *Autism* means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age 3, which adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.
2. *Deafness* means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a student's educational performance.
3. *Deaf-blindness* means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.
4. *Emotional disability* means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:
    a. an inability to learn that cannot be explained by intellectual sensory, or health factors;
    b. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
    c. inappropriate types of behavior or feelings under normal circumstances; · a general pervasive mood of unhappiness or depression; or
    d. a tendency to develop physical symptoms or fears associated with personal or school problems.
    e. The term includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.
5. *Hearing impairment* means impairment in hearing, whether permanent or fluctuating, which adversely affects the child's educational performance but that is not included under the definition of deafness in this section.
6. *Learning Disability* means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell or to do

mathematical calculations. This term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage.

7. *Intellectual disability* means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a student's educational performance.
8. *Multiple disabilities* means concomitant impairments (such as mental retardation, blindness, mental retardation-orthopedic impairments, etc.), the combination of which cause such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf blindness.
9. *Orthopedic impairment* means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bond tuberculosis, etc), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).
10. *Other health-impairment* means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or Tourette's syndrome, which adversely affects a student's educational performance.
11. *Speech or language impairment* means a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment that adversely affects a student's educational performance.
12. *Traumatic brain injury* means an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include injuries that are congenital or caused by birth trauma.
13. *Visual impairment* including blindness means impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

Eligibility Determination

The CSE will consider evaluation information including evaluations provided by the parent. The CSE must ensure that the appropriateness of reading and math instruction and all general education resources including academic intervention services have been considered prior to determining that the student should be placed in a special education program. In interpreting evaluation data for the purpose of determining if a student is a student with a disability, and determining the educational needs of the student, the Committee on Special Education must draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher reports, as well as information about the student's physical condition, social or cultural background, and adaptive behavior; and ensure that information obtained from all these sources is documented and carefully considered.

Continuum of Service for School Age Children

Consultant Teacher Services
This service is provided by a special education teacher who supports students with disabilities in a general education classroom. This is not a pull-out service and service may be delivered directly, indirectly, or a combination of the two. Direct consultant teacher service includes specially designed individualized or group instruction provided by a special education teacher to students with a disability within general education classes. Indirect consultant teacher services are those in which a special education teacher works with the general education teacher to adjust the learning environment and/or modify instructional methods / materials to meet the needs of a student with a disability who attends the general education class. This service is provided outside of the classroom time. Per NYSED regulations, the maximum caseload for a consultant teacher is 20 students; consultant teachers who also provide resource room instruction can have caseloads of 25 students in grades 7-12 only.

Integrated Co-Teaching
This service provides specially designed instruction and academic instruction to a group of students with disabilities and nondisabled peers. Integrated co-teaching services means students are intentionally grouped together based on similarity of need for the purpose of receiving specially designed instruction in a general education class, usually daily for the identified class. Students receive instruction at their grade level with both a special education teacher and a general education teacher. The general education teacher and special education teacher share responsibilities for the delivery of primary instruction, planning, and evaluation for all students and instruction will be differentiated to meet the students' needs; however the curriculum is not modified. Per NYSED regulations, the maximum number of students with disabilities in an integrated co-taught (ICT) classroom cannot exceed 12 students or 50% of the total number of students in the classroom.

15:1
A special class in a 15:1 setting is designed to provide primary instruction tailored to the specific needs of a group of students with disabilities, in a self-contained setting, separate from their non-disabled peers. This class consists of students grouped together due to their need for specially designed instruction. While in this setting, students receive their primary instruction apart from non-disabled peers, but they must still have access to the general education curriculum.

Related Services
Speech/Language, occupational therapy, physical therapy, hearing impaired, visually impaired, adaptive physical education, and counseling/social work services are available to students in special education programs. Working with the classroom teacher, related service providers have an opportunity to share expertise, provide direct service and make recommendations for strategies for the teacher and the student.

Resource Room
Resource room programs are for the purpose of supplementing the general education or special education classroom instruction of students with disabilities who are in need of specialized, supplemental instruction. Students receive special education services from a special education or certified reading teacher in small groups in a separate location ('pull-out'), based upon similarity of needs. Resource instruction supports general education through small group review, re-teaching of course content, instruction in organizational and study habits, and teaching 'mini-lessons' targeting deficient skills. Per NYSED regulations, the total caseload cannot exceed 20 students (grades 1-6) or 25 (grades 7-12) and groups must not exceed 5:1 student to teacher ratio. If circumstances arise which would result in a ratio greater than 5:1, the District would apply to the New York State Education Department Special Education Quality Assurance (NYSED SEQA) for a variance to Part 200.6(f).

Declassification Support Services
Any student needing services as a transition from special education services to general education services in the year he/she leaves a special education program has declassification support services as deemed appropriate by the Committee on Special Education. These services may include academic support services.

Out of District Programs and Locations

Homebound Instruction
Any student who is determined unable to attend school by their physician or students who, because of the severity of their disability, are awaiting placement are entitled to homebound instruction.

OHM BOCES Special Education Classes

- BOCES 12:1:1 (Mild/Moderate) Sauquoit Valley, Grades K-12: The mildly handicapped program is intended to provide programs to meet the needs of students who require a more intensive level of support than can be provided in a resource room program. Outcome goals are focused on living and employment skills. Students are able to benefit from a public school environment with the support of a self-contained setting. Academic skills are delivered in a functional context. The students are integrated into regular education classes whenever possible. Moderate students have a greater emphasis on life-skills and activities of daily living.
- BOCES 12:1:3 +1 (Multiply Disabled) OHM BOCES Center, Grades K-12: This program is designed to meet the needs of the students with profound and multiple disabilities. Essential elements of the program include gross and fine motor skills, self-help skills, language development, and socialization skills. These students will likely require extensive supportive services throughout their adult lives.
- BOCES 12:1:3 +1 (Developmental Program) OHM BOCES Center, Grades K-12: This program is designed for students who require intensive language programming, daily living skills, and behavioral support. Students also have an opportunity to participate in occupational training on a half day basis.
- BOCES 12:1:3 +1 (Developmental Program) New Hartford CSD, Grades 7-12: This program is designed for students who require intensive language programming, daily living skills, and behavioral support. Students also have an opportunity to participate in occupational training on a half day basis.
- BOCES 8:1:2 (School-based Program) Waterville CSD, Grades K-12: Designed for students with severe social, emotional and/or behavioral management needs who cannot be maintained in a less restrictive setting. Counseling is a mandated component of these programs.
- BOCES 8:1:2 (Center-based Program) Grades K-12:
    - Behavior Management
    - Mental Health
    - Designed for students with developmental disabilities, who require behavioral support. Students who are in the program demonstrate needs that are more intense than the 8:1:2 classrooms. In addition to a teacher, and two teaching assistants, a student behavior manager is assigned to the class to assist with behavior modification. Students benefit from structured teaching and a rich curriculum designed to meet students' academic, therapeutic, social/emotional and behavioral needs.
- BOCES 6:1:2 (Center-based Program) Grades 3-12: Designed for students who require the most restrictive learning environment. The student's management needs may be determined to be highly intensive, requiring a high degree of individualized attention and intervention. Behavioral supports include individual counseling provided by a certified school social worker. Reflection rooms are available for support as part of the behavior modification program. Therapeutic Crisis Intervention for Schools (TCIS)

developed by Cornell University is utilized within the program. The instructional program focuses on meeting the emotional/behavioral needs of the student while addressing academic skills. Academically, instruction is aligned with the NYS Learning Standards allowing students to work toward obtaining a high school diploma. This program provides students with smaller class sizes, curricular modifications and support, intensive adult support and a structured program with consistent routines, career and life skills training, as well as behavior management, crisis support and intervention.

- BOCES 8:1:2+1 (Center-based Program) Grades K-2: Designed for students with developmental disabilities, who require behavioral support. Students who are in the program demonstrate needs that are more intense than the 8:1:2 classrooms. In addition to a teacher, and two teaching assistants, a student behavior manager is assigned to the class to assist with behavior modification. Students benefit from structured teaching and a rich curriculum designed to meet students' academic, therapeutic, social/emotional and behavioral needs.
- BOCES Middle Settlement Academy Grades 8-12: The Alternative Education Program provides a comprehensive educational program for students in grades 7 – 12 who have not succeeded in a traditional classroom setting. The program is aimed at students who are at risk of dropping out of school due to such characteristics as poor attendance, inappropriate behavior, a lack of respect for authority, fighting and/or an indifference to academics. Students are provided a supportive "family-like" atmosphere structured to help them not only obtain a high school diploma, but to also develop those skills necessary to succeed in life. The alternative education program is housed at two locations: MSA at Lincoln and MSA at Mohawk Valley Community College (MVCC).
- Madison Oneida BOCES 8:1:1 (School-based Program) Grades K-2: Students in this program present with severe behavioral difficulties and/or intense instructional needs. Counseling services are provided within the basic program. Close contact with parents and the home school district is maintained to encourage appropriate follow-up intervention activities. Opportunities for regular education experiences are available. The staffing ratio is 8:1:1. This program has locations on the The Madison-Oneida BOCES campus and in the Vernon-Verona-Sherrill school district.

Special School, Residential, and Hospital Programs

Should a student's learning, physical or management needs be so intense as to not be served in the aforementioned programs, there are private and State operated schools with specialized programs available. These represent the most restrictive settings on the continuum.

- Upstate Cerebral Palsy (Tradewinds 6:1:3.5): This program provides for day and residential services designed for students who have high management and intensive academic needs. The students are provided with a highly structured behavioral program.
- UCP Promise Program (preschool): Children follow a structured routine that guides their daily activities and helps to prepare them for Kindergarten. Classrooms focus on giving children an understanding of the world through their hands-on experiences with

people, materials, and ideas, encouraging them to think, imagine and problem-solve. Preschoolers with identified disabilities learn side-by-side in an inclusive environment with their typically developing peers. These early interactions are of great benefit to all children.

- The House of the Good Shepherd (Tilton School 6:1:2): These programs provide educational day and residential services to students with highly intensive behavioral needs. These students may be school or court placed, or placed by the County DSS

Methods to Evaluate Progress

The Clinton Central School District monitors student progress toward mastery of the learning standards as well as students' IEP goals. Student progress is monitored through a variety of data points. These include, but are not limited to: New York State Special Education Performance Plan Indicator data, performance on district-wide benchmark assessments, standardized assessments, report card grades, data from progress monitoring IEP goals, student disciplinary data, NYS assessments, data collected while tracking progression toward earning a Career Development and Occupational Studies (CDOS) credential, as well as graduation outcomes.

Allocation of Space

The Board of Education recognizes its responsibility to allocate adequate and appropriate space for special education programs that are provided throughout the District and affirms a commitment to serve students with disabilities in settings with non-disabled peers. Therefore, the Special Education Department in collaboration with Superintendent, Executive Directors, and building leaders will monitor the number of students with disabilities and the services required for students and will review annually future needs in order to identify current and future space needs.

Budget

A budget to support the proposed delivery of special education programs is developed annually, based on the number of special education students and their individual needs. The budget will include the funding necessary to support district-based programs as well as BOCES special education programs and private placements. In addition, the budget will include funding to purchase any assistive technologies and curriculum materials in an alternative format required as stated in a student's IEP. The budget is prepared annually and reviewed by the Director of PPS, Business Office, Superintendent, and Board of Education.

Enrollment Data

Year	Students with disabilities ages 5-21 supported by CCS
October 2024-2025	160
October 2023-2024	168
October 2022-2023	169
October 2021-2022	180

Student Data: Committee on Special Education

Classified Students and Staffing by District Building (source: Cleartrack)

Program	Number of Students	Special Education Teachers	Speech Language Therapists	Psychologists
Clinton Elementary School	71	5	1	1.5
Clinton Middle School	32	3	1	1.5
Clinton High School	26	3	1	1.5
Residential Students	0	n/a	n/a	n/a
Placed in center based BOCES special education programs	17	n/a	n/a	n/a
Placed in Other District BOCES Programs	4	n/a	n/a	n/a
Private School or Home Instruction	7	n/a	n/a	n/a

CLEARTRACK 200 - STATISTICS
Clinton Central School District
Disabilities by School for March 2025

Disabilities by School for March 2025
Filter
(School-Age Special-Ed)

		School												
Disability		Clinton Elementary	Clinton High School	Clinton Middle School	House of the Good Shepherd	Madison-Oneida County BOCES	New Hartford High School (BOCES)	Not Specified	Oneida BOCES Special Ed Center	Sauquoit Valley Elementary School (BOCES)	Sauquoit Valley Middle School (BOCES)	UCP - Tradewinds	Waterville Elementary School (BOCES)	Waterville High School (BOCES)
Autism	26	10	1	2			1		8			4		
Emotional Disability	5	1			1				3					
Hearing Impairment	1			1										
Intellectual Disability	2								2					
Learning Disability	59	18	20	19					1		1			
Non-Disabled	2							2						
Other Health Impairment	28	13	5	7	1				1					1
Speech or Language Impairment	36	30		1		1			1	1			1	1
Total	159	72	26	30	2	1	1	2	16	1	1	4	1	2

**Some students are counted twice as they receive a combination of Consultant Services and Resource Room services.*
***Related Services counts only include students receiving related services only.*

Total 504 Enrollment: 61 Students