

Profile and Plan Essentials

LEA Name		AUN
Allegheny-Clarion Valley SD		106160303
Address 1		
PO Box 100		
Address 2		
City	State	Zip
Foxburg	PA	16036
Director of Special Education Name		
Dr. Brandon M. Maines		
Director of Special Education Email		
bmaines@riu6.org		
Director of Special Education Phone Number	Director of Special Education Ext	
724-659-3555	n/a	
Chief Administrator Name		
Mr DAVID B MCDEAVITT		
Chief Administrator Email		
DAVID.MCDEAVITT@ACVSD.ORG		

Special Education Students

Total Number of Students Receiving Special Education 117

School District Total Student Enrollment 651

Percent of Students Receiving Special Education 18

Steering Committee

Name	Position/Role	Building	Email
David McDeavitt	Superintendent	Allegheny-Clarion Valley SD	david.mcdeavitt@acvsd.org
Lori Sherman	Building Principal	Allegheny-Clarion Valley Elem	lori.sherman@acvsd.org
Bill Jordan	Building Principal	Allegheny-Clarion Valley HS	bill.jordan@acvsd.org
Elizabeth Register	Parent	Allegheny-Clarion Valley SD	elizabeth.register@acvsd.org
Kelly Terwilliger	Board Member	Allegheny-Clarion Valley SD	kelly.terwilliger@acvsd.org
Anna Smith	Other	Allegheny-Clarion Valley SD	anna.smith@acvsd.org
Wendy Shevock	Special Education Teacher	Allegheny-Clarion Valley SD	wendy.shevock@acvsd.org
Katie Marrow	Special Education Teacher	Allegheny-Clarion Valley SD	katie.marrow@acvsd.org
Sarah Hile	General Education Teacher	Allegheny-Clarion Valley SD	sarah.hile@acvsd.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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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.)

Currently, Allegheny-Clarion Valley School District is not the host of a 1306 facility. In the event that a facility would move within the district boundaries, Allegheny-Clarion Valley School District would fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under Section 1306 for the Public School Code as outlined in the BEC: Educational Programs for Students in Non-Educational Placements 22 Pa. Code Section 14.102. The LRE principle guides IEP teams when determining a student's educational placement, first considering regular education with supplementary aids and services and proceeding through the continuum of alternative placements. Any barriers would be addressed through continued collaborative efforts between Allegheny-Clarion Valley School District and 1306 facilities to ensure child find and provision of FAPE for students with disabilities.

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

Should a 1306 facility open within the district's boundaries, the district will establish a protocol for communication with the facility. For example: The Notification of Enrollment form will be completed and emailed to the district as soon as a student enters the facility. Those students will be registered with the district as soon as the appropriate documents are received, but no later than five business days following notification. The district will review each student's needs, including whether the student has an Individual Education Program (IEP). For students with IEPs, a District representative will contact the home district and parent(s) to review the student's current needs. The district will send Acknowledgement Forms (4605) to the home districts for all students enrolled. For students receiving Special Education, a Notice of Recommended Educational Placement (NOREP) and IEP complete the process. In the post Covid world, the district utilizes all forms of communication, email, zoom/google meet meetings and in person meetings. Should the district be host to a 1306 facility, the district would participate in IEP/ER and RR meetings for students in the 1306 facility. To ensure a successful transition back to the home school district, the IEP team would meet to make the determination based on student need and progress within the facility and establish a back-to-school district transition plan for the student to be successful in the home school district.

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).**

There are currently no adult incarceration facilities within the boundaries of the Allegheny-Clarion Valley School District. The District does contain parts of four counties, and each of these counties has a jail to house adult offenders. Allegheny-Clarion Valley School District, therefore, has the potential to have a student from our district in any of those facilities. If the district were notified that this indeed had occurred, and the student in question had an IEP, the district would promptly provide the appropriate paperwork (i.e. IEP, Re-Evaluation Report) necessary for the district housing the facility to provide a Free Appropriate Public Education to that student.

Least Restrictive Environment

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

Regarding Indicator 5, Educational Environments - According to the 2019 Special Education Data Report (SEDR) for Allegheny-Clarion Valley School District (ACVSD), the district did not meet the target -Special education students inside regular class 80% or more. Additionally, ACVSD did not meet the target for Special education students inside regular lass less than 40%. The district participated in compliance monitoring in April 2022. As part of the monitoring, Allegheny-Clarion Valley School District will be developing an improvement plan to address the Indicator 5 out of compliance areas.

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?**

At K-6, the district has 2 title 1 teachers, a math coach, and an intervention specialist. The district has purchased and loaded Snap&Read extensions for all students and staff K-12 as part of UDL. K-12 the district has PBIS teams in each building and a social worker contracted for 3 days per week.

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

The LEA provides training and resources to general education teachers throughout the year on academic interventions, differentiation, behavior, compliance, etc.

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

The district works with the IEP team to determine what barriers may be present for a student with a disability to participate in extracurricular activities. The team will work together to find potential solutions to overcome the barrier. For example, the district had a high school student that participated in athletics but also participated in a cooperative learning experience through the career center. Typically students are required to obtain their own transportation for cooperative learning; however, the district provided a van for the student's work site from the high school. The team also worked a plan to make sure the student could still participate in after school athletics.

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?**

The district makes every attempt to support the student in the least restrictive environment. The district relies on the IEP team to collect appropriate data and make revisions as necessary to support the student. If the student needs to be placed in an outside school to meet their needs, the team is always looking at if the student is ready to transition back partially or working out ways for the student to participate in extracurricular activities within the district if applicable.

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 has identified that some programs could be brought back from the IU and support students in house. The district felt that current numbers, trends, and IU programming that has been provided in our building that we could successfully bring back Autistic Support and Life Skills support K-12. The district is also looking at providing more co-teaching to support more students in General Education. This requires revisions to the schedule and some training. The district continues to look for opportunities to bring more programming so long as we can appropriately support the program based upon the numbers.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Hoffman Academy	Other	Private Academic School	Hoffman Homes for Youth	Emotional Support	1
Clarion Career Center	Other	Program operated by IU	IU 6	Emotional Support	1
Keystone High School	Other	District program operated by an IU	IU 6	Emotional Support	2
Redbank HS	Other	District program operated by an IU	IU 6	Life Skills Support	1
St. Stephens Academy	Licensed Private Academic		Glad Run Lutheran Services	Emotional Support	2
West Forest Elementary	Other	District program operated by an IU	IU 6	Emotional Support	2
Bradley School	Licensed Private Academic		The Bradley Center	Emotional Support	1
Valley Grove Elementary School	Other	District program operated by an IU	IU 6	Autistic Support	1
Keystone Elementary	Other	District program operated by an IU	IU 6	Multiple Disabilities Support	1
Clarion Elementary	Other	District program operated by an IU	IU6	Emotional Support	3
North Clarion HS	Other	District program operated by an IU	IU 6	Autistic Support	2
West Forest Jr/Sr HS	Other	District program operated by an IU	IU 6	Emotional Support	1

Positive Behavior Support

Date of Approval

2010-07-19

Uploaded Files

ACVSD Positive Behavior Support Policy.docx

ACVSD Positive Behavior Support Policy_78c2cd36.docx

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

Allegheny-Clarion Valley School district continues to develop a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behaviors with all students. The goal for school-wide positive behavior support is to decrease behavior problems, increase academic achievement, improve school climate, decrease dropout rate, and have a safer school environment. Allegheny-Clarion Valley's philosophy of necessary components of school-wide positive behavior support include a common purpose and approach to discipline, a clear set of positive expectations and behaviors, procedures for teaching and expected behaviors, a continuum of procedures for encouraging expectant behavior as well as discouraging inappropriate behavior. Important characteristics of being proactive and preventative include emphasizing a positive climate, and engaging in effective instructional practices, and using a variety of supports to build on inherent strengths that are unique to ACV. We are developing a team driven process that emphasizes instruction, which is linked to evaluation of appropriate behavior and social skills, and includes data-based decision-making. The overall structure combines classroom, non-classroom, and individual student systems to comprise an overarching school-wide system. ACV's goals include success for all students at school, home, as well as in the community; academic, social, and emotional success; safe, effective, and supportive learning environment; and a systemic approach that is prevention-based. ACV has and continues to shift the emphasis from being reactive to being proactive and being prevention oriented and addressing behaviors and social skills. The purpose is to improve self-awareness, social awareness, self-management, relationship skills, and responsible decision making. These goals can be accomplished through effectively teaching all children, providing intervention early on in the process, using a multi-tier model of service delivery, problem-solving methodology, research-based scientifically validated interventions. Allegheny-Clarion Valley has continued partnerships with various community agencies, service providers, and educational facilities to provide a broad range of support and services for our students and their families. Our PBIS program uses data to dial into behaviors that are exhibited by students and seek to understand why the behaviors are taking place. Oftentimes, extra support for the social/ emotional needs of the student is warranted. The PBIS team discusses students that are identified by data as being at risk and collaborate as a team to connect the student with the support that may best meet those specific needs of the student. The district also has a SAP (Student Assistance Program) program that consists of administrative personnel, guidance, teachers from various subject areas, and outside agencies such as CYS, etc. This team focuses on specific students and connects them with programs that are not necessarily part of the school but function at the community level. These supports are more likely to be able to help students outside of the regular school day.

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.**

School Wide Positive Behavior Supports is a focus of the Allegheny-Clarion Valley School District regarding professional development activities. Cyclical training for de-escalation techniques using Crisis Prevention Institute (CPI) strategies are provided for faculty members. Teachers are given yearly refreshers in the opening in-service days on specific tools to provide positive behavioral support for our students. The plan for crisis behaviors are also reviewed. The district has a crisis team certified in CPI for emergency situations and are to respond when called for interventions and de-escalation of out-of-control behavior. Additionally, ACV provides in-service training and staff development on Functional Behavior Assessments, Positive Behavior Support Plans and behavior strategies. Tier 2: Strategic Interventions represents interventions for about 15 percent of students—those who need more assistance beyond the school-wide interventions. Tier 2 interventions are designed for students who have received three to five discipline referrals for behavior issues. Interventions may include: referral to Student Assistance Program (SAP) Referral to a Behavior Specialist, Check-in/ check-out, Behavior chart/report, Reflection/think sheet, Behavior contract, etc. Tier 3: Intensive Interventions Students who do not respond to tier 2 interventions are assigned to tier 3. Their e reflects the most intensive interventions for students with the highest level of need. Generally, Tier 3 interventions are used with about 5 percent of the school population. The students at Tier 3 require focus one-on-one intervention to learn expected school behaviors. Tier 3 interventions include but are not limited to: Functional Behavior Assessment, Individual behavior support plan, individual mental health counseling, community agency involvement, element behavior specialty, coordination of services, individual support depending on need, etc.

3. Describe the district positive school wide support programs.

Allegheny-Clarion Valley School District's positive school wide support programs employ the multi-tiered system of supports and encompasses the following: Multi-Tiered System of supports Tier 1: Universal Behavior Programs Tier 1- represents school-behavior initiatives. This is the primary level of prevention and it involves setting school-wide expectations and interventions for student behavior. Schoolwide PBIS- SOAR—incorporates Stay safe, Ownership, Act respectfully, and Ready to learn-- The team at both the secondary and elementary buildings is made up of 6 teachers, the guidance counselor, and the principal. Each team member is tasked with specific functions that support the PBIS objectives. Teachers are trained and refreshed on PBIS foundational approaches at the beginning of the year. A refresher behavior day is scheduled at the beginning of the year for students. Students rotate through various parts of the building (hallways, cafeteria, classrooms, etc.) and re-taught appropriate behaviors and behaviors that are not appropriate for that environment. There is a reinforcement program using SOAR cards that students earn and are offered a choice of weekly prizes. Quarterly prizes and yearly activities are all dependent on the entire student body reaching positive behavioral goals On a weekly basis, disciplinary referrals are run through the team for examination, recording, and for meeting with students to re-teach, and to have the students reflect on how to change the behavior for which they were referred. The team meets on a monthly basis to drill into the data collected and make decisions on specific students that may be struggling. Re-teaching behaviors are at the core of the program and specific groups/grades of students may need a refresher which is provided when the team sees data that informs them that re-teaching is necessary. A yearly reward is given to the entire student body when they meet positive behavior goals set for them at the beginning of the year.

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

School-based mental health services are coordinated through each guidance team IN conjunction with the SAP liaison form Clarion County. In addition to these services, a psychologist within the district serves as a behavior specialist to assist in providing therapy, counseling, and evaluation for additional levels of mental health services. Counselors from outside agencies come into the school and provide support to students each week. Depending on the needs, the student may meet with the counselor more than one time per week. By cooperatively working and collaborating with various service providers ACV has been able to and will continue to provide a wide range of quality support and services as well as creative programs for all of our students and their families.

5. **Describe the district restraint procedure.**

The use of restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, or other students, or to employees and only when less restrictive measures and techniques have been proven to be or are less effective parent(s)/Guardian(s) will be notified and a meeting convened within ten school days when a restraint is required. Restraint is only an option when the student is a threat to themselves or others. The crisis team is certified yearly in CPI (crisis prevention and intervention). The core goals of CPI are to de-escalate out-of-control behaviors before they get to the point of needing restraint. When a crisis occurs, the team is called to assist with the behavior and any non-certified personnel is relieved from the situation.

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.

Currently there are no students placed on Instruction Conducted in the Home and there has not been any students at risk of waiting more than 30 days for an appropriate educational placement.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ER	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Allegheny-Clarion Valley Elem		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.12

Building Name		
Allegheny-Clarion Valley Elem		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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AM	Elementary	Full-time (1.0)	07/27/2023 02:17 PM
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Building Name		
Allegheny-Clarion Valley Elem		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.25

Building Name		
Allegheny-Clarion Valley Elem		
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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Allegheny-Clarion Valley Elem		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DW	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Allegheny-Clarion Valley Elem		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	9 to 11
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
THa	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Allegheny-Clarion Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 17
Age Range Justification		FTE %
At specific times of day, when students are in the classroom, the allowable age range is not exceeded.		0.1

Building Name		
Allegheny-Clarion Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 17
Age Range Justification		FTE %
At specific times of day, when students are in the classroom, the allowable age range is not exceeded.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WS	Multiple	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Allegheny-Clarion Valley HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.06

Building Name		
Allegheny-Clarion Valley Elem		
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 %
Students are taught in small group		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
THe	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Allegheny-Clarion Valley Elem		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.08

Building Name		
Allegheny-Clarion Valley Elem		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EleES	Elementary	Part-time (0.5)	07/27/2023 02:17 PM

Building Name		
Allegheny-Clarion Valley Elem		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
No students outside the age span requirements will be in the classroom at the same time		

Building Name		
Allegheny-Clarion Valley Elem		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to
Age Range Justification		FTE %

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KM	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Allegheny-Clarion Valley Elem		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.1

Building Name		
Allegheny-Clarion Valley Elem		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SM	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name	
Allegheny-Clarion Valley Elem	
Support Type	
Blind And Visually Impaired Support	
Support Sub-Type	
Blind And Visually Impaired Support	
Level of Support	Case Load
Itinerant (20% or Less)	1

Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	9 to 9
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
THu	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Allegheny-Clarion Valley Elem		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	9 to 10
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PP	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Allegheny-Clarion Valley HS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.08

Building Name		
Allegheny-Clarion Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JS	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Allegheny-Clarion Valley HS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Allegheny-Clarion Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

Special Education Facilities

Building Name		Room #
Allegheny-Clarion Valley HS		106
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
28 feet, 0 inches x 34 feet, 0 inches	952sqft	34
Implementation Date		
2022-05-12		
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	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 #
Allegheny-Clarion Valley HS		132
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
28 feet, 0 inches x 34 feet, 0 inches	952sqft	34
Implementation Date		
2023-06-05		
Uploaded Files		

2Assurance 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	

Building Name		Room #
Allegheny-Clarion Valley Elem		104
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-08-24		
Uploaded Files		

3Assurance 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	

Building Name		Room #
Allegheny-Clarion Valley Elem		109
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-05-12		
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 #
Allegheny-Clarion Valley Elem		205
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-05-12		
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	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 #
Allegheny-Clarion Valley Elem		216
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-05-12		
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	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 #
Allegheny-Clarion Valley HS		180
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
12 feet, 0 inches x 20 feet, 0 inches	240sqft	8
Implementation Date		
2022-05-12		
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	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 #
Allegheny-Clarion Valley HS		136
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
28 feet, 0 inches x 34 feet, 0 inches	952sqft	34
Implementation Date		
2022-05-12		
Uploaded Files		

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8Assurance 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	

Building Name		Room #
Allegheny-Clarion Valley Elem		105
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-05-12		
Uploaded Files		

9Assurance 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	

Building Name		Room #
Allegheny-Clarion Valley Elem		s3/s4
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 18 feet, 0 inches	360sqft	12
Implementation Date		
2022-08-24		
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	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 #
Allegheny-Clarion Valley Elem		101
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2023-02-21		
Uploaded Files		

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11Assurance 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	

Building Name		Room #
Allegheny-Clarion Valley HS		108
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
26 feet, 0 inches x 28 feet, 0 inches	728sqft	26
Implementation Date		
2022-05-12		
Uploaded Files		

12Assurance 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	

Building Name		Room #
Allegheny-Clarion Valley HS		235
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
16 feet, 0 inches x 26 feet, 0 inches	416sqft	14
Implementation Date		
2022-05-12		
Uploaded Files		

13 Assurance 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	

Building Name		Room #
Allegheny-Clarion Valley Elem		215
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-05-12		
Uploaded Files		

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14 Assurance 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	

Building Name		Room #
Allegheny-Clarion Valley HS		119
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
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-10-24		
Uploaded Files		

15 Assurance 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	

Special Education Support Services

16Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	.6	District Wide	Contractor
School Psychologist	1	District Wide	District
Physical Therapist	.1	District Wide	Contractor
Occupational Therapist	.4	District Wide	Contractor
Social Worker	.6	District Wide	Contractor
Guidance Counselor	1	District Wide	District
Paraprofessionals	9	District Wide	District
Paraprofessionals	2	District Wide	Contractor
Other	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Allegheny-Clarion Valley School District will implement professional development for faculty and staff to discuss best practice strategies for working with students with Autism and develop strategies for successful implementation in academic and nonacademic settings. There will be a total of two sessions per year. The titles of the training will include: 1. Examination of Characteristics of Individuals with Autism Spectrum Disorder and Possible Strategies to Support Academic and Behavior Needs. 2. Implementation of Best Practice Strategies, Techniques and Data Collection within a School Environment and sources of support for help and collaboration for students with Autism Spectrum Disorder			
Lead Person/Position		Year of Training	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
2	6	District PaTTAN Other	Building Administrators Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Allegheny-Clarion Valley School District will provide Professional Development in the area of Positive Behavior Supports. Administrators, special education and general education teachers, paraprofessionals and service providers will be trained of various aspects of positive behavior support. Titles/Topics of the training sessions include: 1. Functional Behavioral Assessments, 2. Positive Behavior Supports, 3. Behavior plans, 4. Data Collection and 5. De-escalation Techniques.			
Lead Person/Position		Year of Training	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1.5	2	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Paraprofessional professional development to include opportunities in the district level initiatives such as: CPR, Crisis Prevention Training, Mandated reporter training and professionalism.			
Lead Person/Position		Year of Training	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
4	5	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training			
Allegheny-Clarion Valley School District special education teachers and parents (when appropriate) will participate in a departmental professional development training provided by educational consultants from the Riverview Intermediate Unit. These training sessions will explore various materials related to transition based assessments and resources to educate families regarding transition planning.			
Lead Person/Position		Year of Training	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1.5	3	Intermediate Unit	Parents Special Education Teachers

Science of Literacy

Description of Training

Allegheny-Clarion Valley School District is continuing to identify and implement reading intervention programs and assess students reading proficiency.			
Lead Person/Position		Year of Training	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1.5	9	District Intermediate Unit PaTTAN Other	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Allegheny-Clarion Valley School District will make available to parents a training regarding trauma informed practices. Being Trauma Informed means acknowledging the impact trauma can have on the community and it's residence. Trauma can effect all aspects of a student's life including mental health, academic and behavioral needs. This training will review how to identify the students needs.			
Lead Person/Position		Year of Training	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit PaTTAN Other	Parents

IEP Development

Description of Training	
Allegheny-Clarion Valley School District special education teachers will participate in professional development for IEP development. This will include training on best practice for writing present education levels, goals, transition services(if appropriate), specially designed instruction, related services and more. Whole group as well as small group breakout sessions will be planned to address special education teachers at all levels in the district.	
Lead Person/Position	Year of Training
Director of Special Education	

Hours Per Training	Number of Sessions	Provider	Audience
1.5	3	District Intermediate Unit PaTTAN Other	Special Education Teachers

Signatures & Affirmations

Approval Date
2022-07-18

Uploaded Files

Allegheny-Clarion Valley School District - School Board President - Signature Page - July 18. 2022.pdf

- x 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.
- x 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x 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

Dr. David McDeavitt

Date

2022-08-03

