



Scotia Glenville Central School District

Department of Pupil Personnel Services

Program Review

2023-2025

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Catie Magil, Director of Pupil Personnel Services

Anthony Peconie, Instructional Administrator for Special Education

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## Executive Summary

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a Free Appropriate Public Education (FAPE) to eligible children with disabilities and ensures special education and related services. Congress reauthorized IDEA in 2004 and most recently amended IDEA through Public Law 114-95, the Every Student Succeeds Act, in December of 2015.

The stated purpose of IDEA is<sup>1</sup>:

- to ensure all children with disabilities have available to them a Free Appropriate Public Education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- to ensure that the rights of children with disabilities and parents of such children are protected;
- to assist states, educational service agencies, and federal agencies to provide for the education of all children with disabilities;
- to ensure educators and parents have the necessary tools to improve educational results for children with disabilities;
- to assess, and ensure the effectiveness of, efforts to educate children with disabilities.

Scotia-Glenville Central School District Department of Pupil Personnel Services (PPS) is responsible for the provision of specially designed individual or group instruction and special services and/or programs, as defined in subdivision 2 of section 4401 of the Education Law, provided at no cost to the parent, to meet the unique needs of students with disabilities. The PPS department offers a continuum of programs and services for students with disabilities ages 3-21 ranging from related services only to highly specialized programs based on New York State Education Department (NYSED) mandates. The following represents the full continuum of services recognized under IDEA.

### Continuum of Special Education Services

General Education with Related Services  
Consultant Teacher Services (Direct and Indirect)  
Integrated Co-Teaching (optional)  
Resource Room  
Special Class  
Out-of-District (BOCES & Private Schools)  
Home Instruction  
Hospital Instruction  
Residential

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<sup>1</sup> [sites.ed.gov/idea/about-idea/](https://sites.ed.gov/idea/about-idea/)

## Department Focus

The Pupil Personnel Services (PPS) department strives to integrate evidence-based practices within regulatory guidelines to deliver high-quality instruction, programs, and services that provide equitable opportunities and learning experiences for all students.

**Therapeutic Crisis Intervention for Schools (TCIS):** In the 2022-23 school year, the district transitioned from Handle with Care to Therapeutic Crisis Intervention for Schools (TCIS). TCIS represents a systems approach to help schools:

- Create a trauma-sensitive environment where students and adults feel safe;
- Proactively prevent and/or deescalate potential crisis situations with students;
- Manage a crisis situation in a therapeutic manner and, if necessary, intervene physically in a manner that reduces the risk of harm to students and staff; and
- Process the crisis event with students to help improve their coping strategies.

There are four (4) district TCIS trainers who deliver initial and refresher training to staff. The district is in its second year of TCIS implementation, and almost all PPS staff have been trained including special education teachers, teaching assistants, teacher aides, social workers, speech language pathologists, school psychologists, building administrators and select general education staff. This 2023-24 school year, TCIS trainers are partnering with buildings and programs to provide embedded coaching and consultation.

On August 2, 2023, New York State Education Department (NYSED) adopted amendments related to the prohibition of corporal punishment, aversive interventions, prone restraint, seclusion, and permitted use of timeout and restraint. The regulations require schools to use proactive, evidence and research-based strategies, including multi-tiered systems of support, evidence-based practices and de-escalation techniques, to reduce the occurrence of challenging behaviors and improve school climate and the safety of all students. The adopted regulations establish guidelines for documentation of the use of timeout and physical restraint including parental notification, documentation, debriefing, annual training for all school staff, written policy, and state reporting in the 2024-25 school year. The PPS department and TCIS trainers are aligning training modules and district protocols with the amended regulations.

**Staffing and Program Development:** In the aftermath of COVID, the PPS department is experiencing difficulty with staffing and securing appropriate out-of-district programs for students with disabilities. Students whose needs cannot be met through district programming are placed on wait lists to secure an out-of-district program at BOCES or an approved private school. In some cases, students are still enrolled in a district special education program while out-of-district referrals are pending. Other times, students are recommended for home instruction, and this poses new challenges with finding a tutor to deliver the mandated hours of home instruction. The district and community needs to prioritize the development of new special education programs based upon the learner characteristics and changing needs of the student population.

The staffing and program shortage is perhaps most significant at the preschool level. Virtually all local school districts are experiencing an unprecedented increase in the number of

preschoolers referred for an evaluation. As a result, preschool-age students are placed on wait lists to be evaluated. Once the evaluation occurs and special education services are recommended, these children are placed on a new waitlist for a related service provider or to secure a spot in a preschool special education program. Ultimately, the delay of preschool services results in children entering kindergarten having not received crucial services in the formative years of childhood development.

**Special Education Teachers:** Throughout the 2021-22 and 2022-23 school years, special education teachers participated in professional development focused on defining specially designed instruction and the continuum of special education programs, especially resource room, integrated co-teaching, and special class. Training also centered around writing skill-based, measurable Individualized Education Plan (IEP) goals, how to progress monitor these goals, and IEP alignment.

This 2023-24 school year, secondary-level teachers received training on the program IXL, a targeted, digital learning tool to help support teaching and learning. By using a curriculum base, actionable analytics, real-time diagnostics, and individualized guidance, educators are given the tools to help students target specific learning goals. Teachers will use IXL to supplement primary instruction, deliver targeted academic interventions, and progress monitor IEP goals.

Another resource recently acquired is the premium version of Google Read and Write, a digital tool that provides reading and writing support. PPS collaborated with the technology department to purchase licenses for all district students including those in general education. The premium version includes features like a picture dictionary, greater accuracy with speech to text, a grammar check that includes confusable word errors, and much more. Students of all ages can access assistive technology and individualize this support to maximize their learning.

**Social Workers:** In the aftermath of COVID, there is an increasing focus on supporting students and families with mental health needs. School refusal, anxiety, and depression appear to be on the rise in children of all ages. Social workers help connect families to community resources and provide education in best practices for supporting students' social-emotional functioning. This school year, the department will be reviewing suicide assessment protocols, bringing in speakers from community agencies, researching social-emotional learning curriculum, and seeking professional development opportunities specific to their profession.

**School Psychologists:** The primary role of school psychologists is the assessment, evaluation, and identification of children to determine eligibility for special education services. Department meetings focus on the criteria or regulatory definitions of New York State's 13 educational classifications, assessment methodologies and interpretation of evaluation results, and reviewing case studies. Last school year, school psychologists participated in training on Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) and revised and streamlined behavioral documentation. This school year, they will continue their work on FBA data collection and graphing and further define tiered academic, behavioral and social-emotional interventions.

**Speech Language Pathologists (SLP):** Speech Language Pathologists or SLPs provide speech therapy to general education students through speech improvement services and to special education students through an IEP. Service delivery can be embedded in the classroom or in a pull out model meeting individually or with a group of students outside of the classroom. Last year, select SLPs embarked on a partnership with St. Rose to receive training and embedded coaching in the use of Augmentative and Alternative Communication or AAC devices. This specialized training supports the district's developmental skills classrooms where the learner characteristic of students is characterized by significant speech or language deficits. This school year, two SLPs traveled to a conference to further their education in AAC devices. As a whole, department focuses this year include reviewing speech improvement and kindergarten screening data, equity in service delivery, staff and parent education , and integrating best practices.

**Q-Interactive/iPad Assessments:** In 2022-23, school psychologists and SLPs were trained in Q-interactive which is a comprehensive digital system used to administer and score tests traditionally given in one-on-one settings. Instead of paper and pencil protocols with stimulus books, test administration utilizes iPads for both the client (student) and practitioner (evaluator). The result is increased student engagement, greater efficiency and accuracy with scoring, fewer test materials to travel with, and a cost savings for purchasing the digital licenses.

**School Counselors:** The role of school counselors is to help all students apply academic achievement strategies, manage emotions and interpersonal skills, collaborate with teachers and parents on early identification and intervention of student's academic and social/emotional needs, and plan for postsecondary options (higher education, military, work force). To date, the high school counseling office, in collaboration with the senior class and faculty, has processed and supported 778 college applications. Areas of department focus include updating the district's K-12 Comprehensive Counseling Plan, staying current with high school diploma options and pathways, and collaborating with colleagues regarding students' mental health needs and best practices.

**Nurses:** School nurses are the leaders who bridge health care and education, advocate for quality student-centered care, and educate and train staff on chronic or acute student health conditions. Over the past calendar year, the department has been updating health-related protocols, received training in the new Family ID system that facilitates sports clearances, and communicated COVID guidance per the New York State Department of Health. Recently, an application was submitted for the district to participate in the Opioid Overdose Prevention Program offered through New York State Center for School Health. The district will receive training and Naloxone kits in the near future.

**Teaching Assistants and Teacher Aides:** Teaching Assistants and Teacher Aides support special education classrooms and individual students. Both groups receive ongoing training in TCIS implementation to learn strategies for effectively de-escalating students and supporting self-regulation skills. Teaching Assistants also participate in district wide training focused on learning targets and diversity, equity and inclusion.

**Parent Counseling and Training:** The PPS department partners with professionals in the community to provide training on relevant topics in special education. In 2021-22 and 2022-23,

Dr. Gina Cosgrove, developmental psychologist and founder of Chelsea Place Psychological Services, provided virtual training to families and staff on supporting students with Autism in the areas of social skills and sensory needs. The department continues to focus on ways to support parents in understanding their child's learning needs.

**Medicaid:** Changes to the district's Medicaid practices have resulted in a significant increase in Medicaid reimbursement to the general fund from \$101,000 in 2021-22 to \$216,000 in the 2022-23 school year. This two-fold increase is largely attributed to the district billing for Psychological Counseling Services on the IEP. In addition, the district is now billing for initial speech language evaluations, and there is a concerted effort to secure the missing lifetime Medicaid consents needed to claim for Medicaid reimbursable services. Another change in practice is having the district physician sign medical scripts versus the student's pediatrician or primary care provider. This ensures the prescribing doctor is registered in the eMedNY portal which is necessary for Medicaid claiming purposes.



## Student Population

### 2023-2024 Students with Disabilities (SWD) by Program Location

Location	Percentage of Total Population of SWDs	Student Enrollment
District Schools	82%	293
Out-of-District Programs	11 %	40
Nonpublic School (Mekeel)	3%	4 (residents) 5 (non-residents)
Parentally-Placed Outside District	<1%	2
Homeschool	2%	3 (w/ services) 5 (no services)
Home Instruction	1%	5
Student enrollment is based on BEDS reporting (10/4/23)		<b>Total = 357</b>

- 82% or the majority of Students with Disabilities (SWD) receive programming in a district building with about 11% of SWD programmed for out-of-district in BOCES or approved private schools.
- Parentally-placed outside district refers to students who are district residents and attend a nonpublic school (i.e. Christian Brothers Academy) outside of Scotia-Glenville’s borders.

### 2023-2024 Students with Disabilities (SWD) by District Building

District Building	Student Enrollment
Glendaal	19
Glen Worden	33
Lincoln	35
Sacandaga	20
Middle School	70
High School	116
Student enrollment is based on BEDS reporting (10/4/23)	
<b>Total = 293</b>	

**2023-2024 Continuum of Services by Building**

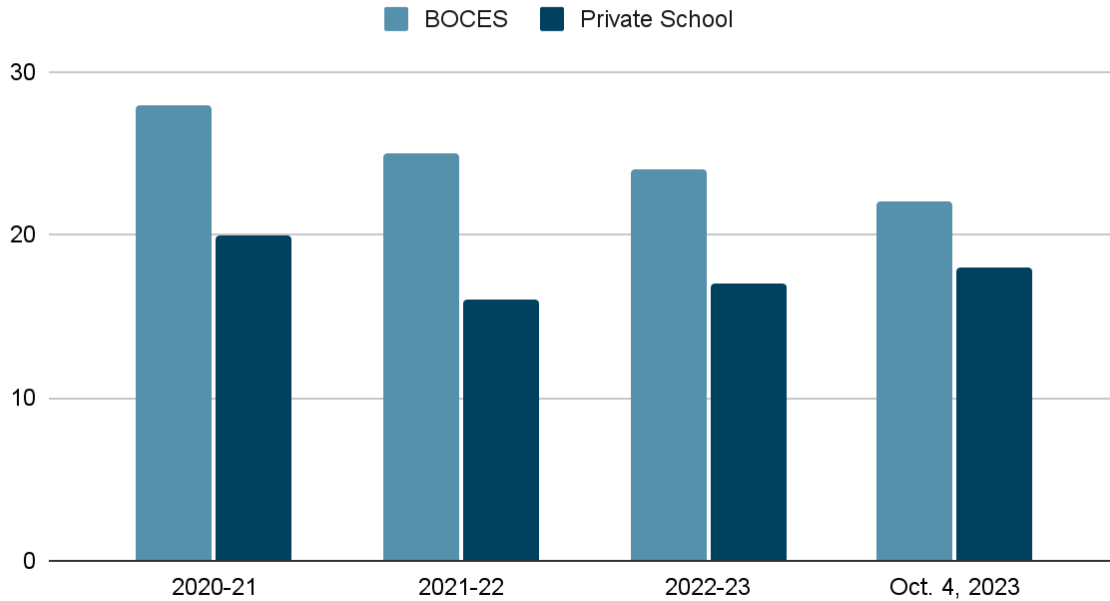
<b>District School</b>	<b>Integrated Co-Teaching</b>	<b>Direct Consultant Teacher</b>	<b>Resource Room</b>	<b>Special Class</b>
Glendaal		X	X	15:1:1
Glen Worden		X	X	12:1:3, 8:1:2
Lincoln	X		X	
Sacandaga	X	X	X	
Middle School	X		X	15:1:1, 8:1:2
High School	X		X	15:1:1, 12:1:1, 12:1:3

The district opened a new 15:1:1 Special Class in 2023-2024 for students in grades K-2 located at Glendaal Elementary School. This program was developed in response to a population of students whose learning needs cannot be met in an Integrated Co-Teaching classroom and are too high functioning for a Developmental Skills self-contained classroom. The addition of a 15:1:1 Special Class (Grades K-2) at the elementary level aligns with the middle and high school's 15:1:1 Special Class program.

At the secondary level, in the 2022-2023 school year, the middle school added Resource Room to its continuum of services. Resource room is supplemental instruction focused on targeting students' skill deficits. These deficits are documented as IEP goals. Meanwhile, the high school saw an expansion in its offerings of Integrated Co-Teaching to English 9, English 10, and English 11. This 2023-24 school year, Integrated Co-Teaching expanded to Global 9, Global 10, and Algebra 1. The objective at the high school level is to develop programs in the Least Restrictive Environment (LRE) and prioritize Integrated Co-Teaching in classes that culminate with a Regents exam.

## Out-of-District Placements

### Out of District Program



<b>Out-of-District Program</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>Oct. 4, 2023</b>
BOCES	28	25	24	22
Private School	20	16	17	18
Residential	0	0	0	0
Total	48	41	41	40

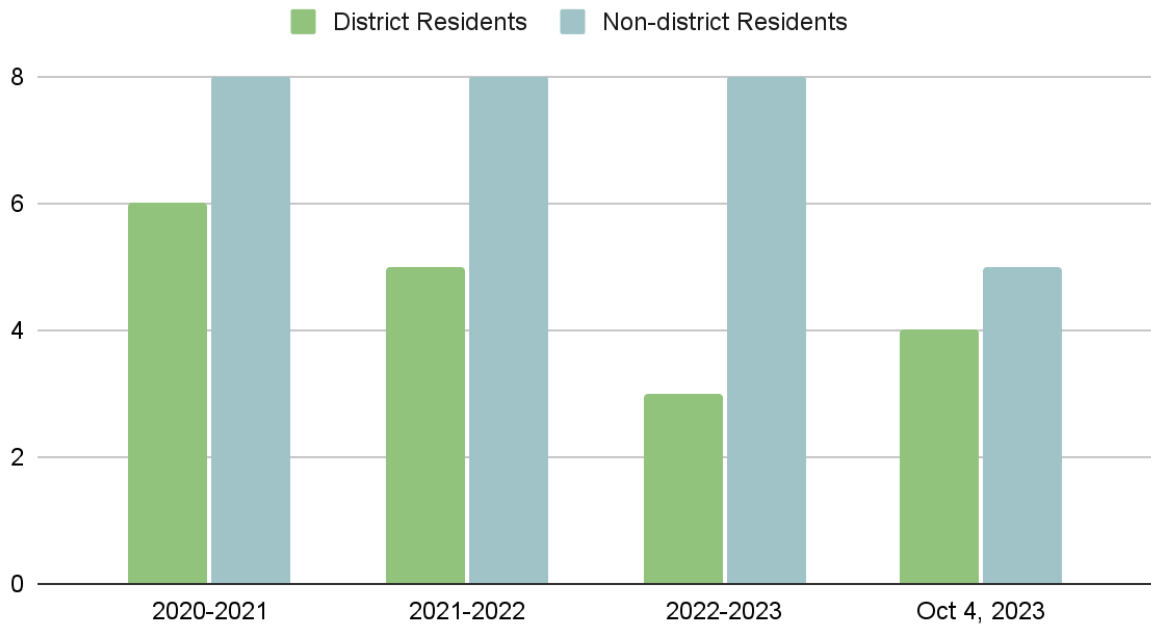
The district is experiencing significant difficulty securing appropriate out-of-district programs in the post-COVID era of staffing shortages and increasing student emotional and behavioral needs. Some programs are not accepting students until the 2024-2025 school year. In other situations, programs have the space but are struggling to hire qualified staff. In Scotia-Glenville, the learner characteristics of a student referred for out-of-district programming tend to be students with significant Autism or behavioral/emotional needs.

Scotia-Glenville subscribes to Capital Region BOCES, and referrals can also be submitted to Questar III, WSWHE and HFM BOCES. There are currently 20 SWDs enrolled at Capital Region BOCES and 2 students attending Questar III BOCES. In regard to private school programs, there are students currently attending Charlton School, Oak Hill, Crossroads, Wildwood, Northeast, and Vanderheyden. In addition, there is a student attending a special class program through a cross contract with Niskayuna Central School District and another student who is newly placed at Hillcrest Academy in Massachusetts.

For the 2023-2024 school year, Capital Region BOCES closed the 8:1:2 social-emotional classroom that was housed at Scotia-Glenville High School. The program closed due to declining BOCES enrollment in this particular classroom. As a result, two students from this program, one a district resident and one a non-district resident, are now attending the high school and receiving their special education services directly from district staff.

## Nonpublic School

### Mekeel Christian Academy Enrollment Trends

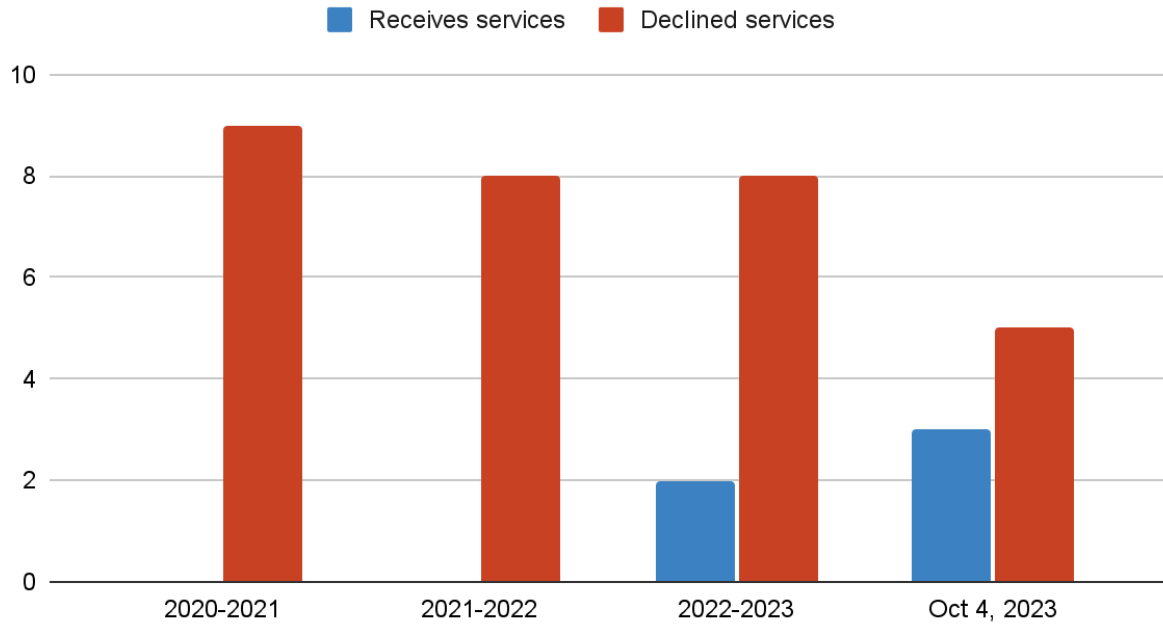


	2020-2021	2021-2022	2022-2023	Oct 4, 2023
District Residents	6	5	3	4
Non-district Residents	8	8	8	5
Total	14	13	11	9

- Scotia-Glenville is the District of Location (DOL) responsible for providing special education services to both resident and non-resident students attending Mekeel Christian Academy. District employees travel to Mekeel and provide resource room and/or related services (primarily speech) based on the Individualized Education Service Plan (IESP).
- The district previously contracted with Achievements for a special education teacher and speech language pathologist to provide services at Mekeel. In the 2021-22 school year, due to staffing shortages in contracted agencies, a district special education teacher began traveling to Mekeel. The following school year (2022-23), scheduling efficiencies resulted in a district speech language pathologist providing services to Mekeel students.
- Since September 2023, there has been an increase in the number of Mekeel students referred to the Committee on Special Education (CSE) for evaluation, and this mirrors the trend seen across local public school districts.

## Homeschool Students

### Homeschool Students with Disabilities

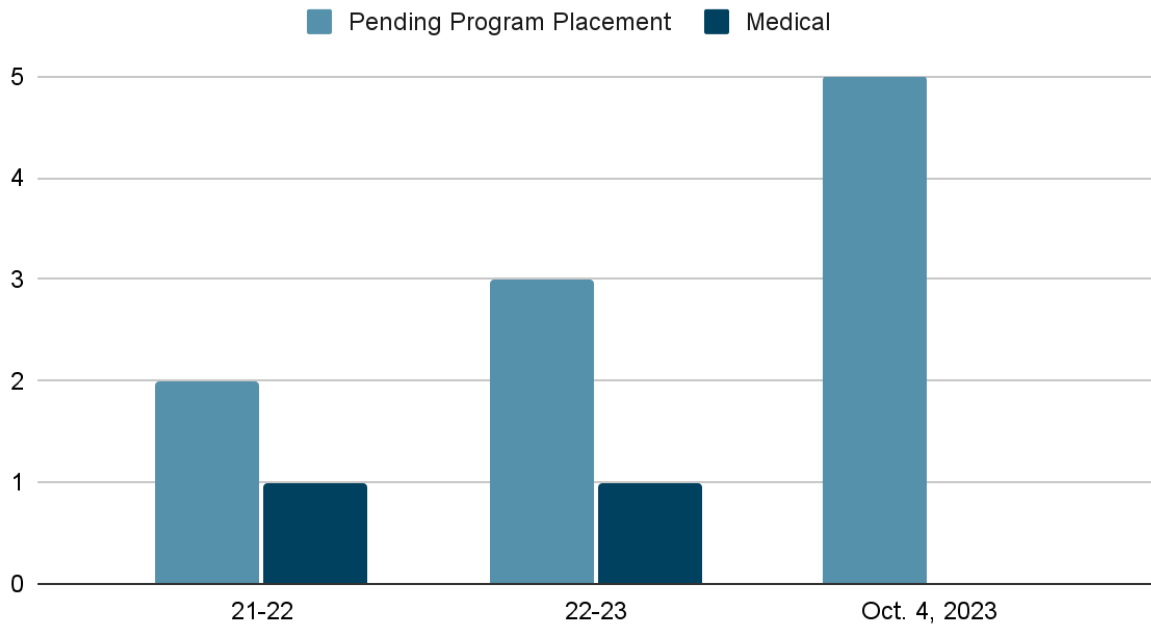


	2020-2021	2021-2022	2022-2023	Oct 4, 2023
Receives special education services	0	0	2	3
Declined special education services	9	8	8	5
<b>Total</b>	<b>9</b>	<b>8</b>	<b>10</b>	<b>8</b>

Students with an approved Individual Home Instruction Plan (IHIP) can receive special education services if requested by June 1 of the previous school year. Students are transported to a district building and receive special education services through an Individualized Education Service Plan (IESP). Parents continue to be the primary instructor for their child.

## Home Instruction

### Home Instruction

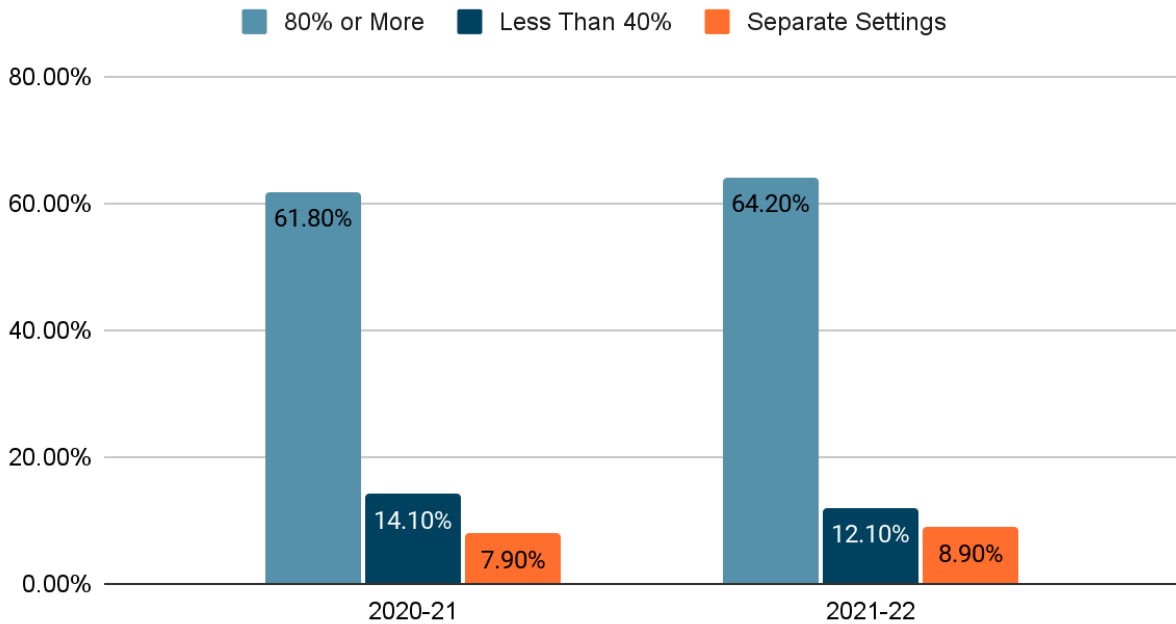


	2021-2022	2022-2023	Oct 4, 2023
Home Instruction - Pending Program Placement	2	3	5
Home Instruction - Medical	1	1	0
Total	3	4	5

A small number of students referred to out-of-district programs by the Committee on Special Education (CSE) are recommended for home instruction until an appropriate placement is secured. Additionally, some students with disabilities receive home instruction due to health and medical fragility. These recommendations are supported by physician consultation and medical scripts. The district is responsible for providing the minimum hourly requirement for tutoring and the related services on the IEP. It has become increasingly difficult securing tutors due to staffing shortages and the recent increase in mandatory weekly tutoring hours (elementary 10 hours/secondary 15 hours). The majority of students currently on home instruction are transported to a district building for tutoring and/or related services.

## Least Restrictive Environment (LRE)

### Time Inside General Education Classroom



	2020-21	SED Targets 2020-21	2021-22	SED Targets 2021-22
80% or More	61.8%	>60%	64.2%	>58.25%
Less Than 40%	14.1%	<18%	12.1%	<18%
Separate Settings	7.9%	<5%	8.9%	<5.1%

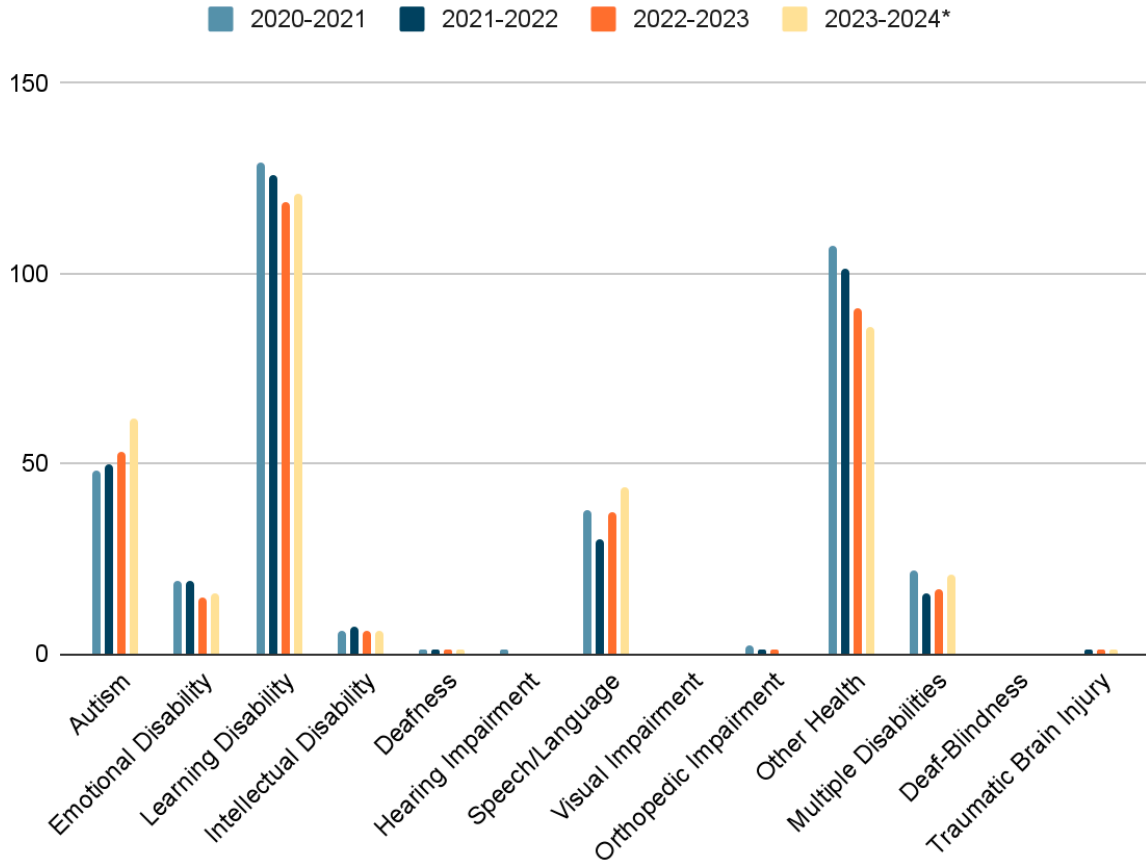
The CSE has the legal and ethical obligation to consider placement of a student with a disability (SWD) in the Least Restrictive Environment (LRE) to the maximum extent possible. Based upon data from 2020-21 and 2021-22, the district met the state targets for the percentage of SWDs with 80% more of the day in the general education program and SWDs with less than 40% in the general education program. The district did not meet the state target for the percentage of SWDs placed in separate or self-contained settings.

The PPS department has been increasing the number of integrated co-teaching offerings at the high school to provide equitable opportunities for students to receive instruction in the general education classroom. The department also prioritizes LRE by maximizing accommodations and modifications in the general education setting before considering a more restrictive environment. Such strategies include data collection for a potential 1:1 or shared aide, consideration of assistive technology, specially designed instruction, and supporting students through a Behavior Intervention Plan (BIP) or Individual Crisis Management Plan (ICMP).



## Disability Classification

### Disability Classification Trends



### Students with Disabilities (SWD) by Disability Classification

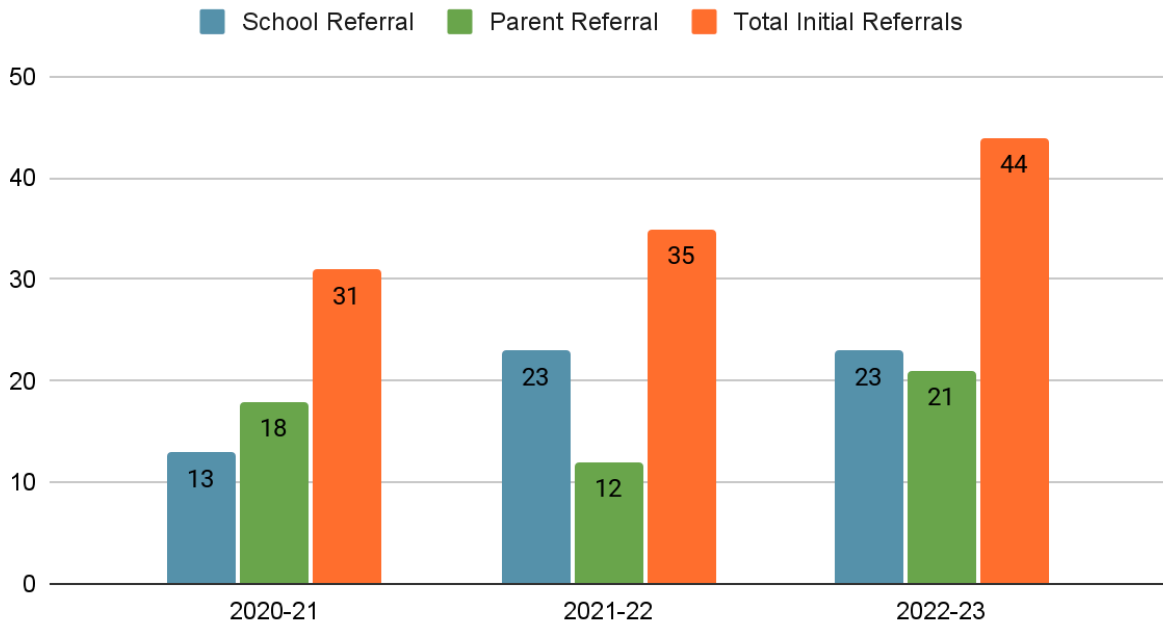
Classification	2020-2021	2021-2022	2022-2023	2023-2024*
Autism	48	50	53	62
Emotional Disability	19	19	15	16
Learning Disability	129	126	119	120
Intellectual Disability	6	7	6	6
Deafness	1	1	1	1
Hearing Impairment	1	0	0	0
Speech/Language	38	30	37	44

Visual Impairment	0	0	0	0
Orthopedic Impairment	2	1	1	0
Other Health Impairment	107	101	91	86
Multiple Disabilities	22	16	17	21
Deaf-Blindness	0	0	0	0
Traumatic Brain Injury	0	1	1	1
<b>Total</b>	<b>373</b>	<b>352</b>	<b>341</b>	<b>357</b>

- The number of students classified as Autism has been steadily increasing since the 2020-21 school year. The current total of 62 students is double that from the 2016-17 school year with 30 students. In response to this growing population, the Developmental Skills program for students in grades K-2 transitioned from an 8:1:2 to a 12:1:3 ratio last 2022-23 school year. Since COVID, the district has observed an increase in the management needs of students recommended for the Developmental Skills program and continues to closely monitor the current 12:1:3 ratio.
- There is a notable decrease in the number of students classified as Other Health Impairment (OHI) from 107 students in 2020-21 to 86 students in 2023-24. This does not reflect a decrease in the number of students diagnosed with medical conditions but is likely attributed to students receiving a different educational classification.
- The CSE determines the educational classification by considering what is most impacting a student's ability to make adequate progress in the general education setting. For example, a student diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) also has significant academic skill deficits. If the CSE determines the academic needs have a greater impact on overall progress than the attention needs, then the student will be classified as having a Learning Disability.

## Initial Referrals

### Initial Referral Type

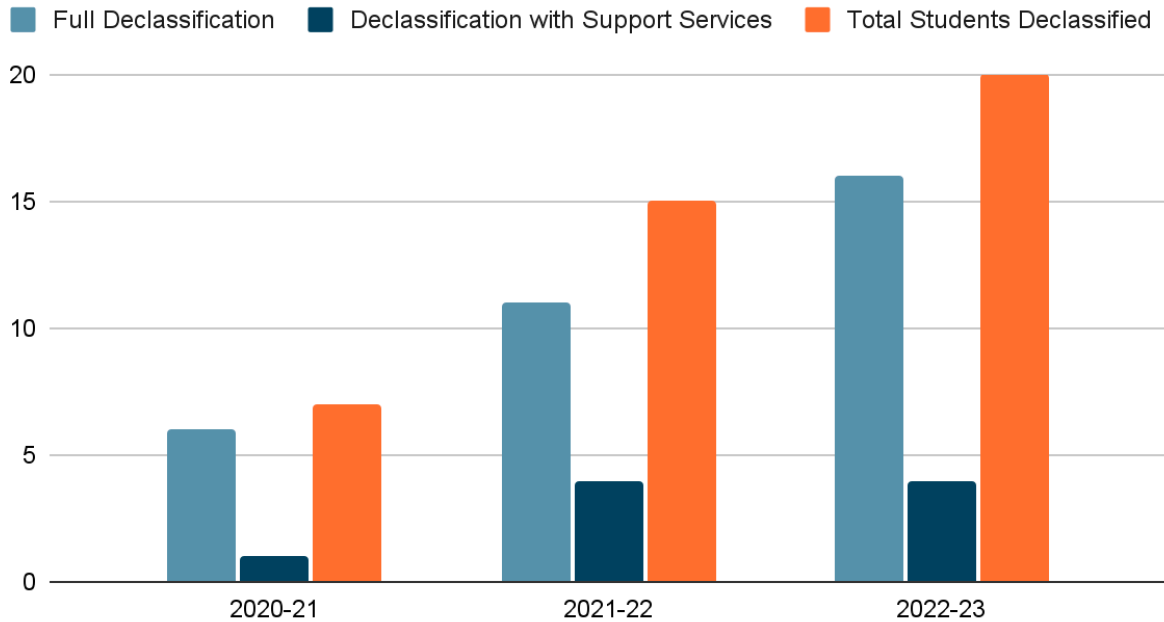


	2020-21	2021-22	2022-23
Initial Referral Withdrawn	5	0	3
School Referral	13	23	23
Parent Referral	18	12	21
Total Initial Referrals (incl. withdrawn)	31	35	44
Students Found Eligible	19	26	23
Students Found Ineligible	7	9	18

- The number of initial referrals for school-age SWDs has been increasing since the 2020-21 school year.
- There was a 75% increase in the number of parent referrals from the 2021-22 to 2022-23 school year.
- In some situations, parents withdraw their referral and opt to have their child receive support in the general education setting. Interventions are progress monitored, and if adequate progress is not being made, then a referral to special education may be re-initiated.

## Declassification

### Declassification

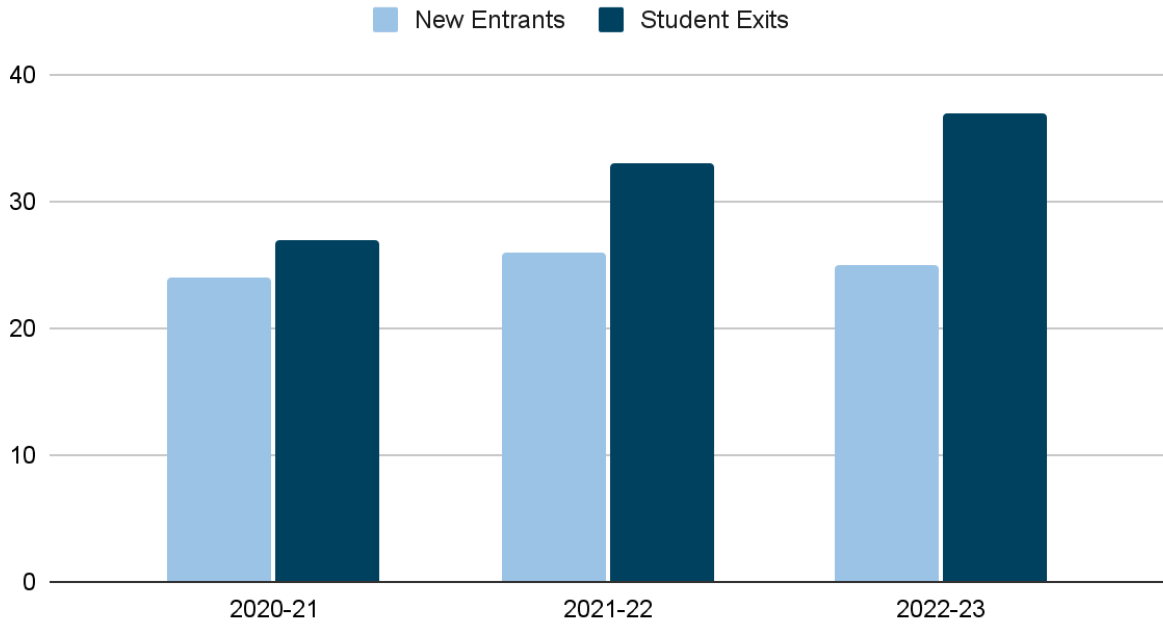


	2020-21	2021-22	2022-23
Full Declassification	6	11	16
Declassification with Support Services	1	4	4
Total Students Declassified	7	15	20

- The number of students declassified from special education has increased since the 2020-21 school year. Every three years, SWDs are due for reevaluation to determine continued eligibility for special education. The evaluation test results are reviewed by the CSE along with other data points when determining continued eligibility for special education services.
- Students may be recommended for declassification support services for up to one calendar year to help support the transition from special education to general education.
- Declassified students, depending on their grade, may continue to be eligible for testing accommodations, safety net, and/or foreign language exemption for the remainder of high school.
- Students enrolled in a nonpublic school (i.e., Mekeel) are not eligible to receive declassification services.

# Transiency

## Transiency Trends

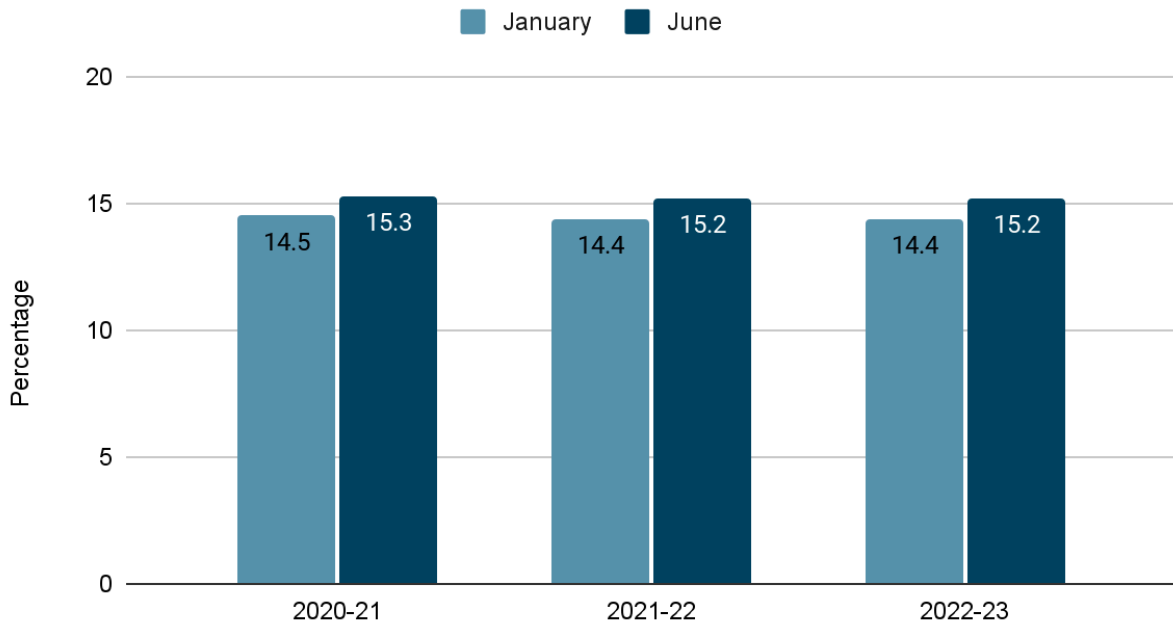


	2020-21	2021-22	2022-23
New Entrants	24	26	25
Student Exits	27	33	37
Net Gain (+) or Loss (-) of SWD Enrollment	-3	-7	-8

- Student exits have increased since 2020-21 while the number of entrants has remained relatively stable
- Continue collecting data on new entrants and exits to identify programmatic needs

## Classification Rate

### SWD Classification Rate



	2020-21		2021-22		2022-23	
	1/11/21	6/30/21	1/10/22	6/30/22	1/16/23	6/30/23
Total District Population	2,284	2,286	2,270	2,269	2,211	2,207
# of SWD	332	349	326	346	319	335
Classification Rate	14.5%	15.3%	14.4%	15.2%	14.4%	15.2%

Based upon state reports in Cognos, Level 2

- As of BEDS day (10/4/23), the number of SWD (352 students excluding non-resident parentally placed) divided by the total district population (2,148) yields an estimated classification rate of 16.4%.
- The district needs to continue defining general education supports, both academic and social-emotional, through the Response to Intervention (RtI) model as a means for maintaining and ultimately reducing referrals to special education and the classification rate.

## Staffing

District Position	2021-2022	2022-2023	2023-2024
PPS Administrators	2	2	2
CPSE/CSE Chairperson	0	1	1
Special Education Teacher	40	40	39
Speech Language Pathologists	9	9	9
Social Workers	7.6	7.6	7.6
School Psychologists	5	5	5
School Nurses	7.5	7.5	6.5
Teaching Assistants	33	34	33
Teacher Aides	34	36	36
<b>Total District Staff</b>	<b>138.1</b>	<b>142.1</b>	<b>139.1</b>

- Due to declining kindergarten special education enrollment, the district did not fill a special education teacher vacancy from 2022-23. Instead, a kindergarten teacher shifted to fifth grade for the 2023-24 school year. This open line was used to develop a new 15:1:1 self-contained program at Glendaal.
- There are current openings for a full-time School Nurse, Special Education Teacher, and two (2) Teacher Aide positions.

Contracted Positions	2021-2022	2022-2023	2023-2024
Occupational Therapist	2.1	2.1	2.1
Physical Therapist	1	1	1
Transition Coordinator	0.4	0.4	0.4

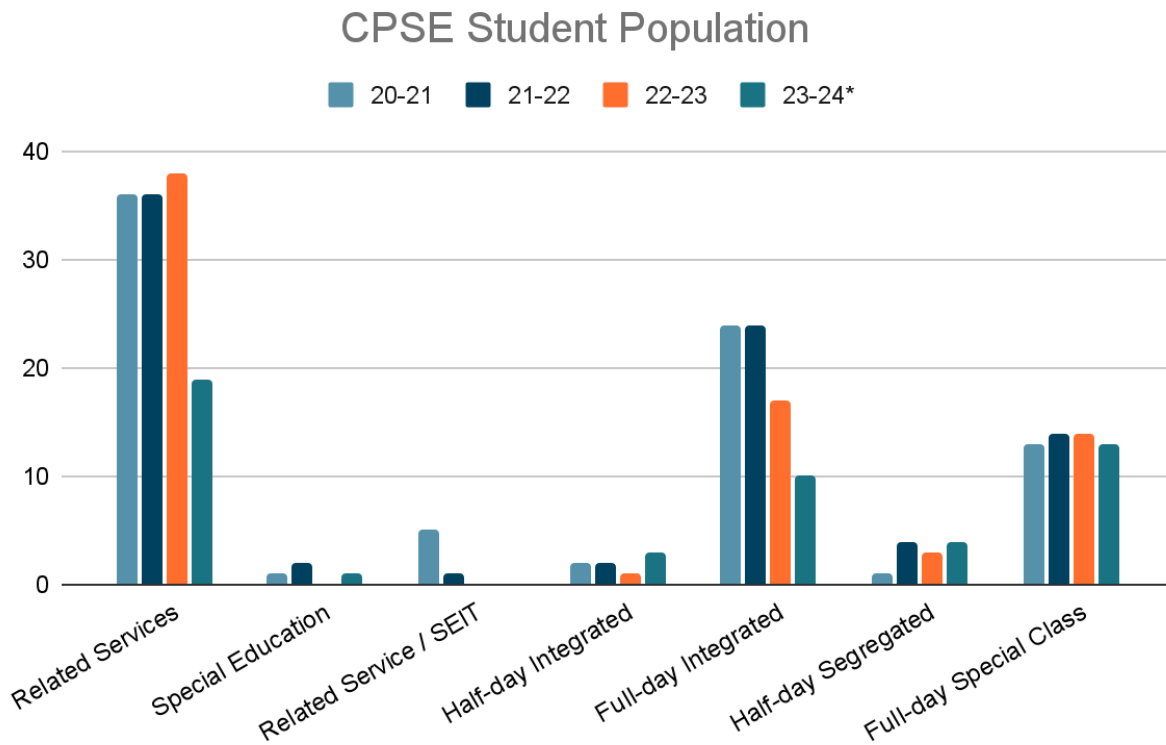
- 2023-24 staffing totals in both charts were calculated on November 9, 2023, and are represented as Full Time Equivalency (FTE).
- The district has a long-standing contract with Advanced Therapy for Occupational Therapists and Physical Therapists.
- The district contracts with WSWHE BOCES for a part-time (2 days per week) Transition Coordinator.

## Committee on Preschool Special Education (CPSE)

The Committee on Preschool Special Education (CPSE) determines whether or not a child has a disability and recommends appropriate programs and/or service(s). The CPSE is required to consider a continuum of services beginning with the least restrictive to the most restrictive. A continuum of special education and related services are made available to district preschool students with disabilities in programs located in private settings, typical preschool programs, or at home. Preschool special education programs and related services available to district students include the following:

- Related Services
- Special Education Itinerant Teacher (Related Services with Special Education Itinerant Teacher)
- Special Class in an Integrated Setting (half-day and full day)
- Special Class in a Separate Setting (3-5 hours a day)

### CPSE Student Population



Preschool Program/Services	20-21	21-22	22-23	23-24*
Related Services	36	36	38	19
Special Education Itinerant Services (SEIT)	1	2	0	1

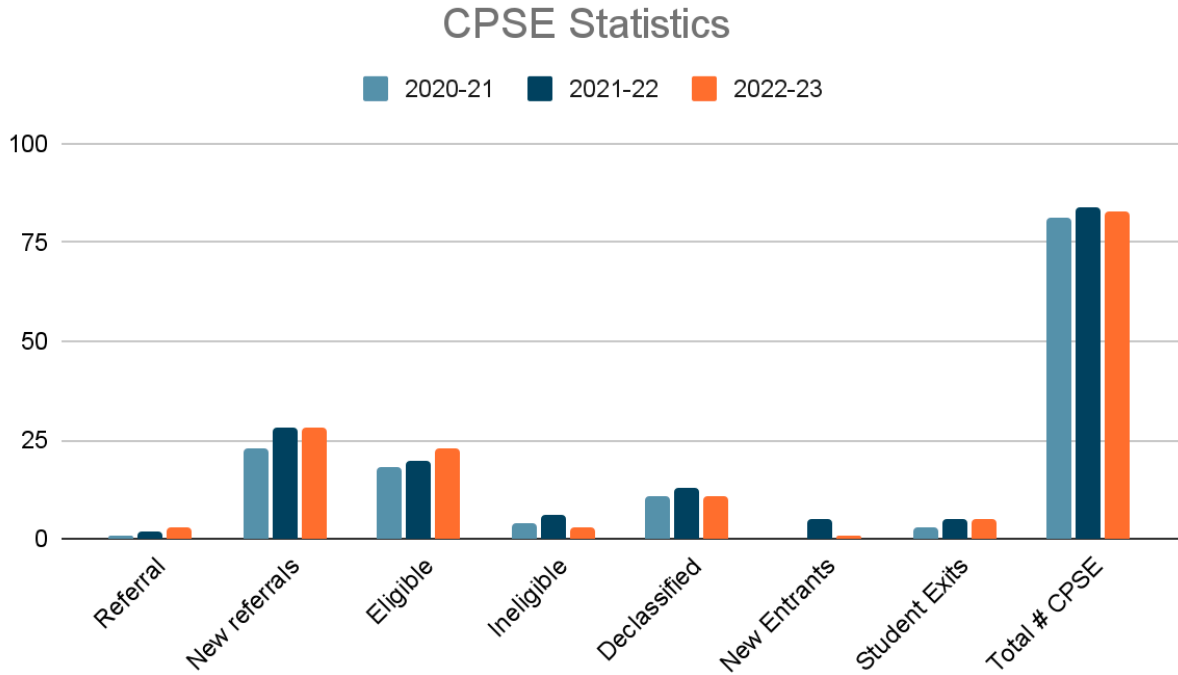


Related Service / SEIT	5	1	0	0
Half-day Integrated Classroom	2	2	1	3
Full-day Integrated Classroom	24	24	17	10
Half-day Segregated Special Class	1	4	3	4
Full-day Special Class	13	14	14	13
Total	82	83	73	50

\*Current totals are calculated based on BEDS reporting (10/4/23)

- The district collaborates with Advanced Therapy and houses a full-day integrated preschool program at Glendaal Elementary School.
- There is a severe shortage of preschool evaluators which has resulted in local school districts, including Scotia-Glenville, to be out of compliance with the 60-day timeline for conducting initial evaluations. In 2022-23, the district completed seventeen (17) preschool evaluations within the 60-day timeline and twenty-five (25) evaluations were out of compliance. In the 2021-22 school year, only one initial preschool evaluation was completed outside of the 60-day timeline, and this was due to a parent who was highly selective in choosing a preschool evaluator.
- All districts are considered approved preschool evaluators, and an increasing number are pursuing reimbursement from the county for conducting preschool evaluations. This is an area for Scotia-Glenville to explore in order to complete timely evaluations.
- An increasing number of preschool students are placed on waitlists for integrated or self-contained preschool programs. This is attributed to significant staffing shortages at the preschool level and the post-COVID increase in referrals. Some students are recommended for self-contained programs but are placed in integrated classrooms based upon openings. Other students are recommended for a full-day integrated or self-contained program but are placed in a half-day program if there is an opening. While awaiting program placement, preschool students can receive related services recommended by the CPSE. However, there are long wait lists for preschool itinerant or related services, especially for speech.

## CPSE Statistics



	2020-21	2021-22	2022-23
Referral Withdrawn	1	2	3
Initial Referrals	23	28	43
Eligible	18	20	37
Ineligible	4	6	3
Declassified	11	13	11
New Entrants	0	5	2
Student Exits	3	5	5

- The number of declassified preschool students has remained consistent since 2020-21.
- The number of initial referrals has increased 54% from 2021-22 to 2022-23.
- As of November 22, 2023, there have been 23 referrals with signed initial consent, and there are 27 pending referrals. This trend mirrors that of local school districts and is likely attributed to COVID.

## State Performance Plan (SPP)

IDEA requires a State Performance Plan (SPP) that evaluates districts' efforts to implement the requirements of IDEA. The SPP includes baseline data, measurable and rigorous targets for a six-year period, identified by the state, for 14 indicators established under three priority areas: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), disproportionality, and effective general supervision and transition.

Indicator 1: Graduation Rates

Indicator 2: Drop-Out Rates

Indicator 3: Participation and Performance on State Assessments

Indicator 4A: Rates of Suspension and Expulsion

Indicator 4B: Significant Discrepancy by Race/Ethnicity in Suspension Rate

Indicator 5: Least Restrictive Environment - School Age

Indicator 6: Least Restrictive Environment - Preschool

Indicator 7: Preschool Outcomes

Indicator 8: Parental Involvement

Indicator 9: Disproportionality in Special Education by Race/Ethnicity

Indicator 10A: Disproportionality in Classification/Placement

Indicator 10B: Disproportionality in Special Education Placements

Indicator 11: Child Find - Timely Evaluations and Eligibility

Indicator 12: Early Childhood Transition

Indicator 13: Postsecondary Transition

Indicator 14: Post-School Outcomes

### **2020-21 Indicator 8: Parental Involvement**

This indicator measures the percent of parents who report the school district facilitated parent involvement as a means of improving services and results for children with disabilities. This measurement is calculated based on the results of a 25-question Parent Involvement Survey developed by the National Center for Special Education Accountability Monitoring. For the 2020-21 school year, there were 108 completed parent surveys that yielded a total survey return rate of 92.6%. This fell below the state target of 94% or higher.

### **2021-22 Indicator 11: Child Find - Timely Evaluations and Eligibility**

New York State law and regulations require the evaluation and eligibility determination of a preschool student be made within 60 school days of receipt of the parent's consent to evaluate. The Committee on Preschool Education (CPSE) provides the parent with a list of approved programs that have a multidisciplinary evaluation component. The parent selects the approved evaluation program to conduct the individual evaluation of their child.

For school-age students, the initial evaluation to determine if a student has an educational disability must be completed within 60 calendar days of receiving initial parent consent for the evaluation. Exceptions to the timeline are made for students who transfer to another school district after the evaluation period has begun or when the parent of a student repeatedly fails or refuses to make the student available for evaluation.

### 2021-22 Indicator 11 Data

	Preschool (CPSE)	School-Age (CSE)
# Students w/ Signed Initial Consent	38	28
# Students w/ Evaluations Completed within the Timeline	35	28
# Students w/ Evaluations not Completed within the Timeline but for Compliant Reasons	2	N/A
# Students w/ Evaluations not Completed within the Timeline but for Non-compliant Reasons	1	N/A

### 2022-23 Indicator 12: Early Childhood Transition

This compliance indicator measures the percentage of children referred by IDEA Part C (Early Intervention) prior to age 3, who are found eligible in Part B (preschool), and have an Individualized Education Plan (IEP) developed and implemented by their third birthday. The goal of Indicator 12 is to ensure seamless transitions for children and families as they move from Early Intervention to preschool so they can access appropriate services by their third birthday.

In the 2022-23 school year, three (3) children were referred by Early Intervention to the Committee on Preschool Education (CPSE). Of these three students, two children continued in Early Intervention and transitioned to preschool special education services after turning 3 years-old. Parents chose to keep their children in Early Intervention because of the wait lists for preschool programs and services. There was one child found to be not compliant with Indicator 12, and this was due to the preschool evaluator not conducting a timely evaluation in the 60-day timeline.

### 2023-24 Indicator 13: Secondary Transition

Indicator 13 focuses on students age 15 or older with an IEP that includes measurable postsecondary goals that are annually updated based upon age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the students to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the CSE meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any

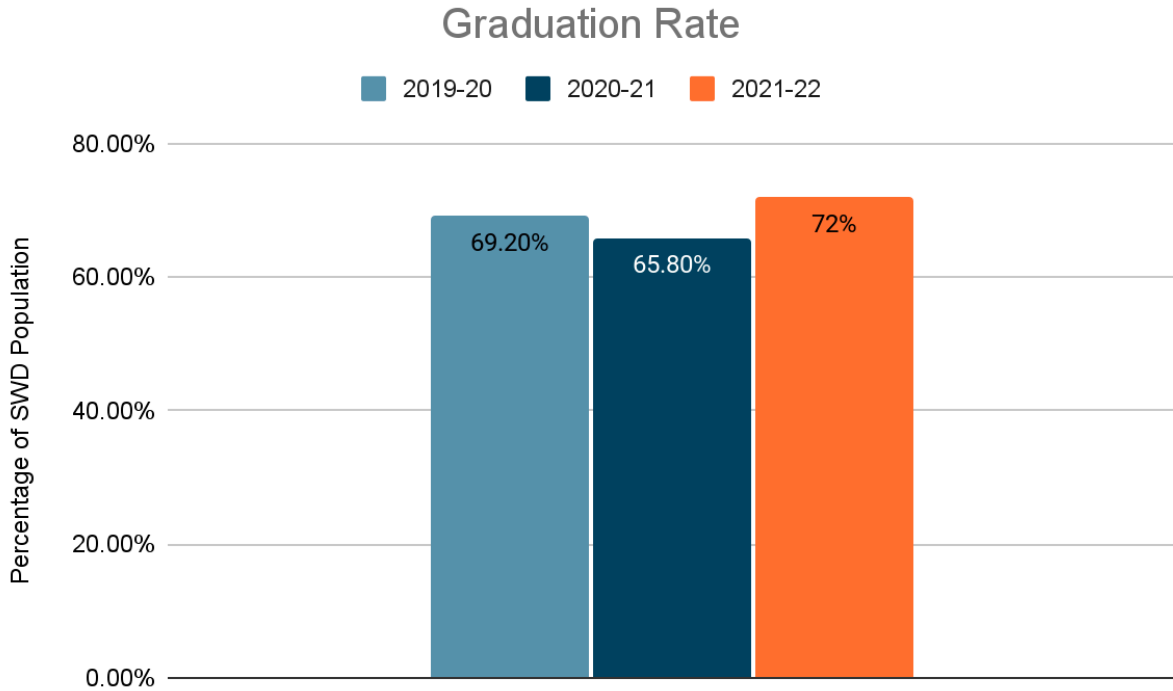
participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the CSE meeting with the prior consent of the parent or student who has reached the age of majority.

In previous years, districts developed an internal compliance team to review sample IEPs based on the Indicator 13 compliance rubric. Effective last school year, a Regional Associate from New York State Education Department (NYSED) now comes to the district to review the sample IEPs. The district's Indicator 13 review is currently in progress, and preliminary results suggest the district will pass Indicator 13 review with 100% compliance.

#### **2023-24 Indicator 14: Post-School Outcomes**

This indicator examines the percent of youth who are no longer attending high school, had an IEP in effect at the time they left school, and within one year of leaving high school, were either enrolled in higher education, competitively employed, or enrolled in a postsecondary education or training program. New York State Education Department (NYSED) contracts with Potsdam Institute for Applied Research (PIAR) and will conduct interviews with former Scotia-Glenville students in spring of 2024 and report the results back to the district and NYSED. The results of the survey will provide information on how district students do after exiting high school and help inform educational decisions that will better prepare students for college and/or employment.

## Graduation Rates



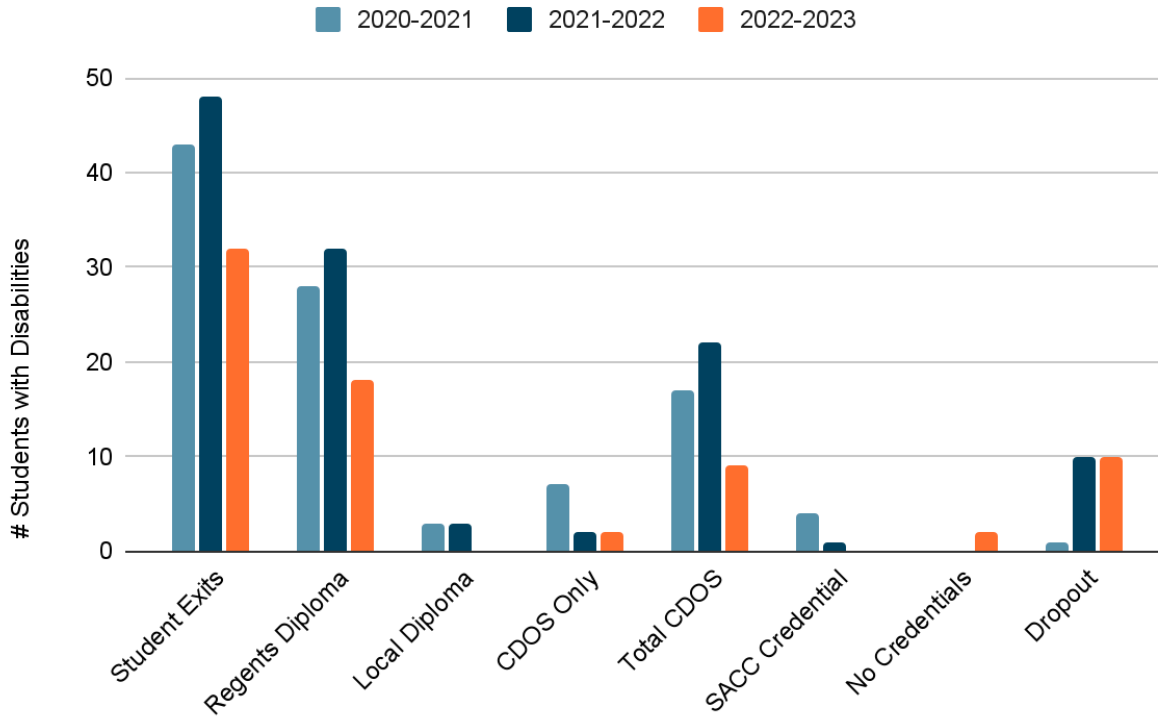
School Year	Number of Students	Graduation Rate	State Target
2022-2023	32	official data has not been released	
2021-2022	41	72%	unknown
2020-2021	38	65.8%	71%
2019-2020	39	69.2%	71%

2019-20 and 2020-21 data is from the NYS Report Card

- The graduation rate for SWDs decreased slightly from 2019-20 to 2020-21 followed by a 9% increase between 2020-21 to 2021-22.
- SWDs can remain enrolled through the school year in which they turn 22 years old or until they achieve the requirements of a high school diploma. Future data should examine the 4-year, 5-year, and 6-year graduation cohort rates.
- The Board of Regents continues to develop new pathways for all students to achieve a Regents Diploma. SWD are eligible for the safety net which means they can score between 55 and 64 on any one of the five required Regents exams and be eligible for a Local Diploma.

## Diploma and Credential Types

### Student Exit Data



School Year	Student Exits*	Regents Diploma	Local Diploma	CDOS Only	Total CDOS	SACC	No Credential	Dropout
2022-2023	32	18	0	2	9	0	2	10
2021-2022	48	32	3	2	22	1	0	10
2020-2021	43	28	3	7	17	4	0	1

\*Note: Student exits includes drop outs

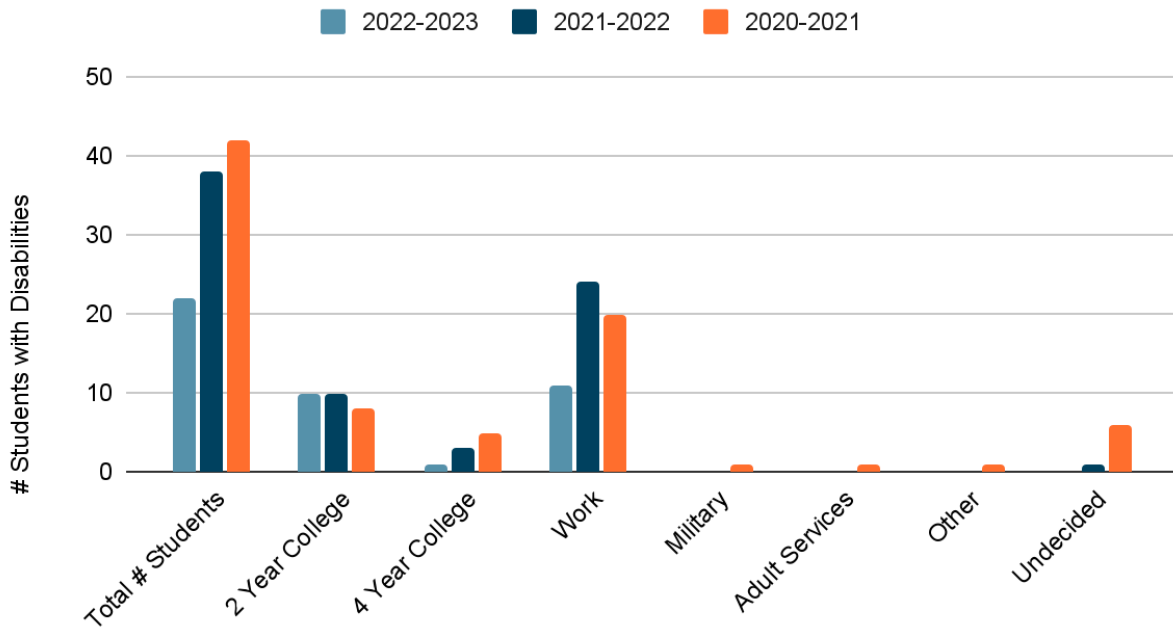
- The Career Development Occupational Studies (CDOS) credential can be awarded as a stand alone credential to a student who is unable to earn the requirements of a Local or Regents Diploma. From the 2020-21 to 2021-22 school year, there was a decrease in the number of SWDs exiting with a CDOS credential only. This may be attributed to increased education to staff regarding the Superintendent’s Determination for a Local Diploma. Previously, students who exited with a CDOS were only a few classes away from earning the required 22 high school credits. Students already met the requirements for CDOS and had attempted the required five Regents exams.

- CDOS can be awarded as a stand alone credential or in conjunction with a Regents or Local Diploma. There are both general and special education students who meet the requirements of CDOS, often through a Career Technical Education (CTE) program, and graduate with a Regents or Local Diploma with CDOS. The column titled “Total CDOS” reflects those students who exit with the CDOS credential only and those who earn a CDOS in conjunction with a Local or Regents Diploma.
- The Skills Achievement Commencement Credential (SACC) is specific to students who are eligible for New York State Alternate Assessment (NYSAA). This population of students often remains in high school beyond 4 years and, effective this school year, can now stay until the day before turning 22 years old.
- The category “No Credential” refers to either homeschooled students who graduated or SWDs who aged out of high school and did not earn the requirements of either a Local or Regents Diploma or CDOS. In the 2022-23 school year, the two students who exited without a credential were homeschooled students.
- There was a sharp increase in the number of SWD dropouts from the 2020-21 to 2021-22 school years. Some students are designated “fail to enter” meaning they do not return in September of the following school year and then are disenrolled after twenty (20) days of consecutive absences. Other students who are non-compulsory age choose to drop out of school with parent permission. Prior to any student being disenrolled, the CSE will hold a program review to discuss ways to re-engage the student in his/her educational program and identify any additional services to support the student.



## Post-Secondary Goals

### Post-Secondary Plans



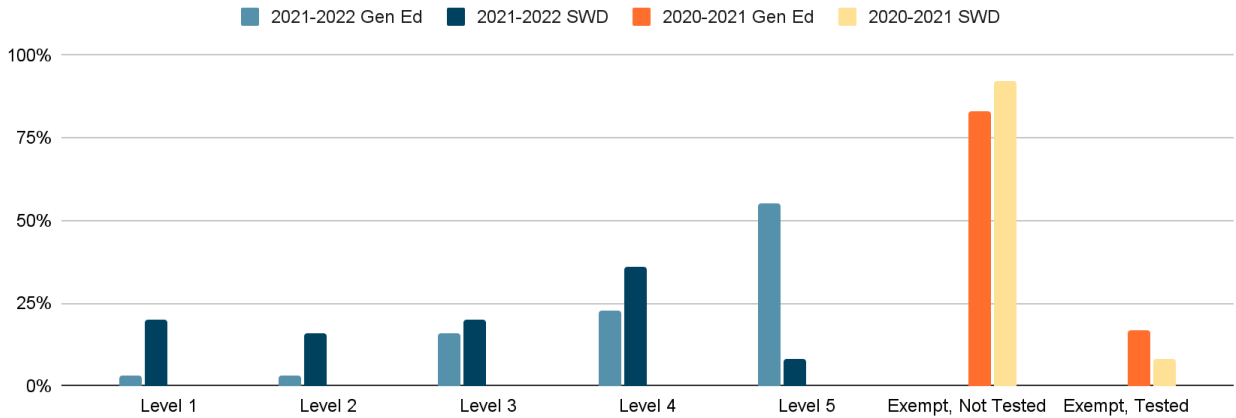
School Year	Student Exits	2 Year College	4 Year College	Work	Military	Adult Services	Other	Undecided
2022-23	22	10	1	11	0	0	0	0
2021-22	38	10	3	24	0	0	0	1
2020-21	42	8	5	20	1	1	1	6

- Data indicates the majority of SWDs pursue employment after high school graduation. This school year, the district reports on Indicator 14 which looks at the postsecondary outcomes in the first year after high school graduation. Depending on the survey response rate, it will be interesting to see how many students actually secured employment after graduation.
- The majority of SWD who pursue higher education attend a 2-year college versus a 4-year college. This trend is common in special education because of students’ academic skill deficits and the challenges posed. Students may be reluctant to enroll in a 4-year college.
- Transition services are available to support SWD in the transition from high school to postsecondary whether this be employment, trade school, or college. Beginning in 11th grade, the district begins the application to Adult Career and Continuing Education Services - Vocational Rehabilitation or ACCES-VR. ACCES-VR is an organization

funded through NYSED that focuses on helping students overcome barriers to employment so they can pursue their postsecondary goals.

# Regents Exams

## English Regents

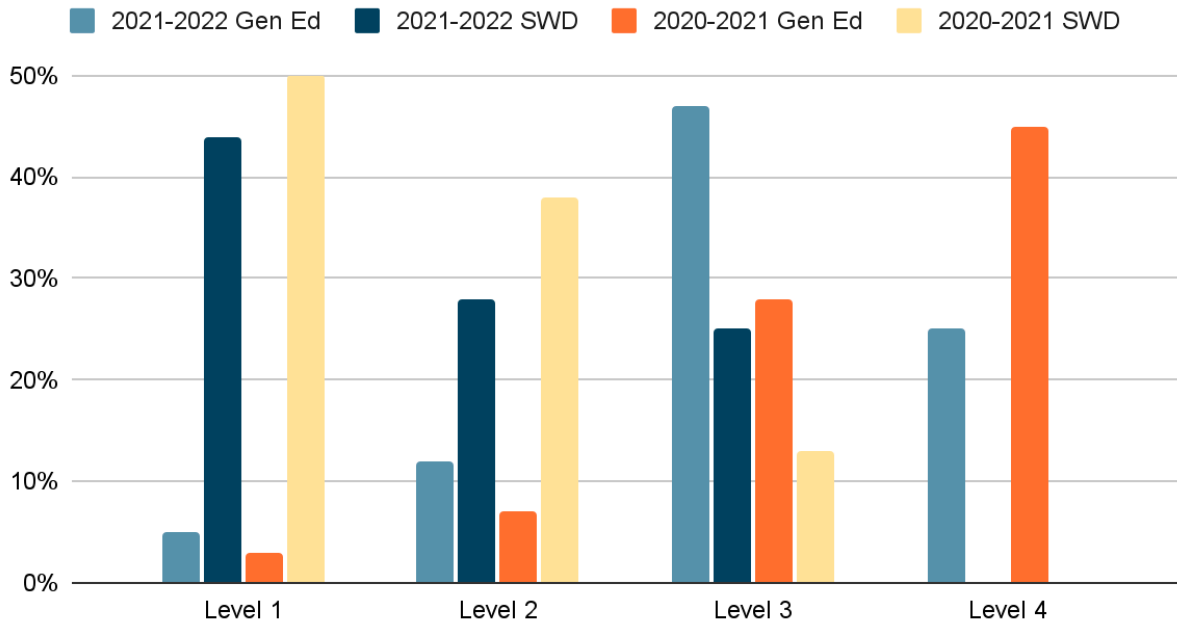


English	Level 1 (0-54)	Level 2* (55-64)	Level 3 (65-78)	Level 4 (79-84)	Level 5 (85-100)
2021-22 General Education	3%	3%	16%	23%	55%
2021-22 SWD	20%	16%	20%	36%	8%
2020-21 General Education	Exempt, Not Tested 83%			Exempt, Tested 17%	
2020-21 SWD	Exempt, Not Tested 92%			Exempt, Tested 8%	

\*Passing rate at Level 2 reflects the safety net score of 55-64

80% of SWDs passed the English Regents at Level 2 and above during the 2021-22 school year with 64% of SWDs scoring at Level 3 and above. In the 2020-21 school year, COVID exemptions were in effect. 17% of eligible general education students and 8% of SWDs elected to participate in the English Regents exam.

## Algebra I Regents

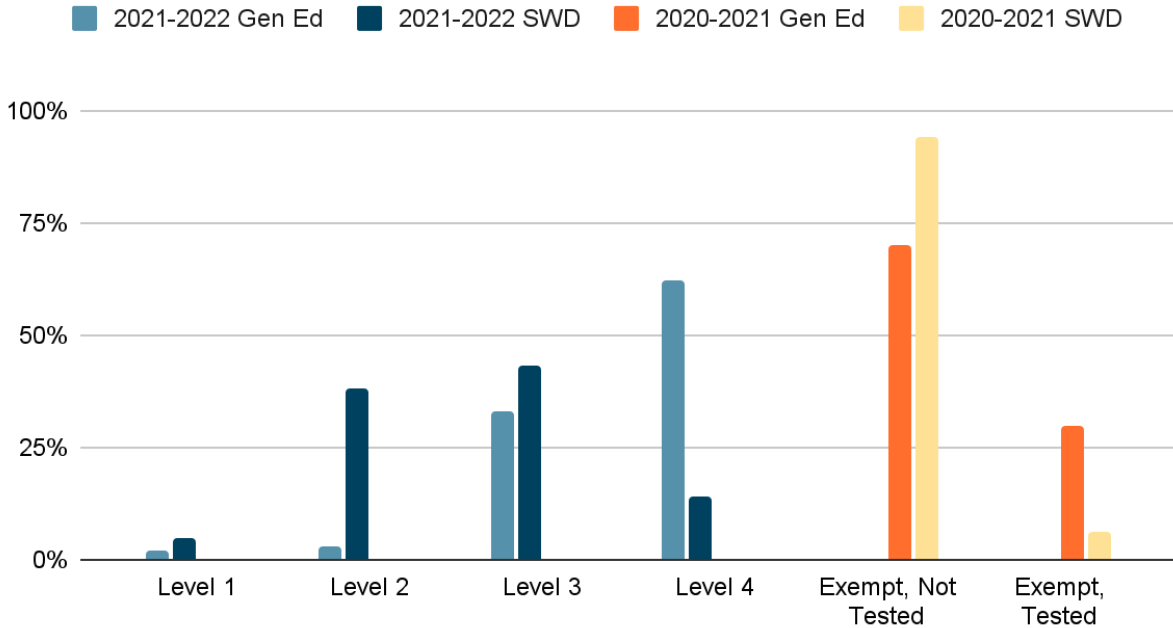


<b>Algebra I</b>	<b>Level 1 (0-54)</b>	<b>Level 2* (55-65)</b>	<b>Level 3 (65-79)</b>	<b>Level 4 (80-84)</b>	<b>Level 5 (85-100)</b>
2021-22 General Education	5%	12%	47%	25%	11%
2021-22 SWD	44%	28%	25%	0%	3%
2020-21 General Education	3%	7%	28%	45%	17%
2020-21 SWD	50%	38%	13%	0%	0%

\*Passing rate at Level 2 reflects the safety net score of 55-64

- 51% of SWDs passed the Algebra I Regents at Level 2 and above during the 2020-21 school year compared to 56% of SWDs in the 2021-22 school year.
- Out of the five required Regents exams, the Algebra 1 Regents has the lowest passing rate for high school special education students.
- This 2023-24 school year, integrated co-teaching is now offered in Algebra 1 and Algebra with Lab, both courses that culminate with the Algebra Regents exam.

## Living Environment Regents

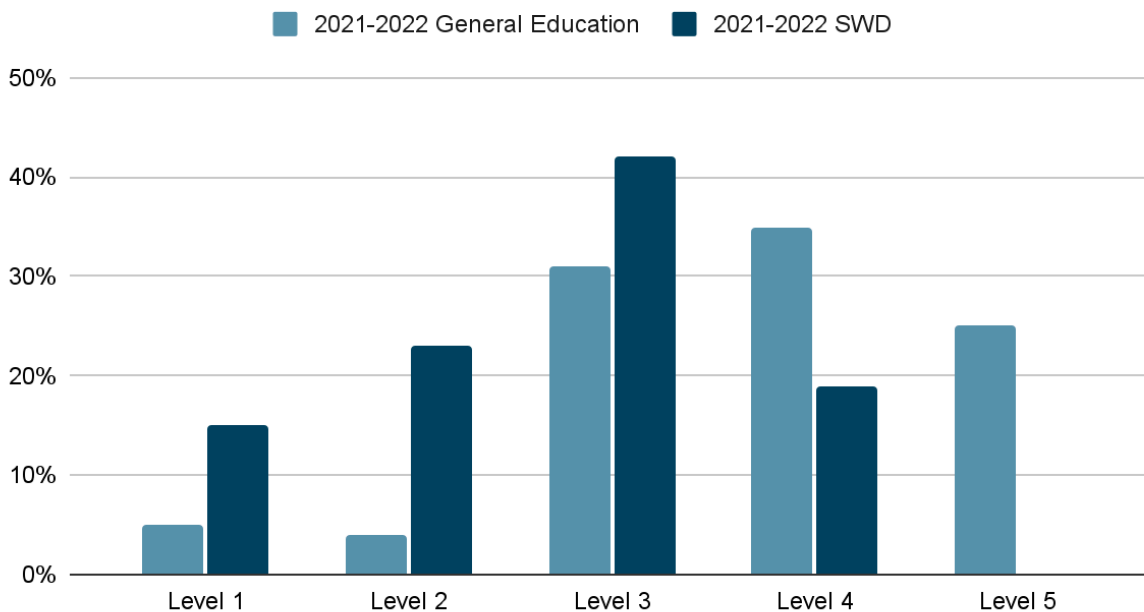


Living Environment	Level 1 (0-54)	Level 2* (55-64)	Level 3 (65-84)	Level 4 (85-100)
2021-22 General Education	2%	3%	33%	62%
2021-22 SWD	5%	38%	43%	14%
2020-21 General Education	Exempt, Not Tested 70%		Exempt, Tested 30%	
2020-21 SWD	Exempt, Not Tested 94%		Exempt, Tested 6%	

\*Passing rate at Level 2 reflects the safety net score of 55-64

95% of SWDs passed the Living Environment Regents at Level 2 and above during the 2021-22 school year with 57% of SWDs scoring at Level 3 and above. During the 2020-21 school year, COVID exemptions were in effect. 30% of eligible general education students and 6% of SWDs elected to participate in the Living Environment Regents exam.

## Global History & Geography II Regents



<b>Global History &amp; Geography II</b>	<b>Level 1 (0-54)</b>	<b>Level 2* (55-64)</b>	<b>Level 3 (65-78)</b>	<b>Level 4 (79-84)</b>	<b>Level 5 (85-100)</b>
2021-22 General Education	5%	4%	31%	35%	25%
2021-22 SWD	15%	23%	42%	19%	0%
2020-21 General Education	Exempt, Not Tested *Passing rate at Level 2 reflects the safety net score of 55-64				
2020-21 SWD					

84% of SWDs passed the Global History and Geography II Regents at Level 2 and above during the 2021-22 school year. During the 2020-21 school year, COVID exemptions were in effect. Participation rates were not reported.

<b>U.S. History &amp; Government</b>	<b>Level 1 (0-54)</b>	<b>Level 2 (55-64)</b>	<b>Level 3 (65-78)</b>	<b>Level 4 (79-84)</b>	<b>Level 5 (85-100)</b>
2021-22 General Education	Exempt, Not Tested				
2021-22 SWD					
2020-21 General Education	Exempt, Not Tested				
2020-21 SWD					

## NYS Assessments

### Definition of Performance Levels on NYS Grade 3-8 Assessments

**Level 1:** Students performing at this level are **well below proficient** in standards for their grade.

**Level 2:** Students performing at this level are **below proficient** in standards for their grade.

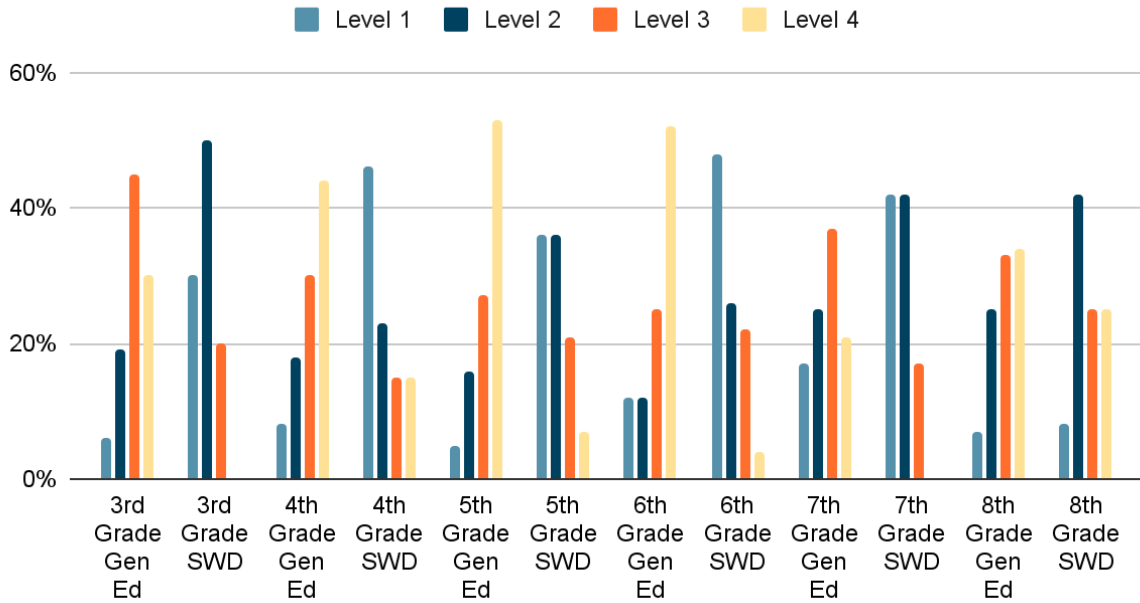
**Level 3:** Students performing at this level are **proficient** in standards for their grade.

**Level 4:** Students performing at this level **excel** in standards for their grade.

Participation rates for SWDs on the Grade 3-8 ELA and Math assessments increased during the 2021-22 school year when compared to student participation data from the 2020-21 school year. The trend of increased participation is also noted among general education students.

SWDs largely performed at Level 1 and 2 on the 2020-21 and 2021-22 Grade 3-8 ELA and Math assessments. These students receive special education services because they have significant academic skill deficits when compared to same-aged peers.

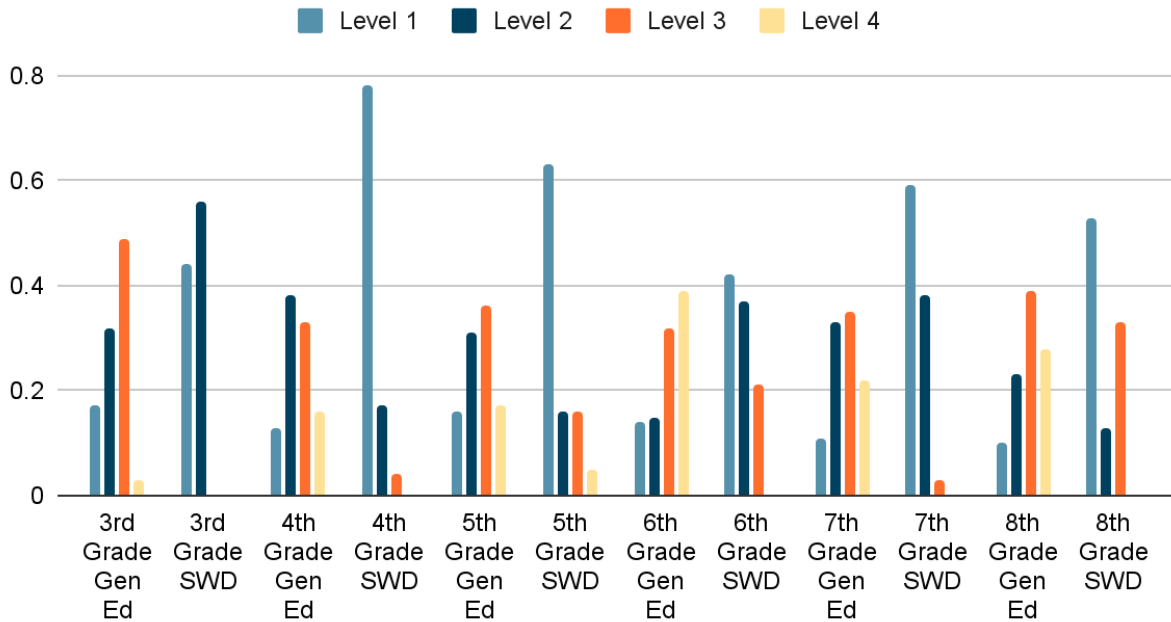
## ELA 3-8 (2020-21)



ELA 3-8 (2020-21)	Not Tested	Tested	Level 1	Level 2	Level 3	Level 4
3rd Grade General Education	17%	83%	6%	19%	45%	30%
3rd Grade SWD	38%	63%	30%	50%	20%	0%
4th Grade General Education	29%	71%	8%	18%	30%	44%
4th Grade SWD	38%	62%	46%	23%	15%	15%
5th Grade General Education	29%	71%	5%	16%	27%	53%
5th Grade SWD	44%	56%	36%	36%	21%	7%
6th Grade General Education	44%	56%	12%	12%	25%	52%
6th Grade SWD	45%	55%	48%	26%	22%	4%
7th Grade General Education	48%	52%	17%	25%	37%	21%
7th Grade SWD	64%	36%	42%	42%	17%	0%
8th Grade General Education	54%	46%	7%	25%	33%	34%
8th Grade SWD	65%	35%	8%	42%	25%	25%

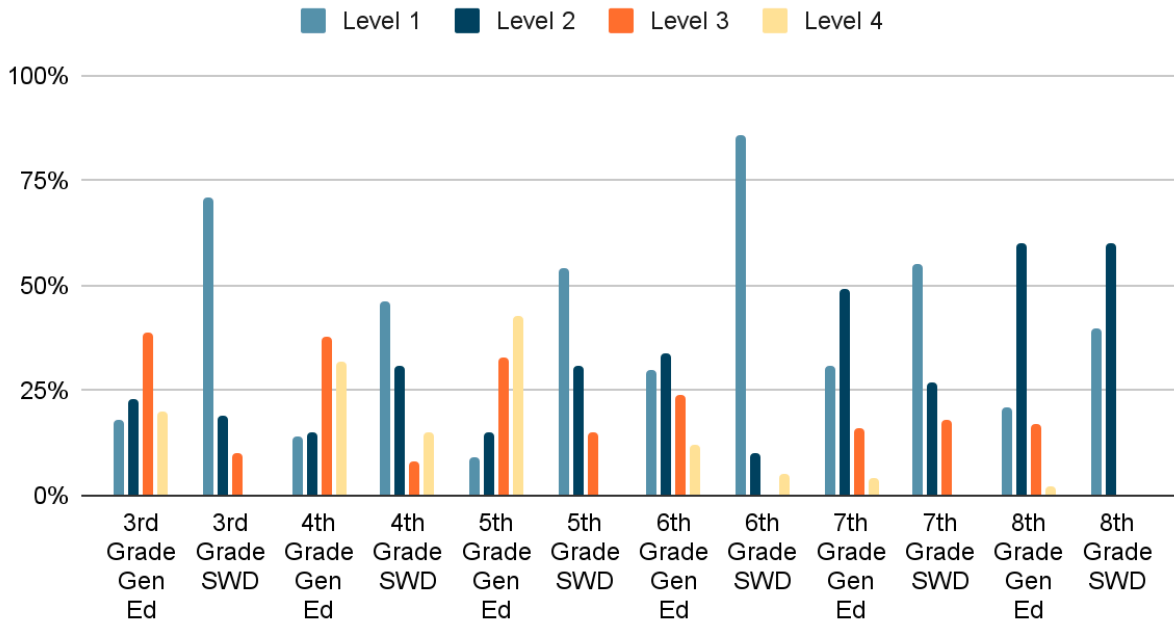


## ELA 3-8 (2021-22)



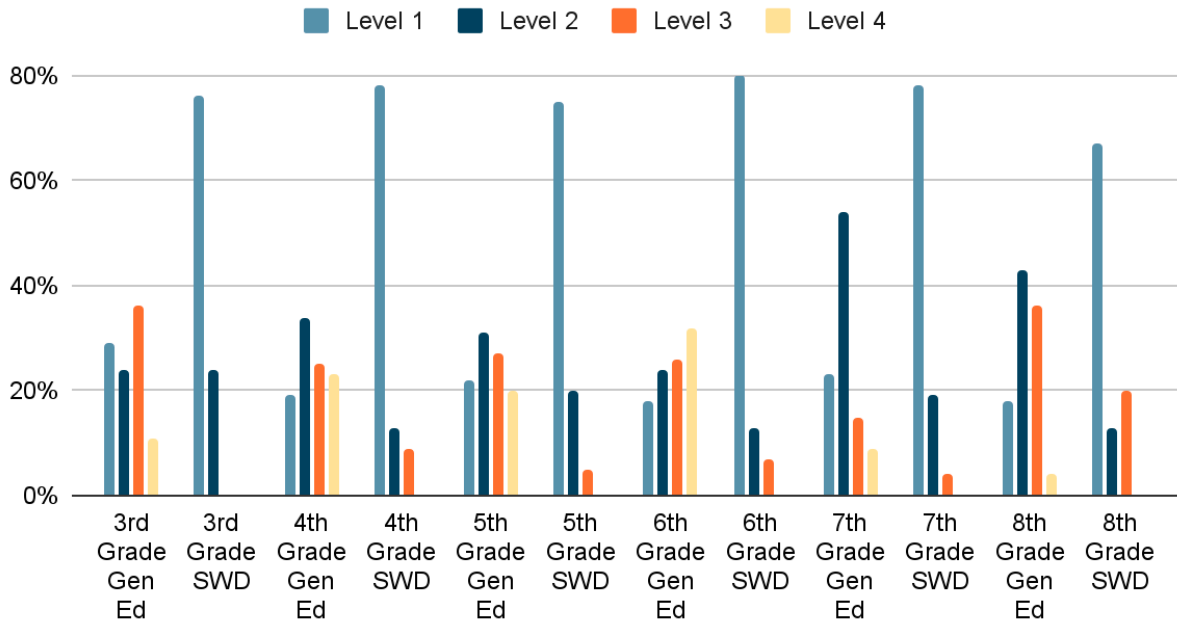
ELA 3-8 (2021-22)	Not Tested	Tested	Level 1	Level 2	Level 3	Level 4
3rd Grade General Education	6%	94%	17%	32%	49%	3%
3rd Grade SWD	22%	78%	44%	56%	0%	0%
4th Grade General Education	3%	97%	13%	38%	33%	16%
4th Grade SWD	26%	74%	78%	17%	4%	0%
5th Grade General Education	11%	89%	16%	31%	36%	17%
5th Grade SWD	17%	83%	63%	16%	16%	5%
6th Grade General Education	15%	85%	14%	15%	32%	39%
6th Grade SWD	30%	70%	42%	37%	21%	0%
7th Grade General Education	21%	79%	11%	33%	35%	22%
7th Grade SWD	28%	72%	59%	38%	3%	0%
8th Grade General Education	36%	64%	10%	23%	39%	28%
8th Grade SWD	48%	52%	53%	13%	33%	0%

## Math 3-8 (2020-21)



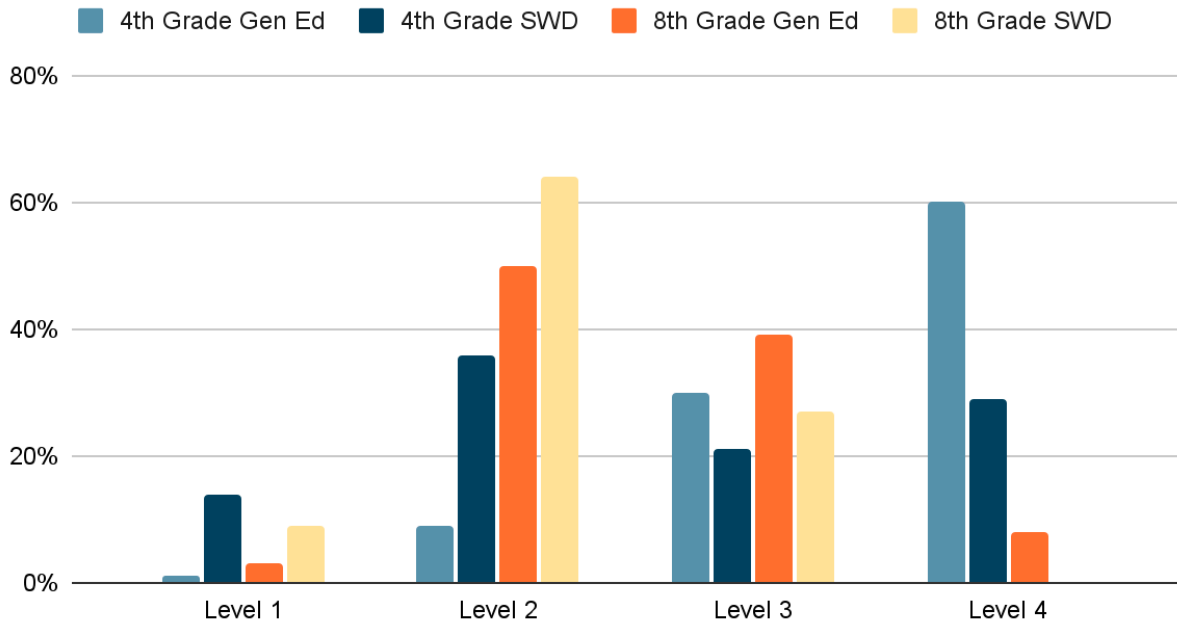
<b>Math 3-8 (2020-21)</b>	<b>Not Tested</b>	<b>Tested</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
3rd Grade General Education	20%	80%	18%	23%	39%	20%
3rd Grade SWD	34%	66%	71%	19%	10%	0%
4th Grade General Education	28%	72%	14%	15%	38%	32%
4th Grade SWD	35%	65%	46%	31%	8%	15%
5th Grade General Education	31%	69%	9%	15%	33%	43%
5th Grade SWD	48%	52%	54%	31%	15%	0%
6th Grade General Education	45%	55%	30%	34%	24%	12%
6th Grade SWD	49%	51%	86%	10%	0%	5%
7th Grade General Education	51%	49%	31%	49%	16%	4%
7th Grade SWD	66%	34%	55%	27%	18%	0%
8th Grade General Education	71%	29%	21%	60%	17%	2%
8th Grade SWD	71%	29%	40%	60%	0%	0%

## Math 3-8 (2021-22)



<b>Math 3-8 (2021-22)</b>	<b>Not Tested</b>	<b>Tested</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
3rd Grade General Education	5%	95%	29%	24%	36%	11%
3rd Grade SWD	26%	74%	76%	24%	0%	0%
4th Grade General Education	4%	96%	19%	34%	25%	23%
4th Grade SWD	26%	74%	78%	13%	9%	0%
5th Grade General Education	9%	91%	22%	31%	27%	20%
5th Grade SWD	13%	87%	75%	20%	5%	0%
6th Grade General Education	24%	76%	18%	24%	26%	32%
6th Grade SWD	44%	56%	80%	13%	7%	0%
7th Grade General Education	30%	70%	23%	54%	15%	9%
7th Grade SWD	41%	59%	78%	19%	4%	0%
8th Grade General Education	63%	37%	18%	43%	36%	4%
8th Grade SWD	48%	52%	67%	13%	20%	0%

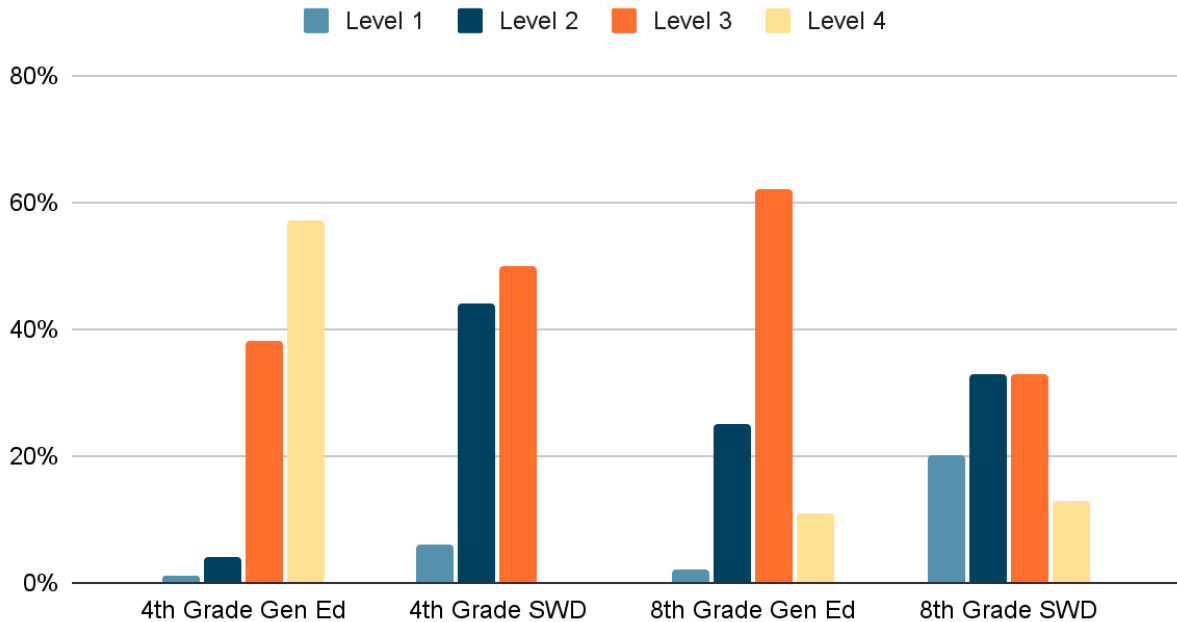
## Science Gr. 4 & 8 (2020-21)



Science Gr. 4 & 8 (2020-21)	Not Tested	Tested	Level 1	Level 2	Level 3	Level 4
4th Grade General Education	27%	73%	1%	9%	30%	60%
4th Grade SWD	30%	70%	14%	36%	21%	29%
8th Grade General Education	75%	25%	3%	50%	39%	8%
8th Grade SWD	68%	32%	9%	64%	27%	0%

- 86% of 4th grade SWDs scored at Level 2 or higher. It is notable that 50% of 4th grade SWDs scored at the Level 3 and Level 4 range, indicating proficiency (Level 3) or excelling (Level 4) in the standards for their grade.
- 91% of 8th grade SWDs scored at Level 2 and Level 3. It is notable that 27% of 8th grade SWDs scored in the Level 3 range indicating grade-level proficiency.
- Participation rates for 4th and 8th grade SWDs were similar to that of general education peers.

## Science Gr. 4 & 8 (2021-22)



Science Gr. 4 & 8 (2021-22)	Not Tested	Tested	Level 1	Level 2	Level 3	Level 4
4th Grade General Education	7%	93%	1%	4%	38%	57%
4th Grade SWD	42%	58%	6%	44%	50%	0%
8th Grade General Education	65%	35%	2%	25%	62%	11%
8th Grade SWD	48%	52%	20%	33%	33%	13%

- Of 4th grade SWDs, 94% scored at Level 2 and Level 3 with 50% of SWDs scoring at Level 3, indicating grade-level proficiency.
- Of 8th grade SWDs, 79% scored at Level 2 and higher. 46% of SWDs scored at Level 3 and Level 4, indicating proficiency (Level 3) or excelling (Level 4) in the 8th grade science standards.
- 2021-22 participation rates for 4th and 8th grade SWDs were more discrepant when compared to the 2020-21 administration and in comparison to participation rates for general education peers. There were notable increases in the percentage of SWDs who did not participate in the 4th grade science exam. In contrast, there is an observed increase in participation rates among 8th grade SWDs. More SWDs participated in the 8th grade science exam than those who did not participate.

## Suspensions

Indicator 4A & 4B	2019-20	2020-21	State Target
Indicator 4A	2 students or 0.5% of the population	0 students (COVID)	2.7% or lower
Indicator 4B	No discrepancy	No discrepancy (COVID)	not specified on the NYS report card

- Indicator 4A measures the percent of SWD who are suspended for more than 10 days in a school year. In 2019-20, only 0.5% of SWDs were suspended for more than 10 days. This is far below the state target of 2.7%.
- Indicator 4B measures significant discrepancy among SWDs in the rates of suspensions and expulsions for greater than 10 days by race and ethnicity. The district was not found to have a discrepancy for suspension across any of the ethnic or racial groups for SWDs.

## PD8 Data

	2021-22	2022-23
# SWD with In-School Suspensions Totaling 10 Days or Less	27	24
# SWD with Out-of-School Suspensions/ Expulsions Totaling Less Than 10 Days	36	20
# SWD with In-School Suspensions Totaling More Than 10 Days	0	0
# SWD with Out-of-School Suspensions/ Expulsions Totaling More Than 10 Days	7	8
Total Number of Disciplinary Removals	154	121
# SWD w/ Disciplinary Removals Totaling More Than 10 Days	10	12
# SWD Receiving Educational Services During Expulsion	6	3
# General Education Student Receiving Educational Services During Expulsion	5	9

- The following constitutes a disciplinary removal: in-school suspension, out-of-school suspension, expulsion, removals to an Interim Alternative Educational Settings for drugs, weapons, or serious bodily injury, and removals by an impartial hearing officer for likely injury to self or others. This number is a report of disciplinary events, NOT students.
- The number of SWD receiving out-of-school suspension more than 10 days has remained stable with 7 students in 2021-22 and 8 students in 2022-23.
- There was a 44% decrease in the number of SWD receiving out-of-school suspensions for 10 or fewer days between the 2021-22 to 2022-23 school years.
- There was a 50% decrease in the number of SWD who were expelled and received educational services during expulsion with 6 students in 2021-22 and only 3 students in 2022-23.

**Out-of-School Suspensions/Expulsions Totaling 10 Days or Less**

Race and Ethnicity	2021-22	2022-23
Hispanic	2	1
American Indian or Alaska Native	0	0
Asian	1	0
Black or African American	5	3
Native Hawaiian or Other Pacific Islander	0	0
White	28	16
Two or More Races	0	0
Total by Race and Ethnicity	36	20

**Out-of-School Suspensions/Expulsions Totaling More Than 10 Days**

Race and Ethnicity	2021-22	2022-23
Hispanic	2	1
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2	2

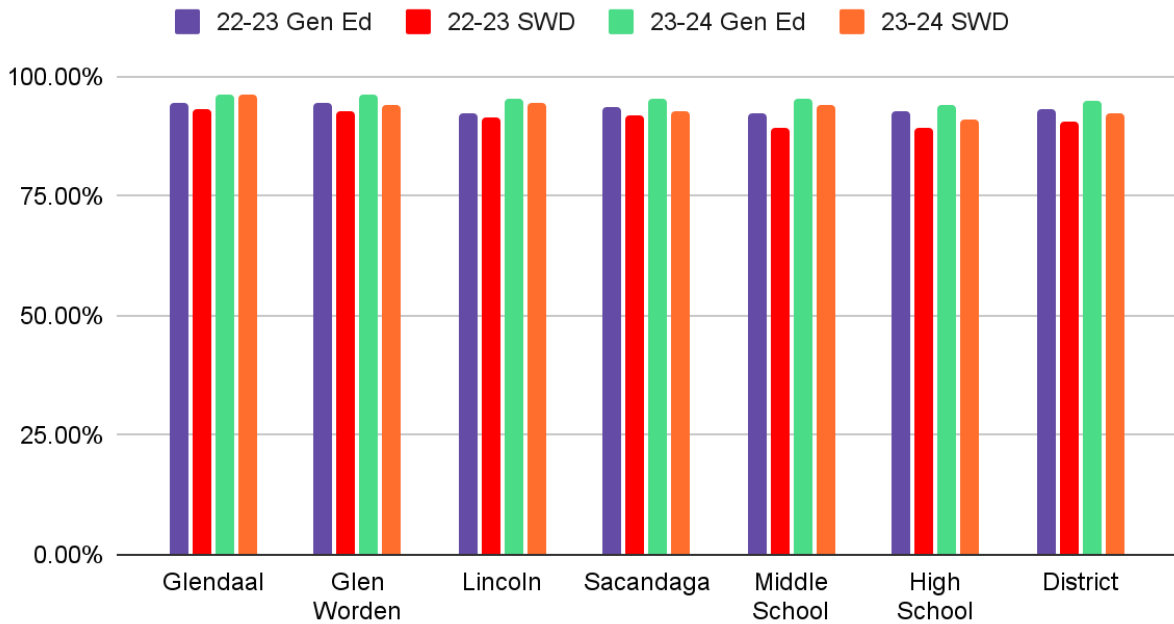
Native Hawaiian or Other Pacific Islander	0	0
White	3	5
Two or More Races	0	0
Total by Race and Ethnicity	7	8

- Based upon 2021-22 data, the district was cited AT-RISK for significant disproportionality by race and ethnicity in the incidence and duration of in-school and out-of-school suspensions and expulsions of students with disabilities.
- The PPS office tracks suspension data and will convene a CSE meeting when a student is developing a pattern of suspensions. When a student is suspended 11 or more (cumulative) days, then the educational team convenes to determine if a Disciplinary Change in Placement (DCIP) has occurred. If yes, then the CSE convenes for a manifestation determination hearing to determine if there is a relationship between the behavior and student’s disability. If a manifestation is found, then the student returns to the program documented on the IEP. If a manifestation is not found, then the district proceeds with a suspension.
- The educational team implements progressive, tiered behavioral interventions when a student exhibits recurring management needs that greatly impede educational progress. Some students require a Tier 3 Functional Behavior Assessment (FBA) and are recommended for a Behavior Intervention Plan (BIP). Research-based interventions and programs like Positive Behavior Intervention Supports (PBIS), restorative practices, strength-based interventions, social-emotional learning, Therapeutic Crisis Intervention for Schools (TCIS), and more help to support students in self-regulation.
- Three elementary buildings - Sacandaga, Glendaal, and Glen Worden - have a Support Room which is a space students request to self-regulate. This space contains manipulatives, sensory items, posters, flexible seating (i.e., bean bags), and more to help students manage their emotions, utilize self-regulation strategies, and re-enter the classroom.



## Attendance

### Attendance Rates



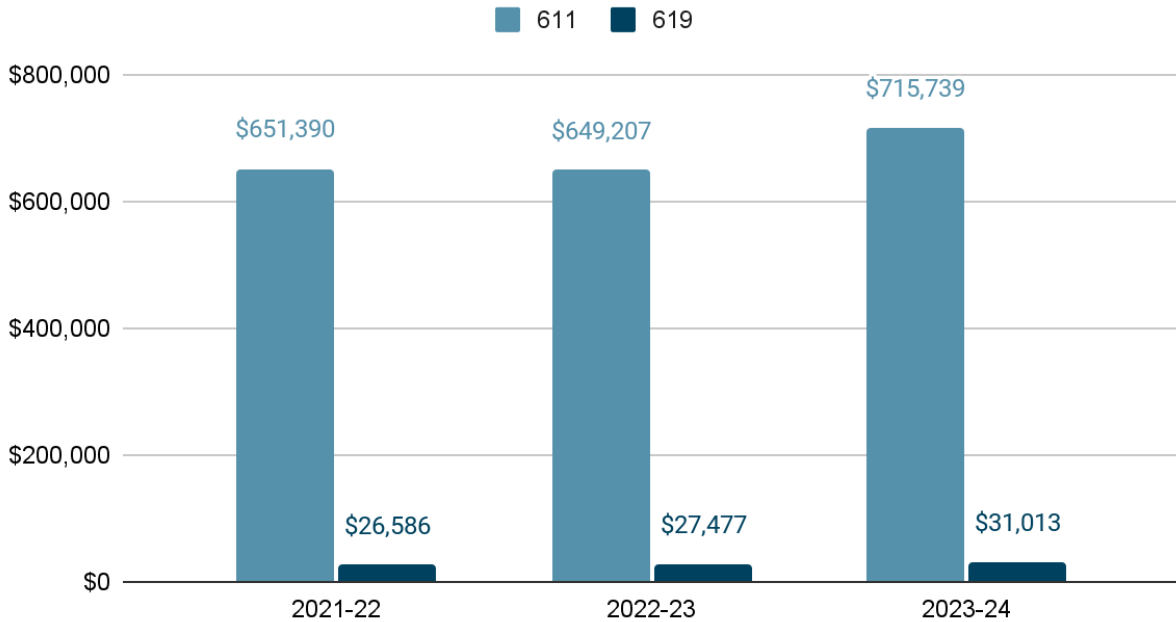
School	2022-23		2023-24*	
	Gen Ed	SWD	Gen Ed	SWD
Glendaal	94.48%	93.33%	96.06%	96.13%
Glen Worden	94.46%	92.63%	96.00%	94.25%
Lincoln	92.5%	91.39%	95.32%	94.54%
Sacandaga	93.56%	91.66%	95.31%	92.77%
Middle School	92.34%	89.43%	95.42%	93.99%
High School	92.74%	89.44%	94.00%	90.80%
District	93.08%	90.50%	95.06%	92.38%

\*Attendance data as of November 22, 2023

Students with disabilities have a lower attendance rate compared to general education peers for each school. To date, the attendance rate for SWDs is higher this year than last year. Attendance data is closely monitored to identify subgroups and/or trends to help inform strategies for improving attendance.

## Budget

### IDEA Grant Allocations



### IDEA Federal Grant Allocations

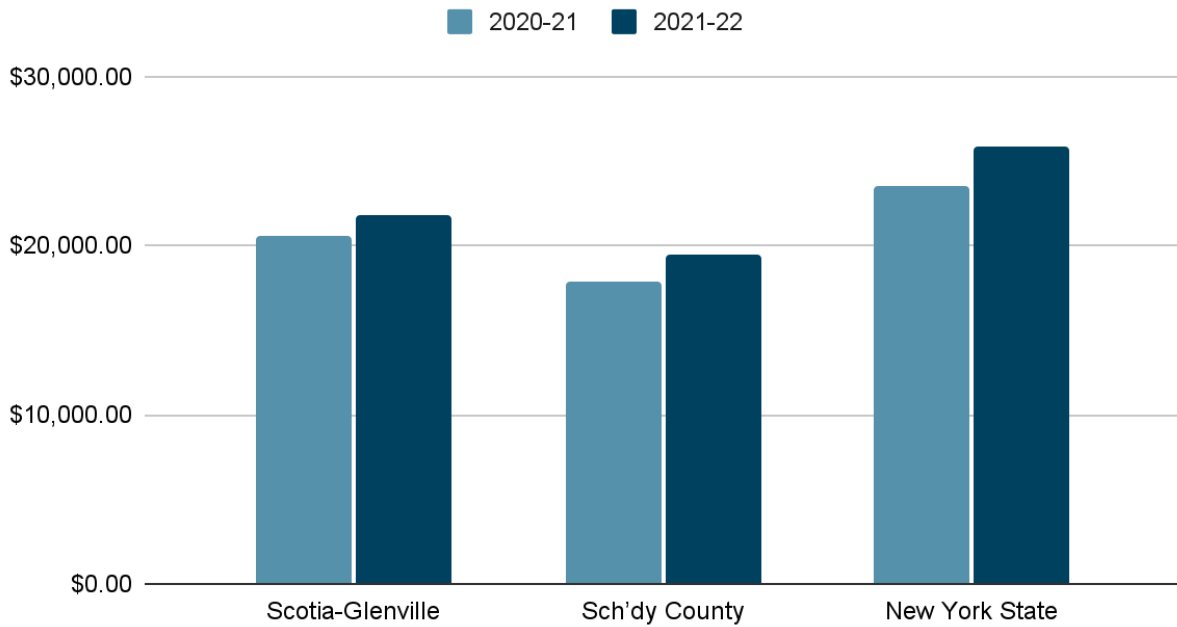
	ARP (2021-23)	2021-22	2022-23	2023-24
611 (school-age)	\$131,416	\$651,390	\$649,207	\$715,739
619 (preschool)	\$14,630	\$26,586	\$27,477	\$31,013

- The PPS department budget for the 2023-24 school year is approximately \$13,929,495. Budgetary revenue sources include the general fund, IDEA 611 and IDEA 619 federal grants. The IDEA American Rescue Plan (ARP) federal grant represents a one-time grant in response to COVID that was in effect from July 1, 2021 through September 30, 2023.
- Each year, the PPS department submits for high cost state aid reimbursement on special education costs that exceed threshold amounts set by New York State. For the 2022-23 school year, the threshold amount for BOCES programs was \$49,005. Based upon the governor’s projected budget, the estimated 2023-24 district threshold is approximately \$49,875, but the official report is not yet available. When tuition exceeds the threshold amount, the general fund is reimbursed for the difference. Increases in the threshold cost result in the district not being able to submit for additional aid unless the student’s program exceeds this cost.

- As the threshold increases, fewer students qualify because of the following factors: lower salaries for new teachers, teaching assistants, and related service providers as well as decreased per student contract costs for Occupational and/or Physical Therapy sessions provided through Advanced Therapy (contracted agency). The result is a reduction in students meeting or exceeding the threshold which in turn reduces district aid.
- For private school programs, the district is reimbursed 80% of the total tuition cost. All high cost aid is reimbursed to the district's general fund.

## Per Pupil Expenditures

### Per Pupil Expenditures



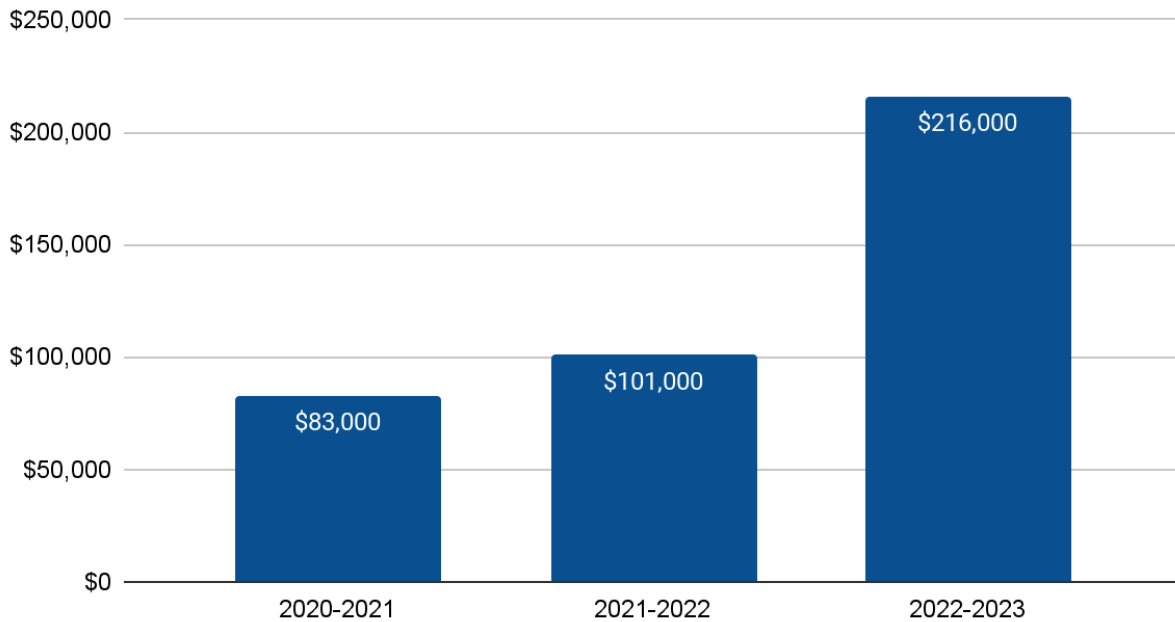
Comparison Data	2020-21	2021-22
Scotia-Glenville	\$20,629.36	\$21,762.00
Schenectady County Average	\$17,901.65	\$19,505.40
New York State Average	\$23,468.15	\$25,870.33

NYS Report Card: School Year Financial Transparency Report

The district provides a continuum of instructional programs and support services designed to appropriately meet the educational needs of students with disabilities. Programs and services are provided at a per pupil cost that is above that of other school districts in Schenectady county but below the per pupil cost of the average of all New York State school districts.

## Medicaid Reimbursement

### Medicaid Reimbursement



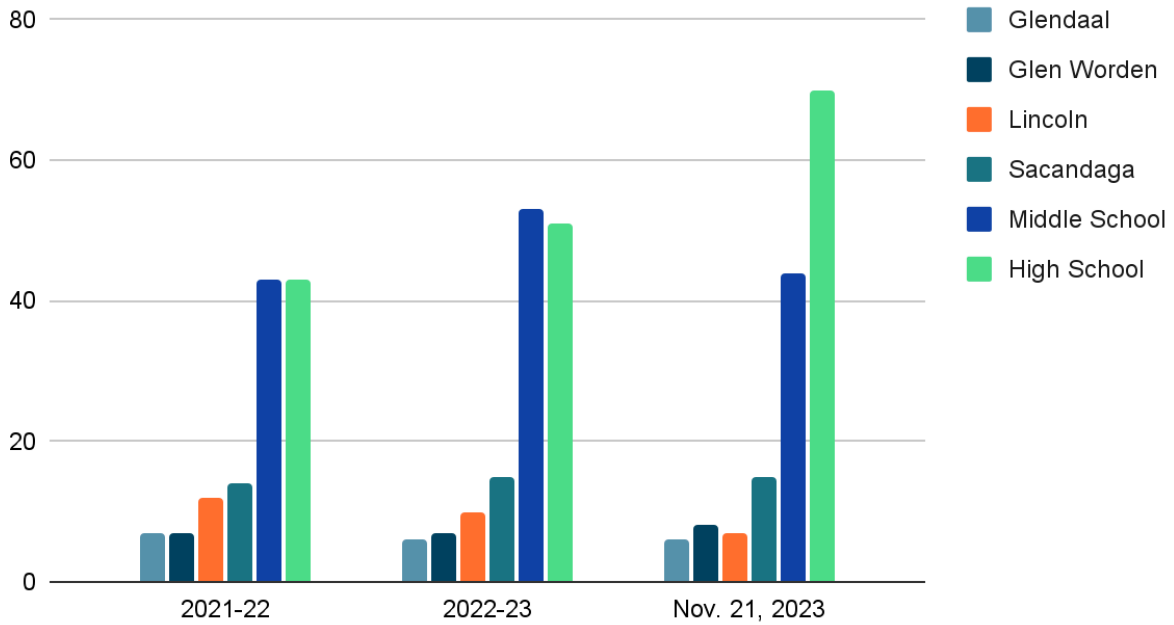
The district saw a 114% increase in Medicaid reimbursement to the general fund from \$101,000 in 2021-22 to \$216,000 in the 2022-23 school year. This is largely attributed to the district now billing for Psychological Counseling Services on the IEP. These counseling services are provided by Licensed Clinical Social Workers (LCSW) or Licensed Master Social Workers (LMSW) who are supervised by an LCSW.

Another factor contributing to the increase in Medicaid reimbursement is the PPS department's focus on securing missing lifetime consents. A variety of methods are utilized to obtain these one-time consents including phone calls, multiple mailings, the option for an electronic signature, and sending form home with students. There is a 15-month retroactive billing window for the district to claim for Medicaid reimbursable services like Speech, Occupational Therapy, and Physical Therapy. Once lifetime consent is received, parents receive an annual opt-out notification.

The PPS department continues to brainstorm ways to maximize Medicaid reimbursement. Last school year, the district started billing for initial speech language evaluations. This school year, the district physician is signing medical scripts versus the student's pediatrician or primary care provider. This ensures the prescribing doctor is registered in the eMedNY portal which is necessary for Medicaid claiming purposes.

## Section 504

### 504 Student Population by Building



Building	2021-22	2022-23	Nov. 21, 2023
Glendaal	7	6	6
Glen Worden	7	7	8
Lincoln	12	10	7
Sacandaga	14	15	15
Middle School	43	53	44
High School	43	51	70
<b>Totals</b>	<b>126</b>	<b>142</b>	<b>150</b>

Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability. General education students qualify for a Section 504 plan based upon a medical or mental health impairment that substantially limits a major life activity. School psychologists serve as the 504 chairperson in the elementary buildings, and school counselors chair 504 meetings at the middle and high school. The Director of Pupil Personnel Services is the district’s 504 Compliance Officer. In reviewing the chart above, the high school has seen a steady increase in the number of students qualifying for a 504 plan.