

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 167

School District Total Student Enrollment 668

Percent of Students Receiving Special Education 25

Steering Committee

Name	Position/Role	Building	Email
Richard Magulick	Director of Special Education	Glendale SD	rmagulick@gsd1.org
Edward DiSabato	Superintendent	Glendale SD	EDisabato@gsd1.org
Brian Stacey	Building Principal	Glendale JSHS	bstacey@gsd1.org
Kate Bacher	Building Principal	Glendale El Sch	kbacher@gsd1.org
Nathan Pino	Special Education Teacher	Glendale El Sch	npino@gsd1.org
Robert Reams	Special Education Teacher	Glendale JSHS	rreams@gsd1.org
Dr. Andy Mulhollen	Board Member	Glendale SD	amulhollen@gsd1.org
Kim Kozak	Parent	Glendale SD	kkozak@gsd1.org

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

Identify the District's method for identifying students with specific learning disabilities

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
<p>The Glendale School District Behavior Management Policy (113.2) specifies the use of positive behavior support. The policy is designed to enable students with special needs who need behavioral supports, "to benefit from their free appropriate education program within the least restrictive environment (LRE)..." Guidelines include techniques to modify the contextual influences of behavior, teach socially appropriate alternative skills, reinforcement of desired behaviors, utilizing least to most hierarchy of strategies, development of behavior support plans, conducting functional behavior assessments, and evaluating positive interventions. Behavior support plans developed must be designed and implemented with PDE Guidelines for Effective Behavior Support. The types of interventions chosen are to be as least intrusive as necessary, and "aversive techniques, restraints or discipline procedures may not be used as a substitute for a behavior management program." Staff training in the writing of and implementation of positive behavior support plans will be provided to staff as needed. Restraints will be reported via the Restraint Information System Collection (RISC). Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others shall be disciplined in accordance with their IEP, behavior support plan and Board Policy. The board directs that the district shall comply with provisions of the Individuals with Disabilities Education Act and federal and state regulations when disciplining students with disabilities for violations of district policy or school rules and regulations. Each year the district offers a refresher course for Nonviolent Crisis Prevention Intervention. This is offered to all staff members on a voluntary basis. If staff members are unable to attend the training offered at the district, they may take the course at Central Intermediate Unit. The District policy is aligned with all provisions of IDEA 2004 and Pa 22 School Code 14.133 in which positive, rather than negative, measures form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraint. The use of restraints is considered a measure of last resort, only to</p>	<p>The District policy is aligned with all provisions of IDEA 2004 and Pa 22 School Code 14.133 in which positive, rather than negative, measures form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraint. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. Policy (113.1- Discipline of Students with Disabilities) states that "when necessary, behavior support programs shall be developed and maintained for students with disabilities in order to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors."</p>

be used after other less restrictive measures, including de-escalation techniques. Policy (113.1- Discipline of Students with Disabilities) states that "when necessary, behavior support programs shall be developed and maintained for students with disabilities in order to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors." The Glendale School District policy on Behavior Support/Management is reviewed with all professional staff on an annual basis during the first in-service day at the beginning of each school year. The district continues to be open to school consultation among outside support providers as many students receive outside counseling or therapy privately or with an agency.

Significant Disproportionality - Identification

Significant Disproportionality

District Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

There are no facilities under Section 1306 of the Public-School code in the Glendale School District. In the event that a facility moves into the Glendale School District, the district will fully comply with the requirements of IDEA and PA Chapter 14 to meet its obligations under Section 1306 of the Public-School Code.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

The Glendale School District is committed to educating students in the least restrictive setting to the maximum extent possible. The district continues to utilize the IEP team approach and considers the full continuum of supports and available services when determining a student's educational placement. The process that the district uses, and will continue to use in the future, is to bring all service agencies together to collaborate on the "nature" of the particular student. This includes school-based services, as well as home-based services. Parents will continue to serve as an integral part of the process. An appropriate education may compromise education in regular education classes, education in regular classes with the use of related aides and services, or special education and related services in separate classrooms for all or portions of the school day. Special education may include specially designed instruction in classrooms, at home, or in private or public institutions, and may be accompanied by related services such as speech therapy, occupational and physical therapy, psychological counseling, and medical services necessary to the child's education.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

Glendale School District takes responsibility to ensure that FAPE is offered to each student who is eligible for special education within a correctional facility. The Glendale School District does not host a correctional facility, nor do we have any incarcerated youth in need of special education services at this time. The Glendale School District fully complies with the requirements of IDEA 2004 and PA Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school age individuals who have been incarcerated. Once the school district is informed of students in an incarceration facility, the records (including the most recent evaluation, /reevaluation report, as well as the IEP) are forwarded to the facility. Eligible students receive special education when they are charged with a criminal offense, are awaiting trial, and after they are convicted of a criminal offense.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

The Glendale School District provides a continuum of service options for students with disabilities. Our primary effort is to provide support to maintain the child in the regular education setting to the greatest degree. Ideally, this is done through the efforts of the Child Study Team in the High School and Student Success Team in the Elementary School. The team facilitates a process that results in the implementation of interventions and strategies early on, to enable the child to be successful in school prior to the consideration of special education. If an evaluation for special education services is deemed necessary, the multidisciplinary evaluation process attempts to determine a realistic degree of need for each student. Each student is assessed on an individual basis to determine the extent to which inclusion can be beneficial for the student in determining the level of intervention, location of intervention, and instructional group that represents the least restrictive environment.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

The Glendale School District strives to provide positive behavioral supports to increase appropriate behavior and reduce disruptive behavior. Our district is currently at level 2 for School Wide Positive Behavior Support (SWPBS). The teams consist of administrators, teachers, and support staff. The CIU Autism consultant and Behavior Support consultant meet with our staff on an as needed basis. Many regular educators and special educators are trained in Nonviolent Crisis Intervention Training which is offered by the CIU. Our students who exhibit behavior that impede their learning or that of others have Individualized Behavior Support Plans along with a Positive behavior Plan. Our special education staff follow specific procedures when conducting a Functional Behavior Assessment and using the information to develop a Behavior Support Plan. Many of our students have Personal Care Aides to assist them with behavior and social skills. The Special Education Data Report for school year 2019-2020 indicates that Glendale School District did not meet the State Performance Plan target for child count student in special education. According to the Data Glendale is at 22.4% and the state level is 17.8%. The percent of special education enrolled by disability the highest score indicates that Specific Learning Disability is 64.8%. Although we did not meet the target rate, we have continued to work toward improvement in this area. Our staff has participated in numerous professional development activities in the area of reading, writing, math, Universal Design for Learning, Differentiation of Instruction, School Wide Positive Behavior Support, Crisis Prevention Intervention and many more. Glendale school district teachers and administrators will continue to attend trainings geared toward addressing the needs of all students. The LEA works collaboratively with the Intermediate Unit #10 for the provision of programs/services to students for which there is a low incidence such as blind/visually impaired, deaf/hard of hearing, deaf-blindness, complex health issues, autism, severe cognitive impairments. This provides students with evidence-based instruction and interventions within appropriate educational settings with peers. Placement decisions are made by group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and are made in conformity with the LRE provisions.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

Regular and special educators work together, along with paraeducators who coordinate the necessary modifications in materials and content to support learning disabled students within the regular education curriculum. We employ several paraeducators to assist students in the inclusion setting at the elementary and high school level. Our goal that Glendale is working toward in the elementary and high school is geared toward more co-teaching and utilizing co-teaching strategies and trainings provided by the IU#10. The progress of each student is monitored to ensure appropriate placement at his/her level of participation. The school district provides a variety of professional development opportunities related to collaboration. . Positive collaboration

between district administrators has been successful in creating a district-wide planning process that promotes careful consideration of the least restrictive environment at all student levels. Building principals work closely with the Supervisor of Special Education and support teachers to create master schedules that are flexible and responsive to the individual needs of our students. We have been very successful with including our high school students into the regular education setting. Our focus moving forward is to co-teach a variety of core subjects in the elementary school and at the high school level. Glendale Elementary is implementing Phonemic Awareness through the Heggerty Phonemic Awareness Curriculum. This school year we continue to use the math series, Everyday Math. The program continually reinforces math concepts through concrete real-world applications. By using these programs to help our students improve their skills, they will be better prepared to participate in regular education classes. All elementary students are included in regular education for science and social studies. Special Education teachers and paraeducators go into the regular education classrooms to provide modifications and accommodations to students who need them. Special education students are included in Math and Reading/Language arts classes as determined by the IEP team. Glendale School District has a very small number of students placed outside of the district. At one time we placed students outside of the district who needed Life Skills Support. We have had Life Skills Support classrooms in both buildings for several years. We also provide Itinerant Emotional Support services within the district. Students who need a higher level of services are placed outside of the district.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?
Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. Discuss the district’s need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The district continues to be open to school consultation among outside support providers as many students receive outside counseling or therapy privately or with an agency. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Pyramid Health Care Sourcing heights	Other		Amanda Boland	Autistic Support	

Greater Altoona Career and Technology Center	Other	Vocational School	Michael Selvenis	Learning Support	21
Souring Heights Abraxas Foundation (Clearfield)	Other		Lauren Rieg	Emotional Support	
Merakey - East Freedom	Other		Joanna Santilli / Stuart Albaugh	Emotional Support	
Riverview Intermediate Unit 6	Other	Emotional Support/General Education	Arlene Lissner Jr./Sr. High	Emotional Support	
Extended Family Programs, Inc.	Other		V. Mable Washington	Learning Support	

Positive Behavior Support

Date of Approval
2020-01-21

Uploaded Files

Behavior Support Policy.pdf

1. How does the district support the emotional, social needs of students with disabilities?

The District policy is aligned with all provisions of IDEA 2004 and Pa 22 School Code 14.133 in which positive, rather than negative, measures form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraint. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. Policy (113.1- Discipline of Students with Disabilities) states that "when necessary, behavior support programs shall be developed and maintained for students with disabilities in order to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors."

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

The Glendale School District Behavior Management Policy (113.2) specifies the use of positive behavior support. The policy is designed to enable students with special needs who need behavioral supports, "to benefit from their free appropriate education program within the least restrictive environment (LRE)..." Guidelines include techniques to modify the contextual influences of behavior, teach socially appropriate alternative skills, reinforcement of desired behaviors, utilizing least to most hierarchy of strategies, development of behavior support plans, conducting functional behavior assessments, and evaluating positive interventions. Behavior support plans developed must be designed and implemented with PDE Guidelines for Effective Behavior Support. The types of interventions chosen are to be as least intrusive as necessary, and "aversive techniques, restraints or discipline procedures may not be used as a substitute for a behavior management program."

3. Describe the district positive school wide support programs.

Staff training in the writing of and implementation of positive behavior support plans will be provided to staff as needed. Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others shall be disciplined in accordance with their IEP, behavior support plan and Board Policy. The board directs that the district shall comply with provisions of the Individuals with Disabilities Education Act and federal and state regulations when disciplining students with disabilities for violations of district policy or school rules and regulations.

4. Describe the district school-based behavior health services.

The Glendale School District is implementing School Wide Positive Behavior Support. Staff from both buildings are being continually trained every school year. Each year the district offers a refresher course for Nonviolent Crisis Prevention Intervention. This is offered to all staff members on a voluntary basis. If staff members are unable to attend the training offered at the district, they may take the course at Central Intermediate Unit. The Glendale School District policy on Behavior Support/Management is reviewed with all professional staff on an annual basis during the first in-service day at the beginning of each

school year. The district continues to be open to school consultation among outside support providers as many students receive outside counseling or therapy privately or with an agency.

5. Describe the district restraint procedure.

Restraints will be reported via the Restraint Information System Collection (RISC).

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

Identifying all children with disabilities who are experiencing placement delays or who are at-risk for placement delays. districts to report monthly all children with disabilities who are placed by the Individualized Education Program (IEP) team to instruction conducted in the home or assigned to homebound instruction to PDE . Glendale will address the identification of children who are experiencing placement delays or who are at-risk for placement delays. PURPOSE This BEC will explain the reporting requirements for students with disabilities assigned to instruction conducted in the home by the IEP team and students with disabilities who may be assigned to homebound instruction. REPORTING PROCEDURES "Instruction conducted in the home" is included in the definition of special education located in the federal regulations (34 CFR §300.39(a)(i)) and is recognized as a placement option on the continuum of alternative placements for students with disabilities (34 CFR §300.115). The use of instruction conducted in the home is restricted to students whose needs require full-time special education services and programs outside the school setting for the entire day. Ordinarily, these will be students who, because of a severe medical condition or mobility impairment, are unable to leave home to attend school. Although a student placed by his or her Individualized Education Program (IEP) team on instruction conducted in the home does not receive his or her program in the school setting, he or she remains entitled to a free appropriate public education equal to his or her nondisabled peers, unless this amount of instruction would jeopardize the child's health or welfare. In such cases, the IEP team can agree on fewer hours of instruction so long as the student still receives a free appropriate public education. In all circumstances involving the placement of a student on instruction conducted in the home, the districts and charter schools must electronically report students with disabilities to the Department within five 5 days of the placement. Districts and Charter schools must use the web-based reporting system, Special Education Students at Home Reporting System (email at SES@Home). Districts and Charter Schools should use their Administrative Unit Number (AUN) as the user name to log into the reporting system. The password is identical to the one used to log into the Cyclical Compliance Monitoring System. For assistance identifying a user name and password, the school districts and charter schools may contact the Bureau of Special Education by phone at 717-783-6134. The Districts and Charter Schools must supply the Department with information about the student, his or her disability, the type of program or placement required, and the anticipated length and reason for the placement. Districts and Charter Schools must provide information regarding the person in the district or charter school whom the Department can contact to discuss the placement if necessary. Instruction conducted in the home is not an appropriate option in other situations, such as when a district or charter school is experiencing difficulty in arranging the program or placement that a student requires. In such cases, the district or charter school should continue to serve the student in accordance with his or her IEP while taking steps to promptly arrange for the services that the student requires. These steps may include seeking assistance from the Department or from other child-serving agencies involved with the student. Although instruction conducted in the home is not ordinarily permitted when the student has no condition preventing him or her from leaving the home, there are occasional, exceptional cases in which the parents and the district or charter school agree to instruction conducted in the home as a short-term option. In these cases, the district or charter school must report not less than weekly to the Department utilizing the web-based reporting system. As indicated on the SES@Home website, the district or charter school are also responsible for informing the Department when the short-term placement has concluded. "Instruction conducted in the home," which is listed in the continuum of special education alternative placements in federal regulations, should not be confused with "homebound instruction," which describes the instruction a district or charter school may provide when a student has been excused from compulsory attendance under 22 Pa. Code §11.25 due to temporary mental or physical illness or other urgent reasons. Even though homebound instruction is not a special education placement option for students with disabilities, there are occasions when a student with a disability may receive homebound instruction due to a temporary excusal from compulsory attendance in the same manner as the student's non-disabled peers. Districts and charter schools must also report to the Department for students with disabilities for whom homebound

instruction is approved and must also file a follow up report when the temporary placement has concluded and the student has returned to school. In addition, as indicated on the SES@Home website, districts and charter schools must document the physician's recommendation for homebound instruction. If the temporary condition that precipitated the excusal from attendance for a student with disabilities results in a change in the student's need for specially designed instruction, Districts and Charter Schools may need to reevaluate the student. Districts or Charter Schools may also need to reconvene the student's IEP team to determine whether it is necessary to revise the IEP and change the student's placement to instruction conducted in the home. Moreover, the district or charter school may be responsible for providing compensatory education to the student for the interruption in services if the district or charter school did not provide a free appropriate public education.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9B	Multiple	Part-time (0.5)	04/10/2022 05:01 PM

Building Name		
Glendale El Sch		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 12
Age Range Justification		FTE %
Age range exception determined appropriate by the IEP team and justified in the IEP		0.08

Building Name		
Glendale JSHS		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
Age range exception determined appropriate by the IEP team and justified in the IEP		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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13A	Multiple	Part-time (0.5)	04/19/2022 05:02 PM
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Building Name		
Glendale El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 12
Age Range Justification		FTE %
Age range exception determined appropriate by the IEP team and justified in the IEP		0.24

Building Name		
Glendale JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
Age range exception determined appropriate by the IEP team and justified in the IEP		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12A	Elementary	Part-time (0.5)	04/10/2022 02:24 PM

Building Name		
Glendale SD		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
Age range exception determined appropriate by the IEP team and justified in the IEP		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11A	Multiple	Part-time (0.5)	04/10/2022 02:39 PM

Building Name		
Glendale El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %

Age range exception determined appropriate by the IEP team and justified in the IEP	0.02
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Building Name		
Glendale JSHS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
Age range exception determined appropriate by the IEP team and justified in the IEP		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9A	Multiple	Full-time (1.0)	04/10/2022 02:53 PM

Building Name		
Glendale El Sch		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 12
Age Range Justification		FTE %
Age range exception determined appropriate by the IEP team and justified in the IEP		0.52

Building Name		
Glendale JSHS		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
Age range exception determined appropriate by the IEP team and justified in the IEP		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1A	Multiple	Full-time (1.0)	04/10/2022 02:29 PM

Building Name		
Glendale SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 12
Age Range Justification		FTE %
Age range exception determined appropriate by the IEP team and justified in the IEP		0.54

Building Name		
Glendale JSHS		

Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
Age range exception determined appropriate by the IEP team and justified in the IEP		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 12	Secondary	Full-time (1.0)	04/04/2022 03:48 PM

Building Name		
Glendale JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
Grouping of students complies with age range requirements		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 11	Secondary	Full-time (1.0)	04/04/2022 03:48 PM

Building Name		
Glendale JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Grouping of students complies with age range requirements		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 10	Secondary	Full-time (1.0)	04/04/2022 03:48 PM

Building Name		
Glendale JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %

Age range exception determined appropriate by the IEP team and justified in the IEP	0.26
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Building Name		
Glendale JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
Grouping of students complies with age range requirements		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 9	Secondary	Full-time (1.0)	04/04/2022 03:48 PM

Building Name		
Glendale JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Grouping of students complies with age range requirements		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 8	Secondary	Full-time (1.0)	04/04/2022 03:48 PM

Building Name		
Glendale JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
Grouping of students complies with age range requirements		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 7	Elementary	Full-time (1.0)	04/04/2022 03:48 PM

Building Name		
Glendale JSHS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		
Identify Classroom	Classroom Location	Age Range
School District	Elementary	15 to 16
Age Range Justification		FTE %
Grouping of students complies with age range requirements		0.1

Building Name		
Glendale JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	15 to 16
Age Range Justification		FTE %
Grouping of students complies with age range requirements		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem 6	Elementary	Full-time (1.0)	04/04/2022 03:48 PM

Building Name		
Glendale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 13

Age Range Justification	FTE %
Age range exception determined appropriate by the IEP team and justified in the IEP	0.4

Building Name		
Glendale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 12
Age Range Justification		FTE %
Grouping of students complies with age range requirements		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem 5	Elementary	Full-time (1.0)	04/04/2022 03:48 PM

Building Name		
Glendale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
Grouping of students complies with age range requirements		0.4

Building Name		
Glendale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
Grouping of students complies with age range requirements		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem 4	Elementary	Full-time (1.0)	04/04/2022 03:48 PM

Building Name		
Glendale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
Age range exception determined appropriate by the IEP team and justified in the IEP		0.15

Building Name		
Glendale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
Age range exception determined appropriate by the IEP team and justified in the IEP		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem 3	Elementary	Full-time (1.0)	04/04/2022 03:48 PM

Building Name		
Glendale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
Grouping of students complies with age range requirements		0.6

Building Name		
Glendale El Sch		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
Age range exception determined appropriate by the IEP team and justified in the IEP		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem 2	Elementary	Full-time (1.0)	04/04/2022 03:48 PM

Building Name		
Glendale El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
Age range exception determined appropriate by the IEP team and justified in the IEP		0.15

Building Name		
Glendale El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
Age range exception determined appropriate by the IEP team and justified in the IEP		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem 1	Elementary	Full-time (1.0)	04/04/2022 03:48 PM

Building Name		
Glendale El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 13
Age Range Justification		FTE %
Age range exception determined appropriate by the IEP team and justified in the IEP		0.38

Building Name		
Glendale El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 13
Age Range Justification		FTE %
Grouping of students complies with age range requirements		0.1

Special Education Facilities

Building Name		Room #
Glendale El Sch		
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-23		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities		No
The class is located where noise will not interfere with instruction		No
The class is located only in space that is designed for purposes of instruction		No
The class is readily accessible		No
The class is composed of at least 28 square feet per student		No

Building Name		Room #
Glendale JSHS		
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 29 feet, 0 inches	783sqft	27
Implementation Date		
2022-05-23		
Uploaded Files		

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities		No
The class is located where noise will not interfere with instruction		No
The class is located only in space that is designed for purposes of instruction		No
The class is readily accessible		No
The class is composed of at least 28 square feet per student		No

Building Name		Room #
Glendale JSHS		
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 31 feet, 0 inches	837sqft	29
Implementation Date		
2022-05-23		
Uploaded Files		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities		No
The class is located where noise will not interfere with instruction		No
The class is located only in space that is designed for purposes of instruction		No
The class is readily accessible		No
The class is composed of at least 28 square feet per student		No

Building Name		Room #
Glendale JSHS		
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 21 feet, 0 inches	609sqft	21
Implementation Date		
2022-05-23		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities		No
The class is located where noise will not interfere with instruction		No
The class is located only in space that is designed for purposes of instruction		No
The class is readily accessible		No
The class is composed of at least 28 square feet per student		No

Building Name		Room #
Glendale JSHS		
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 23 feet, 7 inches	330sqft	11
Implementation Date		
2022-05-23		
Uploaded Files		

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5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities		No
The class is located where noise will not interfere with instruction		No
The class is located only in space that is designed for purposes of instruction		No
The class is readily accessible		No
The class is composed of at least 28 square feet per student		No

Building Name		Room #
Glendale JSHS		
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 26 feet, 0 inches	806sqft	28
Implementation Date		
2022-05-23		
Uploaded Files		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities		No
The class is located where noise will not interfere with instruction		No
The class is located only in space that is designed for purposes of instruction		No
The class is readily accessible		No
The class is composed of at least 28 square feet per student		No

Building Name		Room #
Glendale JSHS		
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 24 feet, 0 inches	336sqft	12
Implementation Date		
2022-05-23		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities		No
The class is located where noise will not interfere with instruction		No
The class is located only in space that is designed for purposes of instruction		No
The class is readily accessible		No
The class is composed of at least 28 square feet per student		No

Building Name		Room #
Glendale El Sch		
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 27 feet, 0 inches	675sqft	24
Implementation Date		
2022-05-23		
Uploaded Files		

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8 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities		No
The class is located where noise will not interfere with instruction		No
The class is located only in space that is designed for purposes of instruction		No
The class is readily accessible		No
The class is composed of at least 28 square feet per student		No

Building Name		Room #
Glendale El Sch		
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 38 feet, 0 inches	912sqft	32
Implementation Date		
2022-05-23		
Uploaded Files		

9 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities		No
The class is located where noise will not interfere with instruction		No
The class is located only in space that is designed for purposes of instruction		No
The class is readily accessible		No
The class is composed of at least 28 square feet per student		No

Building Name		Room #
Glendale El Sch		
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
Implementation Date		
2022-05-23		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities		No
The class is located where noise will not interfere with instruction		No
The class is located only in space that is designed for purposes of instruction		No
The class is readily accessible		No
The class is composed of at least 28 square feet per student		No

Building Name		Room #
Glendale El Sch		
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 28 feet, 0 inches	756sqft	27
Implementation Date		
2022-05-23		
Uploaded Files		

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11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities		No
The class is located where noise will not interfere with instruction		No
The class is located only in space that is designed for purposes of instruction		No
The class is readily accessible		No
The class is composed of at least 28 square feet per student		No

Building Name		Room #
Glendale El Sch		
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 29 feet, 0 inches	783sqft	27
Implementation Date		
2022-05-23		
Uploaded Files		

12 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities		No
The class is located where noise will not interfere with instruction		No
The class is located only in space that is designed for purposes of instruction		No
The class is readily accessible		No
The class is composed of at least 28 square feet per student		No

Building Name		Room #
Glendale El Sch		
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
Implementation Date		
2022-05-23		
Uploaded Files		

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities		No
The class is located where noise will not interfere with instruction		No
The class is located only in space that is designed for purposes of instruction		No
The class is readily accessible		No
The class is composed of at least 28 square feet per student		No

Special Education Support Services

14Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	17	District Wide	District
Social Worker	1	District Wide	District
Physical Therapist	1	District Wide	District
Occupational Therapist	2	District Wide	District
Guidance Counselor	1	Secondary	District
Guidance Counselor	1	Elementary	District
School Psychologist	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Penn State National Autistic Conference			
Lead Person/Position		Year of Training	
Life Skills Teacher		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
14	2	Other	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Penn State National Autistic Conference			
Lead Person/Position		Year of Training	
Life Skills Teacher		July 31–August 3, 2023	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	Other	Building Administrators General Education Teachers Special Education Teachers

Positive Behavior Support

Description of Training			
The Glendale School District uses the School Wide Positive Behavioral Support (SWPBS) for all students in the district.			
Lead Person/Position		Year of Training	
Amy Snyder/Physical Education Teacher		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	Intermediate Unit	General Education Teachers Parents Paraprofessionals

			Special Education Teachers
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Description of Training			
School Wide Positive Behavior Updates			
Lead Person/Position		Year of Training	
Dawn Moss/Christine Sanker		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	Quarterly	Intermediate Unit Other	General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
SAFETY CARE			
Lead Person/Position		Year of Training	
IU #10		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
14	4	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training
The Glendale School District currently employs 17 instructional/personal care aides. All aides have achieved the status of "Highly Qualified Paraeducator" either by completing the testing and training procedures as established by CIU # 10 and as registered with PDE, or by completing the Paraprofessional Portfolio Program endorsed by PSEA. All aides will continue to receive a minimum of 20 in-service hours of training annually to meet the PDE/Chapter 14 mandate and to improve overall skills and knowledge for working with students with disabilities. The school district purchased The Master Teacher Paraeducator Now Training Resources for Paraeducators program. The program consists of online courses and assessments designed just for paraeducators.

The program has been used for the past 4 years. It has proved to be a useful resource and was renewed again for this school year. Paraeducators may also receive training from other sources. Topics for various training offerings will include but are not limited to: Annual Paraeducator Training offered by Central Intermediate Unit 10, Behavior Management/SWPBS, Nonviolent Crisis Prevention Intervention, CPR, PATTAN training videos.

Lead Person/Position		Year of Training	
IU #10		2022- 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	80	District	Paraprofessionals

Transition

Description of Training			
<ul style="list-style-type: none"> PaPOS Indicator 14 – Cohort #1 			
Lead Person/Position		Year of Training	
IU #10		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Science of Literacy

Description of Training			
The rationale behind this plan is for general and special education teachers to work through a co-teaching lesson or lessons using a self -selected model of co-teaching. This session will not only offer you the choice of what model you think would work best for you, but also allow time for digging deeper into HOW to actually implement it with real life students and assignments.			
Lead Person/Position		Year of Training	
IU #10		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience

7	4	Intermediate Unit	General Education Teachers Special Education Teachers
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Parent Training

Description of Training			
This presentation will provide information and teach strategies to facilitate transition planning and ensure the student is at the center of the plan			
Lead Person/Position		Year of Training	
Webinar		2022 -2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	Parents Special Education Teachers

IEP Development

Description of Training			
Major Components of the Individualized Education Program			
Lead Person/Position		Year of Training	
IU #10		3	
Hours Per Training	Number of Sessions	Provider	Audience
6	4	Intermediate Unit	Special Education Teachers

Description of Training	
FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services	
Lead Person/Position	Year of Training
IU #10	2022

Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Special Education Teachers

Description of Training			
Observation Procedures			
Lead Person/Position		Year of Training	
Dr. Gina MacFalls/Rick Magulick		2022	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	Other	Building Administrators Special Education Teachers

Description of Training			
sample suggestions for you as you move forward with providing input for Re-evaluations.			
Lead Person/Position		Year of Training	
Dr. Gina MacFalls/Rick Magulick		2022	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	Other	Building Administrators Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
- The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Date

