

Profile and Plan Essentials

LEA Name		AUN
Glendale SD		110173003
Address 1		
1466 Beaver Valley Rd		
Address 2		
City	State	Zip
Flinton	PA	16640
Director of Special Education Name		
Haley Strong		
Director of Special Education Email		
hstrong@gsd1.org		
Director of Special Education Phone Number		Director of Special Education Ext
8146875038		
Chief Administrator Name		
Mr Sean Gildea		
Chief Administrator Email		
sgildea@gsd1.org		

Special Education Students

Total Number of Students Receiving Special Education 181

School District Total Student Enrollment 665

Percent of Students Receiving Special Education 27.2

Steering Committee

Name	Position/Role	Building	Email
Haley Strong	Director of Special Education	Glendale SD	hstrong@gsd1.org
Sean Gildea	Superintendent	Glendale SD	sgildea@gsd1.org
Rick Kozak	Building Principal	Glendale JSHS	rkozak@gsd1.org
Jeanette Williams	Building Principal	Glendale El Sch	jwilliams@gsd1.org
Rachel Lees	Special Education Teacher	Glendale JSHS	rlees@gsd1.org
Morgan Maslonik	Special Education Teacher	Glendale JSHS	mmaslonik@gsd1.org
Heather Anderson	Parent	Glendale El Sch	Handerson91413@aol.com
Kimberly Kozak	Parent	Glendale JSHS	kkozak@gsd1.org
Rick Gates	Board Member	Glendale SD	rgates@gsd1.org
Curtis Henry, Student and Family Relations Specialist	Other	Glendale SD	chenry@gsd1.org
Kelley Goss, School Psychologist	Other	Glendale SD	kgoss@gsd1.org
Jonna Garcia	Parent	Glendale El Sch	jngarcia904@gmail.com

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)

Improvement and Planning Activity
Analyze current participation and proficiency rates for students with disabilities in grades 4, 8, and 11 to identify any barriers.
Collaborate with district assessment coordinator(s) to ensure accommodations are in place and students are taking their required assessment(s).
Implement an incentive (certificate, small reward, or event) to encourage participation in the state wide assessment(s).
Train teachers and staff on the universal design for learning (UDL) and differentiation of instruction and accommodations in the classroom.
Train special education teachers on accessibility and accommodations to ensure students are receiving appropriate accommodations to access the material and test to be successful.

Education Environments (Indicator 5)

Improvement and Planning Activity
Provide training, then implement and expand co-teaching models with general and special education teachers working collaboratively together.

Provide professional development to teachers on the Universal Design for Learning (UDL) and incorporating it into their lessons to ensure all students have engagement and accessibility to their lessons.
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Annual review of IEPs to ensure students have the appropriate accommodations to have access for inclusion and appropriate placement decision.

Collaborate with outside placements on performance reviews working toward a transition goal of students returning to the public education setting.
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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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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.)

Glendale School District does not host a 1306 facility. However, if a 1306 facility were within our district, we would ensure educational oversight by collaborating with the facility, the student's home district, and relevant service providers to guarantee that students with disabilities receive appropriate supports in the least restrictive environment (LRE). Additionally, Glendale School District would participate in Child Study or Student Success Team Meetings and would conduct child find obligation. The LEA would ensure that a certified special education teacher delivers services in accordance with the student's Individualized Education Program (IEP). Regular progress monitoring, IEP meetings, and communication with all stakeholders would be maintained to assess the effectiveness of the educational placement and make adjustments as necessary to support student success.

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

Glendale School District is committed to maintaining open and consistent communication with 1306 facilities to support students with disabilities. The district ensures participation in annual IEP meetings, progress reviews, and any necessary reevaluations to align educational services with the student's needs. Upon a student's transition back to the school district, the LEA will coordinate a transition meeting with the 1306 facility, parents/guardians, and relevant school personnel to review the student's needs, accommodations, and services. This meeting will facilitate a smooth reintegration by addressing any academic, behavioral, or social-emotional supports required for the student's success. Additionally, ongoing monitoring and check-ins will be conducted to ensure continued progress and appropriate adjustments to the student's educational plan.

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 most recent data for Least Restrictive Environment. Highlight areas of improvement.**

According to the 2022-2023 Special Education Data Report (SEDR), Glendale School District did not meet the target for including special education students in the regular education classroom for 80% or more of the day, with an inclusion rate of 62.4%. However, the 2023-2024 Special Education Data Report reflects improvement, with an increased inclusion rate of 63.2%, surpassing the state average of 61.7%. Additionally, in 2022-2023, Glendale School District exceeded the state average for special education students placed in settings outside the regular education environment (6.6% compared to the state average of 4.4%). The 2023-2024 report no longer provides a percentage for students in other placements due to a small group size, indicating a notable reduction in these placements and an improvement in LRE compliance. The district remains committed to providing a continuum of service options for students with disabilities, with a focus on maintaining students in the regular education setting whenever possible. This is primarily achieved through the Child Study Team at the High School and the Student Success Team at the Elementary School. The process includes: Teacher or parent referrals Team meetings to review student data and existing interventions Recommendations for additional interventions Follow-up meetings to assess intervention effectiveness To further support students within the general education setting, the elementary school has implemented WIN (What I Need) time for students in grades K-6 through the Systematic Support Grant. This initiative includes data review meetings at the beginning, middle, and end of the year to assess student progress, identify barriers, and adjust groupings for evidence-based interventions in reading and mathematics. The district has prioritized staff training to enhance LRE implementation and student support. Recent professional development sessions include: What is MTSS? – 10/28/22 MTSS Structure – 1/9/23 Differentiation Strategies – 1/13/23 Behaviors: Our Responses – 3/24/23 De-escalation Techniques – 11/1/24 Additionally, staff have received training on Universal Design for Learning (UDL) and Trauma-Informed Practices to better accommodate diverse student needs and foster inclusive learning environments. Parent trainings have been held on: Collaborating on Schools' Teams in Ways That Make A Difference (08/07/2023), Student Led IEPs and the IEP process (09/05/2024), IEPs vs 504 Plans (02/19/2025), and Senior Meetings were held with outside agencies on transition beyond high school (05/20/2024). Additionally, parent newsletters are emailed throughout the year on various topics with resources embedded in.

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?**

Glendale School District is committed to implementing universal practices that support the academic and social/emotional needs of all students requiring accommodations to their learning environments. The High School has achieved Tier 2 fidelity in School-Wide Positive Behavior Support (SWPBS), while the Elementary School is actively working toward Tier 1 fidelity. SWPBS teams include administrators, teachers, and support staff to promote positive student behavior and reduce disruptions. Both the elementary and high school teaches the students expectations at the beginning of the school year and conducts re-teachings as needed. Students have the opportunity to earn Viking Bucks (Elementary) or PBIS Points (High School) for following behaviors as outlined on the PBIS Behavioral Matrix. The points/Viking Bucks are then used to make purchases from the School Store to reinforce positive behaviors. The Glendale Junior and Senior High School operates an effective Student Assistance Program (SAP) to identify and support students struggling with academic, behavioral, or emotional concerns. The Elementary School is in the process of implementing Elementary SAP (ESAP), with a team of teachers and administrators set to launch in the fall. Second Step has been introduced at the elementary level as a Tier 1 intervention for all students. This character building curriculum is delivered by Guidance Counselors and/or Elementary Teachers. The district contracts a Social Worker from CIU10 to provide services to students in both Elementary and High School. If an IEP team determines that a student requires social work as a related service, it is formally added to their IEP. Elementary School Support: Small group interventions such as lunch bunch and social skills groups are available to help students develop social-emotional skills. High School Support: A REACH Counselor, provided by Cambria County, is available for students requiring a higher level of support. In the

Elementary, Data Meetings occur three times a year to evaluate instructional effectiveness and assess WIN (What I Need) groups. Student data is analyzed to determine whether groupings or evidence-based interventions should be adjusted for continued academic growth. The district has been committed to increasing collaboration between general education and special education teachers. At the beginning of the school year, all teachers receive IEP snapshots and Positive Behavior Support Plans and have dedicated time to review them with case managers. Updates are sent to teachers whenever changes occur, and all documents remain accessible through the Student Information System. Special Education Case Managers review student progress mid-marking period and at the end of each nine-week cycle. If a student is struggling in a course, the case manager collaborates with the teacher to determine whether an IEP team review meeting should be held to adjust accommodations or interventions as needed. Attendance Improvement Plans are developed alongside IEP review meetings to identify and implement interventions that promote consistent student attendance. Through these universal practices, Glendale School District ensures that all students receive the academic and social/emotional accommodations they need to thrive in their learning environments. The Elementary's Child Study Team and High School's Student Success Team (SST) process provides a structured team meeting regarding student concerns. If the team determines the student is in need of additional accommodations or strategies, those recommendations are made to the student's teachers.

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

Glendale School District is committed to ensuring that students with disabilities meaningfully participate in the general education curriculum through a variety of supplementary aids, services, and professional development efforts. The district facilitates collaboration between general education teachers, special education teachers, and related service providers to ensure individualized support for students. Related services include: Occupational Therapy (OT), Speech and Language Therapy (SLP), Physical Therapy (PT), Blind and Vision Support Services Deaf and Hard of Hearing Services, and Social Work Services. These services help students access and engage in the general education curriculum while addressing their individual learning needs. The district provides ongoing training to equip educators with effective instructional strategies and evidence-based practices to support students with disabilities. Training topics include: Universal Design for Learning (UDL): Strategies to create accessible learning experiences for all students, Instructional Strategies: Differentiated instruction to meet diverse learning needs, ADHD & Trauma-Informed Practices: Understanding and supporting students with attention and emotional regulation challenges, De-escalation Techniques: Strategies to prevent and manage behavioral challenges while maintaining a positive learning environment. By integrating supplementary supports, structured collaboration, and targeted professional development, Glendale School District ensures that students with disabilities have equitable access to the general education curriculum and opportunities for academic success.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

Glendale School District is committed to ensuring that students with disabilities have equitable access to extracurricular activities and nonacademic programs, just as their nondisabled peers do. To facilitate meaningful participation, the district provides a range of supplementary aids and services tailored to individual student needs. For students requiring behavioral support or closely supervised participation, the district provides paraprofessional support as needed. This support may be available during: Field trip, concerts, school-sponsored outings, clubs and after-school program. Students who require nursing services to participate in extracurricular activities receive support from the district's nursing staff to ensure their health and safety during participation. If a student requires specialized transportation to access nonacademic programs, the district arranges appropriate accommodations. The district ensures that students with disabilities are included in general education programs, extracurricular activities, and nonacademic programs to the maximum extent appropriate, as outlined in their Individualized Education Program (IEP).

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?

Glendale School District is committed to ensuring that students with disabilities placed in private institutions have opportunities to be educated alongside non-disabled peers and participate in district-led extracurricular activities to the maximum extent appropriate. The district coordinates with private institutions to ensure that students with disabilities receive educational services in the least restrictive environment (LRE) whenever possible. Glendale monitors placements to assess opportunities for students to engage with their non-disabled peers in academic and nonacademic settings. Students placed in private institutions remain eligible to participate in district-led extracurricular activities, such as: Sports teams Clubs and student organizations, School-sponsored events and field trips, Performing arts and music programs. The district ensures that students have access to these activities in accordance with their Individualized Education Program (IEP) and 504 Plan, providing necessary supplementary aids and services as needed. If a student requires paraeducator support, nursing services, or behavioral support, these services may be provided during participation in extracurricular activities and school-sponsored events. The district ensures compliance with IDEA and Section 504 regulations to support inclusive opportunities and uphold student rights.

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)

Glendale School District is committed to expanding programs and services to ensure that students with disabilities receive appropriate supports within the district, thereby reducing the need for out-of-district placements. After reviewing Special Education data, the district has identified a need to expand emotional support services at both the elementary and high school levels. To address this, the district should consider the hiring of an Emotional Support Teacher to provide targeted behavioral and emotional support. This would strengthen in-district emotional support programming that will allow more students to receive the interventions they need without requiring placement in external private programs. The district continues to explore the development of a comprehensive emotional support program for students with complex behavioral needs. Through the Systematic Support Grant, Glendale has been actively enhancing Life Skills programs at both the elementary and high school levels. Life Skills teachers have received Applied Behavior Analysis (ABA) training, equipping them to implement evidence-based interventions that improve student outcomes and reduce out-of-district placements. Glendale High School is planning to implement a Tier 3 Positive Behavior Support Plan (PBSP) team to address challenging student behaviors proactively through the use of positive behavior interventions and supports (PBIS). The district has expanded access to school-based mental health services by utilizing both a REACH Counselor and a Social Worker to provide additional behavioral and emotional support. By expanding in-district special education services, Glendale School District aims to: Reduce reliance on out-of-district placements by strengthening internal programming., ensure students are educated in the least restrictive environment (LRE) whenever possible, and provide equitable access to a full continuum of services within the district. Through strategic hiring, program development, and behavioral support expansion, Glendale is dedicated to meeting the diverse needs of students with disabilities while fostering their academic, social, and emotional success within their home school district.

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Soaring Heights - Altoona	Other		Pyramid Health Care	Autistic Support	N Count
Merakey	Licensed Private Academic		Merakey	Autistic Support	N Count
Soaring Heights - Clearfield	Licensed Private Academic		Pyramid Healthcare	Emotional Support	N Count
Soaring Heights - Clearfield	Licensed Private Academic		Pyramid Healthcare	Autistic Support	N Count
Merakey - East Freedom	Licensed Private Academic		Merakey	Emotional Support	N Count
Pathways Adolescent Center, Inc	Other	Residential - Licensed Private	Oil City School District/Riverview Intermediate Unit 6	Emotional Support	N Count
Diversified Treatment Alternatives	Other	Residential	Diversified Treatment Alternatives/Central Susquehanna IU 16	Emotional Support	N Count
The Summit Academy	Other	Residential	The Summit Academy -- The Academy School	Emotional Support	N Count

Positive Behavior Support

Date of Approval

2025-03-25

Uploaded Files

Bd policy 113.2.pdf

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

The district supports the emotional and social needs of students with disabilities through the Multi-Tiered System of Supports (MTSS) framework, which provides tiered levels of intervention. When a student's behavior significantly impacts their learning or the learning of others, the district may conduct a Functional Behavioral Assessment (FBA). With parental permission, the FBA process includes data collection to identify the function of the behavior, antecedents, and effective intervention strategies. The results of the FBA guide the development of a Positive Behavior Support Plan (PBSP) to help the student succeed across various environments. Additionally, the district provides direct support services. A REACH counselor offers counseling at the high school level, while a CIU10 social worker serves both the elementary and high school. The Individualized Education Program (IEP) team collaborates to determine if a student requires additional supports such as social skills instruction, Check & Connect, Check-In/Check-Out, social work services, or counseling to foster emotional and social growth.

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 district currently has 24 staff members trained in Safety Care annually, the team consists of administrators, educators, and paraprofessionals. Additionally, the district had all staff trained in the Fall of 2024 on De-escalation techniques, which was conducted by Central Intermediate Unit 10. The districts transporters also attended this training as well. Elementary and High School Paraprofessionals completed the following trainings: De-escalation Strategies, School-wide Positive Behavioral Interventions and Supports High School teachers and paraprofessionals completed the following trainings: Managing Challenging Behaviors: Antecedent Strategies, Consequence Strategies, and Tier Two Strategies. The Principals completed Principals: Roles and Responsibilities in Special Education and Principals: Special Education Law.

3. Describe the district positive school wide support programs.

Glendale School District has established School Wide PBIS at both the elementary and secondary levels. The district has a behavioral matrix which shows student and staff behavior expectations across environments (hallway, classroom, restroom, cafeteria, ect.) The district has tier 1 PBIS in place where students are taught behavioral expectations and utilize a positive reinforcement system of earning PBIS points (HS) or Viking Bucks (Elementary) to earn rewards for positive behaviors. Tier 2 consists of Check in and Out, Check and Connect, targeted academic supports, and social groups. The district is actively working to begin at Tier 3 team at the high school.

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

Glendale School District hired a Student and Family Relations Specialist who had many years as a Behavioral Health Technician, formally known as a Therapeutic Support Staff. The creation of this position was to increase behavioral supports in both the elementary and high school, positive social,

emotional, and behavioral changes in students, supporting staff to improve overall behavior proficiency, and providing supportive interventions to families. Additionally, the district has continued in partnership with the Central Intermediate Unit 10 (CIU10) contracting Social Work Services for both the High School and Elementary. The High School has a school-based counselor through REACHH in Cambria County. The district has also utilized CIU 10 for trainings on De-Escalation, Safety Care, and consultation. Additionally, the district works with community agencies such as Passages, Healing Patch, Cenclear, Nulton Diagnostic, and Pathways Behavioral Health.

5. Describe the district restraint procedure.

Glendale School District's restraint procedure first begins with the use of Positive Behavior Support Plans to address behavioral concerns when they're impeding the students learning or that of others. The positive behavior support plan is part of a students' IEP or 504 plan, and includes positive reinforcements and strategies individualized for the student. The district has a team of staff, teachers, and administrators trained in Safety Care. A restraint is only justified if a student meets ALL of the following criteria, per Safety Care, 1. There must be an imminent risk of serious harm to the agitated person or someone else. 2. There must be no other practical way to prevent that harm without physical management. 3. The risk of NOT intervening must be greater than the risk of intervening. And only when less restrictive measures and techniques have proven to be or are less effective. The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this time, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. Mechanical restraints may be employed, alongside of a PBSP and only when specified within the IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Per policy, the following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs: 1. Corporal punishment. 2. Punishment for a manifestation of a student's disability. 3. Locked rooms, locked doors, other locked structures or spaces from which the student cannot readily exit. 4. Noxious substances. 5. Deprivation of basic human rights, such as withholding meals, water or fresh air. 6. Suspensions constituting a pattern as defined in state regulations. [12] 7. Treatment of a demeaning nature. 8. Electric shock. 9. Methods implemented by untrained personnel. 10. Prone restraints, which are restraints by which a student is held face down on the floor.

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.

Upon reviewing the SES report, Glendale does not typically have students in need of instruction in the home or homebound instruction. The district has not had a student receiving instruction conducted in the home since the 2022-2023 school year. The LEA reports all students who are in need of instruction in the home or homebound instruction promptly. If the student requires intensive interagency coordination to access an appropriate educational placement, the LEA will collaborate with the Regional Intensive Coordinator to meet with the IEP and Interagency teams to determine the barrier(s) preventing the student from receiving the agreed-upon placement. **REPORTING PROCEDURES** 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. Glendale School District will 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. 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. Glendale School District will 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. The districts will 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 will need to reevaluate the student. The district will reconvene the student's IEP team to determine whether it is necessary to revise the IEP and change the student's placement. The district is responsible for providing compensatory education to the student for the interruption in services if the district did not provide a free appropriate public education.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech	Multiple	Full-time (1.0)	03/18/2025 09:29 AM

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)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 20
Age Range Justification		FTE %
Grouping of students complies with age range requirements		0.18

Building Name		
Glendale El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		48
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
Grouping of students complies with age range requirements		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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High School 6	Secondary	Full-time (1.0)	03/10/2025 02:07 PM
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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%)		N Count
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 with age variance waiver		0.4

Building Name		
Glendale JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.12

Building Name	
Glendale JSHS	
Support Type	
Life Skills Support	

Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 20
Age Range Justification		FTE %
		0.2

Building Name		
Glendale JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Secondary	20 to 20
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School 5	Secondary	Full-time (1.0)	03/10/2025 01:59 PM

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

Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.34

Building Name		
Glendale JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.04

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%)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.05

Building Name		
Glendale JSHS		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School 4	Secondary	Full-time (1.0)	03/10/2025 02:19 PM

Building Name		
Glendale JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

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%)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.4

Building Name		
Glendale JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School 3	Secondary	Full-time (1.0)	03/10/2025 01:51 PM

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

Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.24

Building Name		
Glendale JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Glendale JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.14

Building Name		
Glendale JSHS		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.17

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%)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.15

Building Name		
Glendale JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %

	0.12
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School 2	Secondary	Full-time (1.0)	03/10/2025 02:38 PM

Building Name		
Glendale JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
		0.24

Building Name		
Glendale JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.04

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%)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School 1	Secondary	Full-time (1.0)	03/10/2025 02:38 PM

Building Name		
Glendale JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.12

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%)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary 5	Elementary	Full-time (1.0)	03/10/2025 02:38 PM

Building Name		
Glendale El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.17

Building Name		
Glendale El Sch		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Itinerant (20% or Less)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.15

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%)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 14
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%)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 14
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary 4	Elementary	Full-time (1.0)	03/10/2025 02:38 PM

Building Name		
Glendale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.1

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%)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.15

Building Name		
Glendale El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary 3	Elementary	Full-time (1.0)	03/10/2025 02:38 PM

Building Name		
Glendale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.12

Building Name		
Glendale El Sch		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.04

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%)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.3

Building Name		
Glendale El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %

	0.15
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary 2	Elementary	Full-time (1.0)	03/10/2025 02:38 PM

Building Name		
Glendale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.16

Building Name		
Glendale El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.04

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%)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.15

Building Name		
Glendale El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary 1	Elementary	Full-time (1.0)	03/10/2025 02:38 PM

Building Name
Glendale El Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.02

Building Name		
Glendale El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Grouping complies with age range		0.06

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%)		N Count
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %

	0.15
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Building Name		
Glendale El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		N Count
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 6
Age Range Justification		FTE %
		0.08

Special Education Facilities

Building Name		Room #
Glendale JSHS		139
School Building		Building Description
		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		
2022-06-07		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The location of the class has been maintained for at least 3 school years.		No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Glendale JSHS		112
School Building		Building Description
		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		
2022-06-07		
Uploaded Files		

2Assurance Check

Assurance Check	Yes	No
The location of the class has been maintained for at least 3 school years.		No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Glendale El Sch		112
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 37 feet, 6 inches	862sqft	30
Implementation Date		
2022-06-07		
Uploaded Files		

3Assurance Check

Assurance Check	Yes	No
The location of the class has been maintained for at least 3 school years.		No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Glendale El Sch		140
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 26 feet, 0 inches	650sqft	23
Implementation Date		
2022-06-07		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The location of the class has been maintained for at least 3 school years.		No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Glendale JSHS		128
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 22 feet, 4 inches	692sqft	24
Implementation Date		
2022-06-07		

Uploaded Files

5Assurance Check

Assurance Check	Yes	No
The location of the class has been maintained for at least 3 school years.		No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Glendale El Sch		210
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 26 feet, 0 inches	650sqft	23
Implementation Date		
2022-06-07		
Uploaded Files		

6Assurance Check

Assurance Check	Yes	No
The location of the class has been maintained for at least 3 school years.		No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	

The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Glendale JSHS		216
School Building		Building Description
		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		
2022-06-07		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The location of the class has been maintained for at least 3 school years.		No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Glendale El Sch		101
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 26 feet, 0 inches	650sqft	23

Implementation Date
2022-06-07
Uploaded Files

8Assurance Check

Assurance Check	Yes	No
The location of the class has been maintained for at least 3 school years.		No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Glendale JSHS		113
School Building		Building Description
		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		
2022-06-07		
Uploaded Files		

9Assurance Check

Assurance Check	Yes	No
The location of the class has been maintained for at least 3 school years.		No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	

The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Glendale JSHS		158
School Building		Building Description
		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		
2022-06-07		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The location of the class has been maintained for at least 3 school years.		No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Glendale El Sch		232
School Building		Building Description
		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		
2022-06-07		
Uploaded Files		

11Assurance Check

Assurance Check	Yes	No
The location of the class has been maintained for at least 3 school years.		No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Glendale El Sch		109
School Building		Building Description
		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		
2022-06-07		
Uploaded Files		

12Assurance Check

Assurance Check	Yes	No
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The location of the class has been maintained for at least 3 school years.		No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Glendale El Sch		125
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
11 feet, 0 inches x 16 feet, 0 inches	176sqft	6
Implementation Date		
2025-03-10		
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	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		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	21	District Wide	District
Social Worker	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Guidance Counselor	1	Secondary	District
Guidance Counselor	1	Elementary	District
School Psychologist	1	District Wide	District
Other	1 (Student and Family Relations Specialist)	District Wide	District
Other	1 (Administrative Assistant)	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Bridging Knowledge: Helix, The National Autism Conference, and PA Secondary Transition			
Lead Person/Position		Year of Training	
Life Skills Teacher		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
5	4	PaTTAN	Building Administrators Special Education Teachers

Positive Behavior Support

Description of Training			
PBIS Conference			
Lead Person/Position		Year of Training	
Haley Strong, Special Education Director		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
8	4	PaTTAN	Building Administrators

Description of Training	
Positive Behavior Support and De-escalation	
Lead Person/Position	Year of Training

Christine Sanker and Beth Colna		2025	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Safety Care			
Lead Person/Position		Year of Training	
CIU10 - Erin Cernuska		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
7	4	Intermediate Unit	Building Administrators Paraprofessionals Special Education Teachers

Description of Training			
Bureau of Special Education Paraprofessional Training Series			
Lead Person/Position		Year of Training	
Haley Strong, Director of Special Education		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience

5	4	District PaTTAN	Paraprofessionals
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Description of Training			
Confidentiality			
Lead Person/Position		Year of Training	
Haley Strong, Director of Special Education		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Transition

Description of Training			
Senior Parent and Community Agency Collaboration Meeting: Seniors parents are invited in with their student to attend a meeting where agencies (OVR, Careerlink, CAB, ect.) provide information about how they can support them beyond high school.			
Lead Person/Position		Year of Training	
Haley Strong, Director of Special Education		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience

.5	4	District	Building Administrators Parents
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Science of Literacy

Description of Training			
Wilson Training			
Lead Person/Position		Year of Training	
CIU10		2025	
Hours Per Training	Number of Sessions	Provider	Audience
7	2	Other	Special Education Teachers

Parent Training

Description of Training			
Senior Parent and Community Agency Collaboration Meeting: Seniors parents are invited in with their student to attend a meeting where agencies (OVR, CareerLink, CAB, ect.) provide information about how they can support them beyond high school.			
Lead Person/Position		Year of Training	
Haley Strong, Special Education Director		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
.5	4	District	Building Administrators Parents

Description of Training			
Families to the Maxx: Presuming Competence: Fostering High Expectations (Families to the Maxx training annually)			
Lead Person/Position		Year of Training	
Families to the Maxx		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	4	District Other	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

IEP Development

Description of Training			
Strengthening Our IEPs			
Lead Person/Position		Year of Training	
Haley Strong, Director of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Special Education Teachers

Best Educational Practices

Description of Training

PaTTAN PDE Conference			
Lead Person/Position		Year of Training	
Pattan			
Hours Per Training	Number of Sessions	Provider	Audience
30	4	PaTTAN	Building Administrators

Description of Training			
Co-Teaching and Assistive Technology to Support Students in the LRE			
Lead Person/Position		Year of Training	
PaTTAN or IU Consultant		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit PaTTAN	General Education Teachers 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

