

Special Education District Plan



July 2023 – July 2026

Adopted by Board of Education on June 20, 2023

“We educate, inspire, and empower all students”

Oswego City School District
Special Education and Student Services Department
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Mr. Jeffrey Gordon, Interim Superintendent of Schools

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District Mission

We educate, inspire, and empower all students.

District Vision

An innovative, high performing district that graduates every student.

Statement of Assurances

As part of a long-standing commitment to excellence in education for all students and in full support of State and Federal legislation pertaining to students with disabilities, it is the intent of the Board of Education to assure that the educational needs of special education students are met. These programs and services are designed to afford students the appropriate level of support necessary to meet New York State Learning Standards and annual goals as well as afford each classified student the opportunity to participate, to the greatest extent appropriate, in all programs and activities offered by the District.

To this end, and in full compliance with the Regulations of the Commissioner of Education, the Board has reviewed this District Plan for Special Education. By action of the Board of Education in a regularly scheduled meeting, the Board has adopted the Special Education District Plan.



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.



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
3220	Use of Service Animals
5412	Alternative Formats for Instructional Materials
5660	Meal Charging and Prohibition Against Meal Shaming
5720	Transportation of Students
7210	Student Evaluation
7121	Diagnostic Screening of Students
7212	Response to Intervention (RTI) Process
7222	Credential Options for Students with Disabilities
7260	Designation of Person in Parental Relation
7313	Student Conduct – Suspension of Students
7314	Students Presumed to Have a Disability for Discipline Purposes
7340	Bus Rules and Regulations
7610	Special Education District Plan
7611	Children with Disabilities
7612	Grouping by Similarity of Needs
7613	The Role of the Board in Implementing A Student’s Individuated Education Program
7614	Preschool Special Education Program
7615	Least Restrictive Environment
7616	Pre-referral Intervention Strategies
7617	Declassification of Students with Disabilities
7618	Use of Time Out Rooms
7620	Students with Disabilities Participating in School District Programs
7631	Appointment and Training of Committee on Special Education / Subcommittee on Special Education Members
7632	Appointment and Training of Committee on Preschool Special Education Members
7640	Student Individualized Education Program (IEP): Development and Provision
7641	Transition Services
7642	Extended School Year (July / August) Services and/or Programs
7643	Transfer Students with Disabilities
7650	Identification and Register of Children with Disabilities (Child Find)
7660	Parent Involvement for Children with Disabilities
7670	Due Process Complaints: Selection and Board Appointment of Impartial Hearing Officers
7680	Independent Educational Evaluations
7690	Special Education Mediation
8130	Equal Educational Opportunities
8211	Prevention Instruction
8280	Instruction for English Language Learners or Students with Limited English Proficiency
8310	Purposes of Instructional Materials



Description of Special Education Programs

The Oswego City 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 (IEP).

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 Oswego City School District is strongly committed to including as many special education students as possible in general education classes, where they have maximum exposure 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 percent 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 Service 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 pre-school setting not less than two (2) hours per week and the total number of students with disabilities is 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 April 12, 2023, the District supports 121 students with disabilities ages 3-5. Additionally, the District also supports 4 students who are age 2.

Student Data: Committee on Preschool Special Education

(source: IEP Direct, CSE Recommendations as of May 31, 2023)

Program	Number of Students
Itinerant Services	27
Related Services	74
Related Services and Itinerant Services	57
Special Class in an Integrated Setting	25
½ day	18
Full day	7



Enrollment Reports (source NYSED Reporting; VR-1: October 5, 2022)

	A	B	C	D	E	F	G	H	I
Preschool Students with Disabilities Receiving Special Education Services on October 5, 2022 (Age is as of October 5, 2022)	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 (2022-23)	Total (2021-22)
Age 3	5	0	0	0	0	34	2	41	31
Age 4	3	0	1	1	0	36	3	44	29
Total	8	0	1	1	0	70	5	85	60

Enrollment Reports (source NYSED Reporting; VR-4: October 5, 2022)

Preschool LRE Setting Report by Age					
Educational Environment		A	B	C	D
		Age 3	Age 4	Total October 5, 2022	Total October 6, 2021
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	18	20	38	29
	and receiving the majority of hours of special education and related services in some other location.	6	19	25	11
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
	and receiving the majority of hours of special education and related services in some other location	0	0	0	0
Separate Class		0	0	0	0
Separate School		0	0	0	0
Residential Facility		0	0	0	0
Home		17	5	22	20
Service Providers Location		0	0	0	0
Total		41	44	85	60



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	<u>26</u>	<u>12</u>	<u>0</u>	<u>38</u>
	and receiving the majority of hours of special education and related services in some other location.	<u>17</u>	<u>8</u>	<u>0</u>	<u>25</u>
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	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	and receiving the majority of hours of special education and related services in some other location	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Separate Class		<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Separate School		<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Residential Facility		<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Home		<u>14</u>	<u>8</u>	<u>0</u>	<u>22</u>
Service Providers Location		<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total		<u>57</u>	<u>28</u>	<u>0</u>	<u>85</u>

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	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>34</u>	<u>3</u>	<u>38</u>



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
	early childhood program								
	and receiving the majority of hours of special education and related services in some other location	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>20</u>	<u>2</u>	<u>25</u>
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	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	and receiving the majority of hours of special education and related services in some other location	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Separate Class		<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Separate School		<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Residential Facility		<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Home		<u>4</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>16</u>	<u>0</u>	<u>22</u>



Preschool LRE Setting Report by Race and Ethnicity

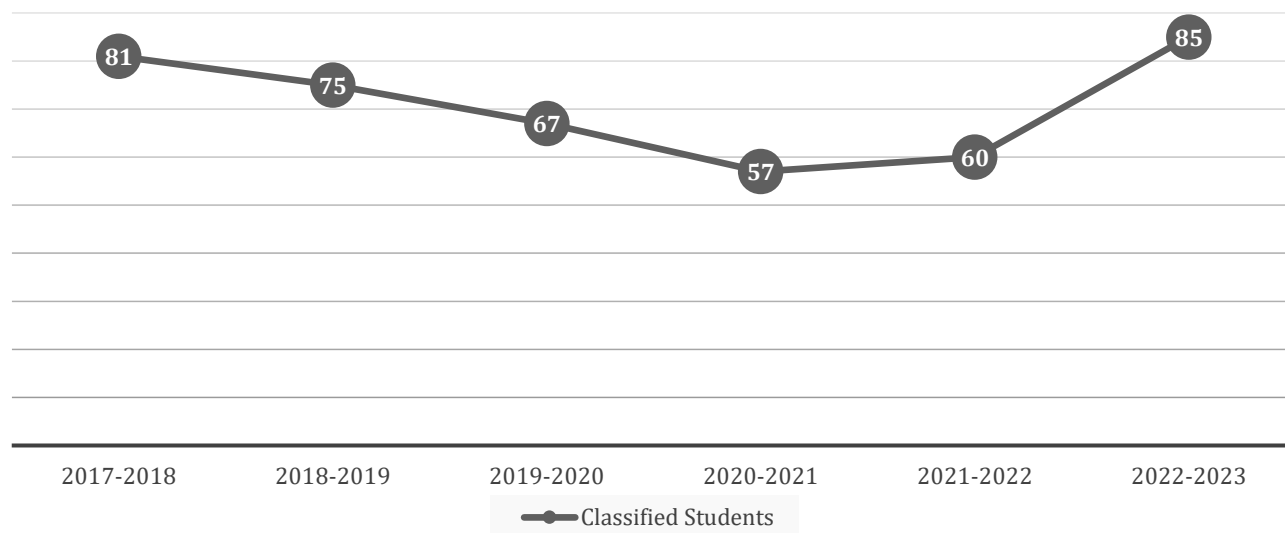
Educational Environment	A	B	C	D	E	F	G	H
	Hispanic or Latino	American Indian or Alaska Native (Not of Hispanic Origin)	Asian (Not of Hispanic Origin)	Black or African American (Not of Hispanic Origin)	Native Hawaiian or Other Pacific Islander (Not of Hispanic Origin)	White (Not of Hispanic Origin)	Two or More Races (Not of Hispanic Origin)	Total
Service Providers Location	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	<u>8</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>70</u>	<u>5</u>	<u>85</u>

**Preschool LRE Setting Report of Students Receiving Related Services Only
Total October 5, 2022**

<u>45</u>	32
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Historical Enrollment Reports (source NYSED Reporting; VR-1)

Classified Preschool Students



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 disturbance* 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:
 - an inability to learn that cannot be explained by intellectual sensory, or health factors;
 - an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
 - inappropriate types of behavior or feelings under normal circumstances;
 - a general pervasive mood of unhappiness or depression; or
 - a tendency to develop physical symptoms or fears associated with personal or school problems.
 - 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 sub average 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, bone 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.

Within the Oswego City School District, students are provided integrated co-teaching in accordance with the IEP, usually in either ELA or Math, or a combination of the two. Some students do require more support within our full day program. Students with the full day integrated co-teaching program demonstrate significantly delayed cognitive and adaptive skills and participate in (or likely will qualify for) NYS Alternate Assessment.

Related Services

Related services are developmental, corrective and other supportive services that are required to assist a student with a disability access and progress within the general education curriculum. Common related services include, but are not limited to: speech-language, counseling, occupational therapy (OT), physical therapy (PT), school health services, school nurse services, orientation and mobility (O&M), and audiology services. Related services may be provided in conjunction with a general education program or with other special education programs and services as recommended by the Committee on Special Education and in accordance with the student's IEP. The maximum group size for related services is 5 students.



Currently, occupational and physical therapy services are contracted. CITI BOCES also provides audiology, teachers of the visually impaired, and orientation and mobility staffing.

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).

Special Class Programs

Special class means a class consisting of students with disabilities who have been grouped together because of similarity of needs for the purpose of receiving specially designed instruction in the self-contained setting, meaning that such students are receiving their primary instruction separate from their nondisabled peers. Students receiving services in a special class must be provided access to the general education curriculum. All special class programs must maintain an age range of 36 months until students reach 16 years old. If circumstances arise which would result in an age range greater than 36 months, the District would need to apply for a variance to Part 200.6(g).

15:1 Special Class

Students in this program are working to master prioritized grade level standards in conjunction with working toward mastery of their IEP goals through specially designed instruction. Students supported through this structure are performing well below average on standardized measures, do not demonstrate significant behavioral concerns, and require small group and extensive re-teaching in order to access and progress within the grade level curriculum. Students in this program work toward achieving a Regents or local diploma.

12:1:1 Special Class

Students in this program exhibit significantly delayed cognitive and adaptive skills and participate in New York State Alternate Assessment. Students are provided programming that will encourage the development of functional academics and pre-vocational skills training. In addition to specially designed academic instruction, students in this program also participate in work-based learning opportunities within the high school, district, and community. They also participate in general education classes including electives, music, art, physical education, technology, health, and home and careers as appropriate. Students in this program will earn the Skills and Achievement Commencement Credential (SACC) accompanied by documentation of their skills, strengths, and level of independence in academic work, career development, and foundational skills needed for post-school living, learning, and working.



Non-District Operated Programs

In the event that we are unable to provide a program which meets a student's needs via one of our District's programs, we are required to contract with other agencies or schools that may be able to provide a program for the student. These may include BOCES, private schools, state operated schools, or residential settings.

As of October 5, 2022, the District supports 615 students with disabilities ages 6-21.

Student Data: Committee on Special Education

Classified Students and Staffing by District Building (source: IEP Direct: May 31, 2023)

Program	Number of Students	Special Education Teachers	Speech Language Therapists	Psychologists	Guidance Counselors and Social Workers
Charles E. Riley Elementary School	62	3.5	1.25	1	2
Fitzhugh Elementary School	81	4	1.5	1	2
Kingsford Park Elementary School	74	3.5	1	1	2
Frederick Leighton Elementary School	62	3.5	1	1	2
Minetto Elementary School (includes full day program)	74	11.5	3.5	1	2
Oswego Middle School	97	6	.5	1	4
Oswego High School	123	10	1	2	7
Residential Students	2				
Placed in BOCES special education programs	22				
Placed in Other Districts	1				
Private School or Home Instruction	27				



Enrollment Reports (source NYSED Reporting; VR-2; October 5, 2023)

Line Number	Disability (As of Snapshot Date)	Age as of October 5, 2022									
		4	5	6	7	8	9	10	11	12	Total
01	Autism	<u>0</u>	<u>0</u>	<u>6</u>	<u>8</u>	<u>1</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>1</u>	<u>24</u>
02	Emotional Disability	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>3</u>	<u>5</u>
03	Learning Disability	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>4</u>	<u>9</u>	<u>15</u>	<u>22</u>	<u>26</u>	<u>77</u>
04	Intellectual Disability	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>
05	Deafness	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>
06	Hearing Impairment	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>6</u>
07	Speech or Language Impairment	<u>7</u>	<u>44</u>	<u>45</u>	<u>28</u>	<u>25</u>	<u>37</u>	<u>17</u>	<u>10</u>	<u>1</u>	<u>214</u>
08	Visual Impairment (Includes Blindness)	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>3</u>
09	Orthopedic Impairment	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>
10	Other Health Impairment	<u>1</u>	<u>3</u>	<u>4</u>	<u>2</u>	<u>11</u>	<u>7</u>	<u>11</u>	<u>10</u>	<u>17</u>	<u>66</u>
11	Multiple Disabilities	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>5</u>
12	Deaf-Blindness	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
13	Traumatic Brain Injury	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
14	Total (Lines 1-13)	<u>8</u>	<u>48</u>	<u>56</u>	<u>41</u>	<u>46</u>	<u>59</u>	<u>49</u>	<u>49</u>	<u>49</u>	<u>405</u>



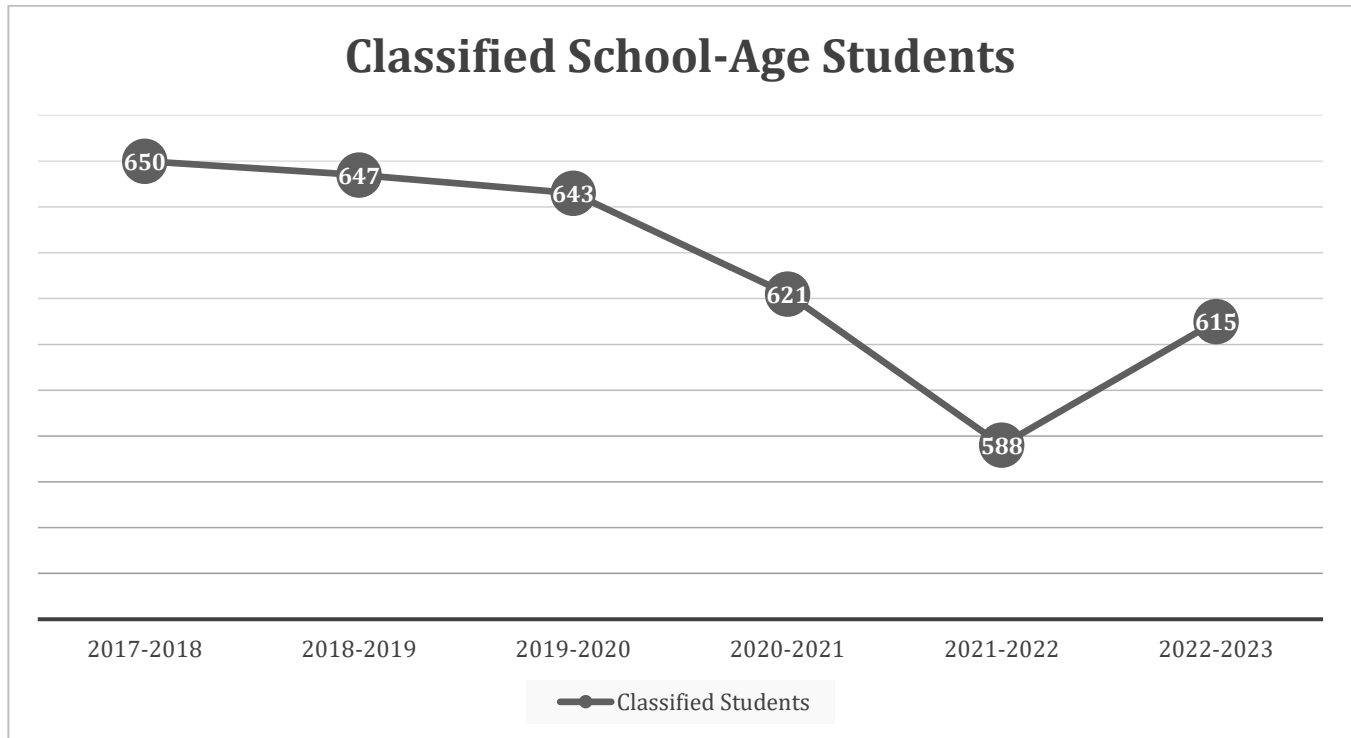
Line Number	Disability (As of Snapshot Date)	Age as of October 5, 2022									
		13	14	15	16	17	18	19	20	21	Total
01	Autism	<u>10</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>4</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>0</u>	<u>25</u>
02	Emotional Disability	<u>1</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>5</u>
03	Learning Disability	<u>23</u>	<u>16</u>	<u>18</u>	<u>17</u>	<u>22</u>	<u>3</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>100</u>
04	Intellectual Disability	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>9</u>
05	Deafness	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>
06	Hearing Impairment	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>
07	Speech or Language Impairment	<u>4</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>6</u>
08	Visual Impairment (Includes Blindness)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
09	Orthopedic Impairment	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
10	Other Health Impairment	<u>10</u>	<u>11</u>	<u>15</u>	<u>9</u>	<u>10</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>56</u>
11	Multiple Disabilities	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>4</u>
12	Deaf-Blindness	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
13	Traumatic Brain Injury	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
14	Total (Lines 1-13)	<u>49</u>	<u>34</u>	<u>40</u>	<u>31</u>	<u>38</u>	<u>11</u>	<u>3</u>	<u>3</u>	<u>1</u>	<u>210</u>



Line Number	Disability (As of Snapshot Date)	Age as of October 5, 2022						
		Total Ages 4-5	Total Ages 6-11	Total Ages 12-13	Total Ages 14-17	Total Ages 18-21	Grand Total for 2022-23	Grand Total for 2021-22
01	Autism	<u>0</u>	<u>23</u>	<u>11</u>	<u>9</u>	<u>6</u>	<u>49</u>	48
02	Emotional Disability	<u>0</u>	<u>2</u>	<u>4</u>	<u>3</u>	<u>1</u>	<u>10</u>	13
03	Learning Disability	<u>0</u>	<u>51</u>	<u>49</u>	<u>73</u>	<u>4</u>	<u>177</u>	179
04	Intellectual Disability	<u>0</u>	<u>2</u>	<u>0</u>	<u>6</u>	<u>3</u>	<u>11</u>	12
05	Deafness	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>3</u>	3
06	Hearing Impairment	<u>1</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>8</u>	7
07	Speech or Language Impairment	<u>51</u>	<u>162</u>	<u>5</u>	<u>2</u>	<u>0</u>	<u>220</u>	187
08	Visual Impairment (Includes Blindness)	<u>0</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	3
09	Orthopedic Impairment	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	2
10	Other Health Impairment	<u>4</u>	<u>45</u>	<u>27</u>	<u>45</u>	<u>1</u>	<u>122</u>	123
11	Multiple Disabilities	<u>0</u>	<u>5</u>	<u>0</u>	<u>2</u>	<u>2</u>	<u>9</u>	9
12	Deaf-Blindness	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	0
13	Traumatic Brain Injury	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	2
14	Total (Lines 1-13)	<u>56</u>	<u>300</u>	<u>98</u>	<u>143</u>	<u>18</u>	<u>615</u>	588



Historical Enrollment Reports (source NYSED Reporting; VR-2)



Enrollment Reports (source NYSED Reporting; VR-5: October 5, 2022)

Report 1
School-aged Children with Autism Receiving Services on October 5, 2022
 Age 5 who are in Kindergarten through 21, as of October 5, 2022

Table 1: In regular school programs in buildings attended by disabled and nondisabled students

Line Number	Time INSIDE Regular Classroom	A	B	C	D	E
		Age Group				
		5-11	12-13	14-17	18-21	Total
01	80% or more	23	7	2	1	33
02	40% to 79%	0	3	7	4	14
03	Less than 40%	0	1	0	0	1
04	Total	23	11	9	5	48



Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. Line 4 includes students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice are reported in Table 3.

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Separate School	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
02	Residential Facility	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>
03	Hospital (In-patient)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
04	Home Placement by CSE	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
05	Total	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice. *Or incarcerated in correctional facilities operated by the Department of Corrections (DOCS) as reported by DOCS.

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Incarcerated in County Correctional Facilities*	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
02	Home Schooled at Parent's Choice	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
03	Parentally Placed in Nonpublic School-Receiving Special Education Services	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
04	Parentally Placed in Nonpublic School-Not Receiving Special Education Services	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
05	Total	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>



Report 2
School-aged Children with Emotional Disability Receiving Services on October 5, 2022
 Age 5 who are in Kindergarten through 21, as of October 5, 2022

Table 1: In regular school programs in buildings attended by disabled and nondisabled students

		A	B	C	D	E
Line Number	Time INSIDE Regular Classroom	Age Group				
		5-11	12-13	14-17	18-21	Total
01	80% or more	<u>1</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>4</u>
02	40% to 79%	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>
03	Less than 40%	<u>1</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>5</u>
04	Total	<u>2</u>	<u>4</u>	<u>3</u>	<u>1</u>	<u>10</u>

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. Line 4 includes students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice are reported in Table 3.

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Separate School	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
02	Residential Facility	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
03	Hospital (In-patient)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
04	Home Placement by CSE	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
05	Total	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice. *Or incarcerated in correctional facilities operated by the Department of Corrections (DOCS) as reported by DOCS

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Incarcerated in County Correctional Facilities *	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
02	Home Schooled at Parent 's Choice	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>



03	Parentally Placed in Nonpublic School- Receiving Special Education Services	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
04	Parentally Placed in Nonpublic School-Not Receiving Special Education Services	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
05	Total	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

Report 3
School-aged Children with Learning Disability Receiving Services on October 5, 2022
Age 5 who are in Kindergarten through 21, as of October 5, 2022

Table 1: In regular school programs in buildings attended by disabled and nondisabled students

		A	B	C	D	E
Line Number	Time INSIDE Regular Classroom	Age Group				
		5-11	12-13	14-17	18-21	Total
01	80% or more	<u>50</u>	<u>48</u>	<u>59</u>	<u>4</u>	<u>161</u>
02	40% to 79%	<u>0</u>	<u>1</u>	<u>13</u>	<u>0</u>	<u>14</u>
03	Less than 40%	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
04	Total	<u>50</u>	<u>49</u>	<u>72</u>	<u>4</u>	<u>175</u>

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. Line 4 includes students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice are reported in Table 3.

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Separate School	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
02	Residential Facility	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
03	Hospital (In-patient)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
04	Home Placement by CSE	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
05	Total	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>



Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice. *Or incarcerated in correctional facilities operated by the Department of Corrections (DOCS) as reported by DOCS

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Incarcerated in County Correctional Facilities *	0	0	0	0	0
02	Home Schooled at Parent ´s Choice	0	0	1	0	1
03	Parentally Placed in Nonpublic School-Receiving Special Education Services	1	0	0	0	1
04	Parentally Placed in Nonpublic School-Not Receiving Special Education Services	0	0	0	0	0
05	Total	1	0	1	0	2

Report 4
School-aged Children with Intellectual Disability Receiving Services on October 5, 2022
 Age 5 who are in Kindergarten through 21, as of October 5, 2022

Table 1: In regular school programs in buildings attended by disabled and nondisabled students

		A	B	C	D	E
Line Number	Time INSIDE Regular Classroom	Age Group				
		5-11	12-13	14-17	18-21	Total
01	80% or more	2	0	0	0	2
02	40% to 79%	0	0	3	3	6
03	Less than 40%	0	0	3	0	3
04	Total	2	0	6	3	11

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. Line 4 includes students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice are reported in Table 3.

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Separate School	0	0	0	0	0
02	Residential Facility	0	0	0	0	0



Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. Line 4 includes students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice are reported in Table 3.

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
03	Hospital (In-patient)	0	0	0	0	0
04	Home Placement by CSE	0	0	0	0	0
05	Total	0	0	0	0	0

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice. *Or incarcerated in correctional facilities operated by the Department of Corrections (DOCS) as reported by DOCS

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Incarcerated in County Correctional Facilities *	0	0	0	0	0
02	Home Schooled at Parent's Choice	0	0	0	0	0
03	Parentally Placed in Nonpublic School- Receiving Special Education Services	0	0	0	0	0
04	Parentally Placed in Nonpublic School- Not Receiving Special Education Services	0	0	0	0	0
05	Total	0	0	0	0	0

Report 5
School-aged Children with Deafness Receiving Services on October 5, 2022
 Age 5 who are in Kindergarten through 21, as of October 5, 2022

Table 1: In regular school programs in buildings attended by disabled and nondisabled students

		A	B	C	D	E
Line Number	Time INSIDE Regular Classroom	Age Group				
		5-11	12-13	14-17	18-21	Total
01	80% or more	1	0	1	1	3
02	40% to 79%	0	0	0	0	0
03	Less than 40%	0	0	0	0	0



Table 1: In regular school programs in buildings attended by disabled and nondisabled students

		A	B	C	D	E
Line Number	Time INSIDE Regular Classroom	Age Group				
		5-11	12-13	14-17	18-21	Total
04	Total	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>3</u>

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. Line 4 includes students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice are reported in Table 3.

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Separate School	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
02	Residential Facility	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
03	Hospital (In-patient)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
04	Home Placement by CSE	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
05	Total	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice. *Or incarcerated in correctional facilities operated by the Department of Corrections (DOCS) as reported by DOCS

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Incarcerated in County Correctional Facilities *	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
02	Home Schooled at Parent's Choice	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
03	Parentally Placed in Nonpublic School-Receiving Special Education Services	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
04	Parentally Placed in Nonpublic School-Not Receiving Special Education Services	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
05	Total	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>



Report 6
School-aged Children with Hearing Impairment Receiving Services on October 5, 2022
 Age 5 who are in Kindergarten through 21, as of October 5, 2022

Table 1: In regular school programs in buildings attended by disabled and nondisabled students

		A	B	C	D	E
Line Number	Time INSIDE Regular Classroom	Age Group				
		5-11	12-13	14-17	18-21	Total
01	80% or more	<u>5</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>8</u>
02	40% to 79%	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
03	Less than 40%	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
04	Total	<u>5</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>8</u>

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. Line 4 includes students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice are reported in Table 3.

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Separate School	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
02	Residential Facility	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
03	Hospital (In-patient)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
04	Home Placement by CSE	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
05	Total	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice. *Or incarcerated in correctional facilities operated by the Department of Corrections (DOCS) as reported by DOCS

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Incarcerated in County Correctional Facilities *	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
02	Home Schooled at Parent's Choice	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
03	Parentally Placed in Nonpublic School-Receiving Special Education Services	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>



Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice. *Or incarcerated in correctional facilities operated by the Department of Corrections (DOCS) as reported by DOCS

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
04	Parentally Placed in Nonpublic School-Not Receiving Special Education Services	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
05	Total	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

Report 7

School-aged Children with Speech/Language Impairment Receiving Services on October 5, 2022
Age 5 who are in Kindergarten through 21, as of October 5, 2022

Table 1: In regular school programs in buildings attended by disabled and nondisabled students

		A	B	C	D	E
Line Number	Time INSIDE Regular Classroom	Age Group				
		5-11	12-13	14-17	18-21	Total
01	80% or more	<u>192</u>	<u>4</u>	<u>2</u>	<u>0</u>	<u>198</u>
02	40% to 79%	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>2</u>
03	Less than 40%	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>
04	Total	<u>196</u>	<u>5</u>	<u>2</u>	<u>0</u>	<u>203</u>

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. Line 4 includes students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice are reported in Table 3.

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Separate School	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
02	Residential Facility	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
03	Hospital (In-patient)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
04	Home Placement by CSE	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
05	Total	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>



Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice. *Or incarcerated in correctional facilities operated by the Department of Corrections (DOCS) as reported by DOCS

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Incarcerated in County Correctional Facilities *	0	0	0	0	0
02	Home Schooled at Parent ´s Choice	4	0	0	0	4
03	Parentally Placed in Nonpublic School- Receiving Special Education Services	6	0	0	0	6
04	Parentally Placed in Nonpublic School-Not Receiving Special Education Services	0	0	0	0	0
05	Total	10	0	0	0	10

Report 8
School-aged Children with Visual Impairment Receiving Services on October 5, 2022
 Age 5 who are in Kindergarten through 21, as of October 5, 2022

Table 1: In regular school programs in buildings attended by disabled and nondisabled students

		A	B	C	D	E
Line Number	Time INSIDE Regular Classroom	Age Group				
		5-11	12-13	14-17	18-21	Total
01	80% or more	3	0	0	0	3
02	40% to 79%	0	0	0	0	0
03	Less than 40%	0	0	0	0	0
04	Total	3	0	0	0	3

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. Line 4 includes students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice are reported in Table 3.

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Separate School	0	0	0	0	0
02	Residential Facility	0	0	0	0	0



Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. Line 4 includes students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice are reported in Table 3.

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
03	Hospital (In-patient)	0	0	0	0	0
04	Home Placement by CSE	0	0	0	0	0
05	Total	0	0	0	0	0

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice. *Or incarcerated in correctional facilities operated by the Department of Corrections (DOCS) as reported by DOCS

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Incarcerated in County Correctional Facilities *	0	0	0	0	0
02	Home Schooled at Parent 's Choice	0	0	0	0	0
03	Parentally Placed in Nonpublic School- Receiving Special Education	0	0	0	0	0
04	Parentally Placed in Nonpublic School-Not Receiving Special Education Services	0	0	0	0	0
05	Total	0	0	0	0	0

Report 9
School-aged Children with Orthopedic Impairment Receiving Services on October 5, 2022
 Age 5 who are in Kindergarten through 21, as of October 5, 2022

Table 1: In regular school programs in buildings attended by disabled and nondisabled students

		A	B	C	D	E
Line Number	Time INSIDE Regular Classroom	Age Group				
		5-11	12-13	14-17	18-21	Total
01	80% or more	2	0	0	0	2
02	40% to 79%	0	0	0	0	0
03	Less than 40%	0	0	0	0	0



Table 1: In regular school programs in buildings attended by disabled and nondisabled students

		A	B	C	D	E
Line Number	Time INSIDE Regular Classroom	Age Group				
		5-11	12-13	14-17	18-21	Total
04	Total	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. Line 4 includes students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice are reported in Table 3.

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Separate School	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
02	Residential Facility	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
03	Hospital (In-patient)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
04	Home Placement by CSE	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
05	Total	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice. *Or incarcerated in correctional facilities operated by the Department of Corrections (DOCS) as reported by DOCS

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Incarcerated in County Correctional Facilities *	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
02	Home Schooled at Parent's Choice	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
03	Parentally Placed in Nonpublic School-Receiving Special Education	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
04	Parentally Placed in Nonpublic School-Not Receiving Special Education Services	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
05	Total	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

Report 10**School-aged Children with Other Health Impairment Receiving Services on October 5, 2022**

Ages 5 who are in Kindergarten through 21, as of October 5, 2022



Table 1: In regular school programs in buildings attended by disabled and nondisabled students

		A	B	C	D	E
Line Number	Time INSIDE Regular Classroom	Age Group				
		5-11	12-13	14-17	18-21	Total
01	80% or more	<u>42</u>	<u>24</u>	<u>33</u>	<u>1</u>	<u>100</u>
02	40% to 79%	<u>1</u>	<u>2</u>	<u>9</u>	<u>0</u>	<u>12</u>
03	Less than 40%	<u>3</u>	<u>1</u>	<u>3</u>	<u>0</u>	<u>7</u>
04	Total	<u>46</u>	<u>27</u>	<u>45</u>	<u>1</u>	<u>119</u>

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. Line 4 includes students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice are reported in Table 3.

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Separate School	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
02	Residential Facility	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
03	Hospital (In-patient)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
04	Home Placement by CSE	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
05	Total	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice. *Or incarcerated in correctional facilities operated by the Department of Corrections (DOCS) as reported by DOCS

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Incarcerated in County Correctional Facilities *	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
02	Home Schooled at Parent 's Choice	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>
03	Parentally Placed in Nonpublic School-Receiving Special Education Services	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
04	Parentally Placed in Nonpublic School-Not Receiving Special Education Services	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>



Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice. *Or incarcerated in correctional facilities operated by the Department of Corrections (DOCS) as reported by DOCS

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
05	Total	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>

Report 11
School-aged Children with Multiple Disabilities Receiving Services on October 5, 2022
 Ages 5 who are in Kindergarten through 21, as of October 5, 2022

Table 1: In regular school programs in buildings attended by disabled and nondisabled students

		A	B	C	D	E
Line Number	Time INSIDE Regular Classroom	Age Group				
		5-11	12-13	14-17	18-21	Total
01	80% or more	<u>5</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>5</u>
02	40% to 79%	<u>0</u>	<u>0</u>	<u>2</u>	<u>1</u>	<u>3</u>
03	Less than 40%	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
04	Total	<u>5</u>	<u>0</u>	<u>2</u>	<u>1</u>	<u>8</u>

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. Line 4 includes students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice are reported in Table 3.

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Separate School	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
02	Residential Facility	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>
03	Hospital (In-patient)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
04	Home Placement by CSE	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
05	Total	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>



Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice. *Or incarcerated in correctional facilities operated by the Department of Corrections (DOCS) as reported by DOCS

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Incarcerated in County Correctional Facilities *	0	0	0	0	0
02	Home Schooled at Parent ´s Choice	0	0	0	0	0
03	Parentally Placed in Nonpublic School-Receiving Special Education Services	0	0	0	0	0
04	Parentally Placed in Nonpublic School-Not Receiving Special Education Services	0	0	0	0	0
05	Total	0	0	0	0	0

Report 12
School-aged Children with Deaf-Blindness Receiving Services on October 5, 2022
 Ages 5 who are in Kindergarten through 21, as of October 5, 2022

Table 1: In regular school programs in buildings attended by disabled and nondisabled students

		A	B	C	D	E
Line Number	Time INSIDE Regular Classroom	Age Group				
		5-11	12-13	14-17	18-21	Total
01	80% or more	0	0	0	0	0
02	40% to 79%	0	0	0	0	0
03	Less than 40%	0	0	0	0	0
04	Total	0	0	0	0	0

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. Line 4 includes students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice are reported in Table 3.

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Separate School	0	0	0	0	0



Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. Line 4 includes students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice are reported in Table 3.

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
02	Residential Facility	0	0	0	0	0
03	Hospital (In-patient)	0	0	0	0	0
04	Home Placement by CSE	0	0	0	0	0
05	Total	0	0	0	0	0

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice. *Or incarcerated in correctional facilities operated by the Department of Corrections (DOCS) as reported by DOCS

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Incarcerated in County Correctional Facilities *	0	0	0	0	0
02	Home Schooled at Parent's Choice	0	0	0	0	0
03	Parentally Placed in Nonpublic School-Receiving Special Education Services	0	0	0	0	0
04	Parentally Placed in Nonpublic School-Not Receiving Special Education Services	0	0	0	0	0
05	Total	0	0	0	0	0

Report 13

School-aged Children with Traumatic Brain Injury Receiving Services on October 5, 2022

Ages 5 who are in Kindergarten through 21, as of October 5, 2022

Table 1: In regular school programs in buildings attended by disabled and nondisabled students

		A	B	C	D	E
Line Number	Time INSIDE Regular Classroom	Age Group				
		5-11	12-13	14-17	18-21	Total
01	80% or more	0	1	0	0	1
02	40% to 79%	0	0	0	0	0



Table 1: In regular school programs in buildings attended by disabled and nondisabled students

		A	B	C	D	E
Line Number	Time INSIDE Regular Classroom	Age Group				
		5-11	12-13	14-17	18-21	Total
03	Less than 40%	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
04	Total	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. Line 4 includes students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice are reported in Table 3.

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Separate School	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
02	Residential Facility	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
03	Hospital (In-patient)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
04	Home Placement by CSE	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
05	Total	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice. *Or incarcerated in correctional facilities operated by the Department of Corrections (DOCS) as reported by DOCS

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Incarcerated in County Correctional Facilities *	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
02	Home Schooled at Parent's Choice	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
03	Parentally Placed in Nonpublic School- Receiving Special Education Services	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
04	Parentally Placed in Nonpublic School-Not Receiving Special Education Services	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
05	Total	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>



All School-Aged Children with Disabilities Receiving Services on October 5, 2022

Ages 5 who are in Kindergarten through 21, as of October 5, 2022

The three sections below aggregate the data reported in Reports 1 to 13.

Table 1: In regular school-based programs in buildings attended by disabled and nondisabled students

		A	B	C	D	E	F
Line Number	Time INSIDE Regular Classroom	Age Group				Total (10/5/2022)	Total (10/6/2021)
		5-11	12-13	14-17	18-21		
01	80% or more	<u>326</u>	<u>87</u>	<u>100</u>	<u>7</u>	<u>520</u>	480
02	40% to 79%	<u>2</u>	<u>7</u>	<u>35</u>	<u>8</u>	<u>52</u>	56
03	Less than 40%	<u>7</u>	<u>4</u>	<u>7</u>	<u>1</u>	<u>19</u>	25
04	Total	<u>335</u>	<u>98</u>	<u>142</u>	<u>16</u>	<u>591</u>	561

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. Line 4 includes students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice are reported in Table 3.

		A	B	C	D	E	F
Line Number	Type of Setting	Age Group				Total (10/5/2022)	Total (10/6/2021)
		5-11	12-13	14-17	18-21		
01	Separate School	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	0
02	Residential Facility	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>2</u>	2
03	Hospital (In-patient)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	0
04	Home Placement by CSE	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	0
05	Total	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>2</u>	2



Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice. * Or incarcerated in correctional facilities operated by the Department of Corrections (DOCS) as reported by DOCS

		A	B	C	D	E	F
Line Number	Type of Setting	Age Group				Total (10/5/2022)	Total (10/6/2021)
		5-11	12-13	14-17	18-21		
01	Incarcerated in County Correctional Facilities *	0	0	0	0	0	2
02	Home Schooled at Parent 's Choice	6	0	1	0	7	4
03	Parentally Placed in Nonpublic School-Receiving Special Education Services	7	0	0	0	7	9
04	Parentally Placed in Nonpublic School-Not Receiving Special Education Services	0	0	0	0	0	0
05	Total	13	0	1	0	14	15

Student Classification by Building (source: IEP Direct: May 31, 2023)

Building	Autism	Deaf-Blindness	Deafness	Emotional Disability	Hearing Impairment	Intellectual Disability	Learning Disability	Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
Charles E. Riley Elementary School	3	0	1	0	1	0	9	0	0	11	36	0	1
Fitzhugh Elementary School	4	0	0	1	1	0	19	1	0	13	46	0	1
Kingsford Park Elementary School	3	0	0	0	2	0	17	0	0	11	44	0	0
Frederick Leighton Elementary School	5	0	0	0	1	0	8	0	2	5	41	0	0
Minetto Elementary School	15	0	0	0	1	2	10	5	0	12	32	0	1
Oswego Middle School	12	0	0	2	1	3	52	3	0	26	4	1	0
Oswego High School	14	0	2	1	1	7	65	1	0	35	2	0	0



BOCES, Home Instructed Youth, and Nonpublic Enrollment by Classification (source: IEP Direct)

Program	Autism	Deaf-Blindness	Deafness	Emotional Disability	Hearing Impairment	Intellectual Disability	Learning Disability	Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
Residential Care	1	0	0	0	0	0	0	1	0	0	0	0	0
BOCES: A+	1	0	0	0	0	1	0	0	0	1	2	0	0
BOCES: Stepping Stones	0	0	0	1	0	0	0	0	0	4	0	0	0
BOCES: Strive	0	0	0	3	0	2	0	0	0	4	1	0	0
BOCES: Work Study Program	0	0	0	0	0	0	0	1	0	0	0	0	0
BOCES: Synergy	0	0	0	1	0	0	1	0	0	0	0	0	0
Private School or Home Instruction	1	0	0	0	0	1	5	2	0	9	11	0	1

Program Locations

Program	Location
Related Services	All schools
Consultant Teacher	All schools
Integrated Co-Teaching: 2 hour	All elementary schools
Integrated Co-Teaching: Full Day	Minetto Elementary School
Resource Room	All schools
Special Class	
15:1	Oswego Middle School Oswego High School
12:1:1	Oswego Middle School Oswego High School
8:1:1 6:1:2	CITI BOCES



Services Provided by Building (source: IEP Direct: May 31, 2023)
Including Number of Students Serviced for Each Service Delivery Type

Building	Integrated Co-teaching	Consultant Teacher	Resource	Special Class 15:1	Special Class 12:1:1	Speech / Language Therapy	Occupational Therapy	Physical Therapy	Counseling	Hearing	Orientation and Mobility	Vision
Charles E. Riley Elementary School	27	9	4	0	0	43	14	7	4	3	1	1
Fitzhugh Elementary School	54	8	17	0	0	65	23	12	0	6	0	3
Kingsford Park Elementary School	31	10	5	0	0	60	19	9	2	2	0	2
Frederick Leighton Elementary School	32	3	2	0	0	50	19	6	2	3	0	0
Minetto Elementary School	51	12	8	0	0	61	36	21	2	1	0	4
Oswego Middle School	0	88	17	28	6	32	6	6	3	2	2	2
Oswego High School	0	103	10	33	9	21	2	1	5	5	0	0

Methods to Evaluate Progress

The Oswego City School District consistently 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 Special Education, Executive Directors, Business Office, Superintendent, and Board of Education. During the 2022-2023 school year, the Special Education Department budget was comprised of the following:

Funding Source: *General Fund Operating Budget Programs for Students with Disabilities*
Amount: \$ 11,070,395.00
Description: These funds are inclusive of the salaries for special education teachers, teaching assistants, speech language pathologists and therapists, substitute teaching assistants, translation services, and the team leader stipend for 7-12. Approximately 104 full-time-equivalent (FTE) positions are supported by this funding source including special education teachers, speech language therapists, and teaching assistants.

Funding Source: *General Fund Operating Budget: Guidance Counselors and Social Workers*
Amount: \$ 1,189,551.00
Description: These funds include the salaries of guidance counselors and social workers in the district. Please note: these funds do support general education students as well as students with disabilities.

Funding Source: *General Fund Operating Budget: School Psychologists*
Amount: \$ 698,015.00
Description: These funds include the salaries of school psychologists in the district. Please note: these funds do support general education students as well as students with disabilities.

Funding Source: *General Fund Operating Budget: Equipment*
Amount: \$ 25,000.00
Description: These funds are for the purchase of student specific equipment or devices.

Funding Source: *General Fund Operating Budget: Contractual Expense*
Amount: \$ 872,000.00
Description: These funds support related services provided through a contracted agency (occupational therapy and physical therapy) as well as professional



development for collective bargaining unit members per contractual obligations.

Funding Source: General Fund Operating Budget: Tuition
Amount: \$ 800,000.00
Description: These funds support students placed in external placements.

Funding Source: General Fund Operating Budget: BOCES Services
Amount: \$ 3,115,915.00
Description: These funds support services and programming for students with special needs who are placed by CSE at programs through CITI BOCES,

Funding Source: General Fund Operating Budget: Supervision of Special Programs
Amount: \$ 359,813.69
Description: This budget includes the Executive Director of Special Education and Student Services, Director of Student Services salaries as well as clerical staff, supplies, travel, and testing materials.

Funding Source: New York State Education Department (federal flow through – 611 Grant)
Amount: \$ 1,083,063.00
Description: These federal funds flowing through the New York State Education Department support services and programming for students with special needs. Through these funds, the District provides direct services to students, aged 3 to 21.

Funding Source: New York State Education Department (federal flow through – 619 Grant)
Amount: \$ 43,690.00
Description: These federal flow-through funds support services for 3, 4, and 5 year-old students who have special needs. The District's pre-kindergarten programs use these funds to provide services to students with special needs.



