

Profile and Plan Essentials

LEA Name		AUN
Clarion-Limestone Area SD		106161703
Address 1		
4091 C-L School Road		
Address 2		
City	State	Zip
Strattanville	PA	16258
Director of Special Education Name		
Jonathan Quinn		
Director of Special Education Email		
jqquinn@clasd.net		
Director of Special Education Phone Number		Director of Special Education Ext
8147645111		314
Chief Administrator Name		
Mr Brian K Weible		
Chief Administrator Email		
bweible@clasd.net		

Special Education Students

Total Number of Students Receiving Special Education 126

School District Total Student Enrollment 803

Percent of Students Receiving Special Education 15.7

Steering Committee

Name	Position/Role	Building	Email
Jonathan Quinn	Director of Special Education	Clarion-Limestone Area SD	jquinn@clasd.net
Rob Sintobin	Building Principal	Clarion-Limestone Area SD	rsintobin@clasd.net
Charles Turnbull	General Education Teacher	Clarion-Limestone Area SD	cturnbull@clasd.net
Christy Meterko	Other	Clarion-Limestone Area SD	cmeterko@clasd.net
Lori Rawson	Other	Clarion-Limestone Area SD	lrawson@clasd.net
Ashley Means	Other	Clarion-Limestone Area SD	ameans@clasd.net
Chris Wolfe	Other	Clarion-Limestone Area SD	cwolfe@clasd.net
Dave Eggleton	Board Member	Clarion-Limestone Area SD	davey572004@yahoo.com
Andy Rawson	Other	Clarion-Limestone Area SD	arawson@clasd.net
Rebecca Allison	Parent	Clarion-Limestone Area SD	rallison9@gmail.com
Megan Matthews	Special Education Teacher	Clarion-Limestone Area SD	mmatthews@clasd.net
Brian Weible	Superintendent	Clarion-Limestone Area SD	bweible@clasd.net

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.)

The initial step of meeting the 1306 obligation is for the student to be invited to the district for enrollment. The district maintains child find responsibility for all students located within a 1306. The facilities within Clarion-Limestone School District always contacts the school and informs us of a new resident. We invite the student into the district to pick up an enrollment packet. A copy of the birth certificate, immunization records, current special education documents, and other relevant information is requested. Upon receipt of these documents, the district holds an IEP meeting to discuss how to best meet the student needs. After the needs of the student have been discussed, the environment in which their needs can most appropriately be met is decided in collaboration with the home district and an IEP is developed in order to ensure that FAPE requirements are met by certified special education teachers.

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

Clarion-Limestone ensures that the student is receiving FAPE through the IEP process and the decision by the IEP team determines collaboratively on the least restrictive environment via team consensus. It is important that communication with the home district be maintained so that a successful transition back to their home school is possible. Communication will be through progress monitoring, bi-weekly data reports, phone calls, emails, and virtual meetings. Currently there have not been any barriers identified within our District. If barriers were to arise, the residential programs and district administration would collaborate on how to best meet the needs of the students that are housed in the 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).**

At this time, the Clarion-Limestone School District does not have a program that houses incarcerated youth within its boundaries. When Clarion-Limestone School District has a student that is incarcerated, the district is notified by the host district of the incarceration. The Clarion-Limestone School District works collaboratively with the host district and the IEP team to ensure that the individual needs of the student are being met and FAPE is being provided. There has not been an incarcerated youth enrolled at Clarion-Limestone within the past three Special Education Plans and the district is proud of this accomplishment.

Least Restrictive Environment

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

Upon review of table 5, the district currently has approximately 3.1% above the state average identified as inside the regular class less than 40%. Considering this discrepancy, the district is remarkably well within appropriate parameters of averages when comparing that the district has a 3.1% larger than state average population identified as Intellectually Disabled.

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

The district has been using a variety of inclusion and co-teaching strategies at the district level for the past ten years. The intermediate unit has been an active participant in providing additional supports within the school district. The district has recently hired a school support therapist as well as a behavior specialist to address needs within the district as well. The district utilizes the SAS tool kit to determine and discuss appropriate supplementary aids and services in order to make sure that students have access and the teams discuss possible supplementary aids and service options that may meet their needs.

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 district supports staff and their participation with the local Intermediate Unit to ensure that they are prepared and trained in CPI, CPR, Positive Behavior Support, and Intensive Reading programming. The intent of the District is to ensure that each child is educated within the least restrictive environment.

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

The LEA uses the SAS tool kit to ensure that each child has been given the opportunity to succeed with supplementary aides and services within the least restrictive setting to the maximum extent possible. The district utilizes the tool kit to ensure that students who desire participation within extra-curricular activities have the opportunity to do so. For example, staff are hired and utilized to help students who participate in choir and school musical activities.

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?**

If the student is unable to be successful within the current environment, the team will decide on the most appropriate accommodations to ensure FAPE. The IEP team will come to a consensus through the SAS toolkit process to determine what setting and services are most appropriate. A review of extra curricular activities are discussed with students and their IEP teams who reside in private institutions to ensure that the opportunity to participate in all district lead extracurricular activities of interest exist.

6. **Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)**

The district continues to add programs in-house to support students in the neighborhood school district. The district has added Emotional Support and Life Skills programming in recent years. The district is currently looking at adding the potential of an Autism Support program and sustainability is being evaluated.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
AC-Valley High School	Other	Public School Building	Riverview Intermediate Unit 6	Emotional Support	1
North Clarion High School	Other	Public School Building	Riverview Intermediate Unit 6	Autistic Support	0
Soaring Heights	Other	Licensed Day Program	Soaring Heights School	Autistic Support	0
Union Area High School	Other	Public School Building	Riverview Intermediate Unit 6	Multiple Disabilities Support	2
New Story	Other	Licensed Day Program	New Story Schools	Emotional Support	3
New Story	Other	Licensed Day Program	New Story Schools	Autistic Support	2
New Story	Other	Licensed Day Program	New Story Schools	Life Skills Support	1
Redbank Elementary School	Other	Public School Building	Redbank Valley Elementary School	Autistic Support	2
Clarion Area Elementary School	Other	Public School Building	Riverview Intermediate Unit VI	Emotional Support	1
Clarion-Limestone Elementary School	Other	Public School Building	Riverview Intermediate Unit VI	Emotional Support	1
Keystone Elementary School	Other	Public School Building	Riverview Intermediate Unit VI	Life Skills Support	1
Keystone High School	Other	Public School Building	Riverview Intermediate Unit VI	Emotional Support	1

Positive Behavior Support

Date of Approval

2022-09-01

Uploaded Files

PBS policy draft 2022.docx

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

The District adheres to positive behavior support consistent with Chapter 14.133. The District does not adhere to any corporal punishment. The District also utilizes positive methods of reinforcement for behaviors opposed to negative consequences for actions in order to most appropriately modify student behavior. Different methods are school wide positive behavior support, earning free time, earning educational items, the use of positive measures on school grounds, and any additional positive methods of reinforcement that are individualized based on FBA's and student observations. The school wide positive behavior support system in place and is positively impacting the moral and focus of the district.

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.

There are positive behavior trainings offered at the district annually and staff are encouraged to participate in IU and PATTAN offered trainings. Individualized Positive Behavior Support Plans are developed upon completion of Functional Behavior Assessments completed by the IEP team when determined to be necessary in order to provide FAPE. The district trains staff in verbal de-escalation annually and utilizes refresher opportunities for members of the CPI team. The district psychologist, counselors, social workers, administration, teachers, parents, and outside agencies collaborate to address behavioral health needs of students on an individual basis. Behavioral health needs are a discussion point at each meeting in order to fully address any necessary changes, supplementary aids, or subtraction or addition of services in order to best collaborate and meet the needs of the individual students.

3. Describe the district positive school wide support programs.

The district utilizes a combination of a token economy and response cost interventions. The Clarion-Limestone Area School district's policy on behavior support for students with disabilities reflects the following: 1. Positive techniques for the development, change and maintenance of selected behaviors shall be attempted prior to the use of more intrusive or restraining measure. Proactive classroom management: 1) Effective teaching practices 2) Frequent monitoring 3) Clear rules and procedures 4) Social Praise 5) Environmental adaptations 6) Curriculum adaptations 7) Direct Instruction

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

The district utilizes two guidance counselors, a full-time social worker, a full-time school psychologist, and IU6 TaC personnel to provide behavioral health services to students within the K-12 educational programs at CL. Tiered supports are available to students that are self-identified, identified through child find, SAP referrals by staff and community, or a combination of referral sources. Safe-2-Say is another program utilized for anonymous referrals as well as the building level threat assessment teams that are headed up by the trained School Resource Officer and includes building level staff such as the guidance counselor, school support therapist, behavior specialist, and building administration.

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

The district utilizes the Crisis Prevention and Intervention model as a procedure to ensure that students needs are being met with the least amount of restrictiveness possible. The procedure has been established in order to ensure the health, safety, security, and welfare of all involved. The key is verbal de-escalation with physical restraints as a last resort in order to maintain the health, safety, security, and welfare of all.

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.

When difficulties arise and the question of whether the student is being successful in a current placement, program, or class the IEP team convenes a meeting to discuss the supplementary aides and services that will best meet the needs of the student and ensure FAPE. At this time community agencies such as CYS, MH/MR, OVR, TTSR, outside behavioral supports, and ISPT programming are brought together to ensure that all stakeholders and possible agencies are incorporated and working to meet the individualized needs of the student. An example of a successful program was the utilization of a support called Clarion County Promise that is housed within the District boundaries. This program has assisted the district with ensuring that the needs of each student are being met within the academic and community settings. There are tutoring and counseling supports provided within the district walls as well as community and in home services provided in order to support families. The collaboration with the agencies mentioned above have enabled the district to ensure that a Free Appropriate Public Education is being provided within the Least Restrictive Environment for each student based on their individual needs and abilities regardless of their disability. Through these collaborative efforts the district is able to utilize the support of PATTAN, Community Agencies, Riverview Intermediate Unit, Mentor Parent Program, and ISPT programming to ensure that each need of every child are appropriately being met. The district is exploring options for the inclusion of students with complex and emotional support needs and how to best provide a Free Appropriate Public Education within the Least Restrictive Environment. The addition of social work services will provide another support that will enable the district to more effectively meet the emotional needs of our students without the necessity to utilize other programming options that are provided outside of our physical school buildings.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech1	Multiple	Full-time (1.0)	03/26/2025 03:05 PM

Building Name		
Clarion-Limestone Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		58
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 20
Age Range Justification		FTE %
Students are not educated in groups outside of their age range.		0.89

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hearing-IU	Multiple	Full-time (1.0)	03/26/2025 03:05 PM

Building Name		
Clarion-Limestone Area SD		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		3

Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 21
Age Range Justification		FTE %
Students who receive deaf and hearing impaired service are always supported in one on one situations for direct service.		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AD-LS/ES	Secondary	Full-time (1.0)	03/26/2025 03:05 PM

Building Name		
Clarion-Limestone Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
For each student that would be within the group and instructed outside of the regulatory age range, the IEP teams discuss the individual needs of the student and identify the justification for this exception within the IEP and based on the IEP team consensus.		0.1

Building Name		
Clarion-Limestone Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
For each student that would be within the group and instructed outside of the regulatory age range, the IEP teams discuss the individual needs of the student and identify the justification for this exception within the IEP and based on the IEP team consensus.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AL-ES/LS	Elementary	Full-time (1.0)	03/26/2025 03:05 PM

Building Name		
Clarion-Limestone El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
For each student that would be within the group and instructed outside of the regulatory age range, the IEP teams discuss the individual needs of the student and identify the justification for this exception within the IEP and based on the IEP team consensus.		0.08

Building Name
Clarion-Limestone El Sch

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
For each student that would be within the group and instructed outside of the regulatory age range, the IEP teams discuss the individual needs of the student and identify the justification for this exception within the IEP and based on the IEP team consensus.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MM-LS	Elementary	Full-time (1.0)	03/26/2025 03:05 PM

Building Name		
Clarion-Limestone El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
For each student that would be within the group and instructed outside of the regulatory age range, the IEP teams discuss the individual needs of the student and identify the justification for this exception within the IEP and based on the IEP team consensus.		0.28

Building Name		
Clarion-Limestone El Sch		
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	9 to 12
Age Range Justification		FTE %
For each student that would be within the group and instructed outside of the regulatory age range, the IEP teams discuss the individual needs of the student and identify the justification for this exception within the IEP and based on the IEP team consensus.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MDS-IU	Multiple	Full-time (1.0)	03/26/2025 03:05 PM

Building Name		
Clarion-Limestone Area SD		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 21
Age Range Justification		FTE %

All direct instruction for blind and vision services are provided in a one on one setting or in an inclusive environment with same age peers.	0.08
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AVY-LS	Secondary	Full-time (1.0)	03/26/2025 03:05 PM

Building Name		
Clarion-Limestone Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 21
Age Range Justification		FTE %
For each student that would be within the group and instructed outside of the regulatory age range, the IEP teams discuss the individual needs of the student and identify the justification for this exception within the IEP and based on the IEP team consensus.		0.18

Building Name		
Clarion-Limestone Area JSHS		
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 21
Age Range Justification		FTE %
For each student that would be within the group and instructed outside of the regulatory age range, the IEP teams discuss the individual needs of the student and identify the justification for this exception within the IEP and based on the IEP team consensus.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MES-LS	Elementary	Full-time (1.0)	03/26/2025 03:05 PM

Building Name		
Clarion-Limestone El Sch		
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	5 to 10
Age Range Justification		FTE %
For each student that would be within the group and instructed outside of the regulatory age range, the IEP teams discuss the individual needs of the student and identify the justification for this exception within the IEP and based on the IEP team consensus.		0.12

Building Name		
Clarion-Limestone El Sch		
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	Elementary	5 to 10
Age Range Justification		FTE %
For each student that would be within the group and instructed outside of the regulatory age range, the IEP teams discuss the individual needs of the student and identify the justification for this exception within the IEP and based on the IEP team consensus.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AB- LS	Secondary	Full-time (1.0)	03/26/2025 03:05 PM

Building Name		
Clarion-Limestone Area JSHS		
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 15
Age Range Justification		FTE %
For each student that would be within the group and instructed outside of the regulatory age range, the IEP teams discuss the individual needs of the student and identify the justification for this exception within the IEP and based on the IEP team consensus.		0.1

Building Name

Clarion-Limestone Area JSHS		
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	12 to 15
Age Range Justification		FTE %
For each student that would be within the group and instructed outside of the regulatory age range, the IEP teams discuss the individual needs of the student and identify the justification for this exception within the IEP and based on the IEP team consensus.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AVD-LSS	Secondary	Full-time (1.0)	03/26/2025 03:05 PM

Building Name		
Clarion-Limestone Area 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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 21
Age Range Justification		FTE %
Students are grouped according to IEP decisions based on individual student needs.		0.15

Building Name		
Clarion-Limestone Area 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)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 21
Age Range Justification		FTE %
For each student that would be within the group and instructed outside of the regulatory age range, the IEP teams discuss the individual needs of the student and identify the justification for this exception within the IEP and based on the IEP team consensus.		0.2

Special Education Facilities

Building Name		Room #
Clarion-Limestone El Sch		105
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 26 feet, 0 inches	858sqft	30
Implementation Date		
2022-05-27		
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Clarion-Limestone Area JSHS		306
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 28 feet, 0 inches	616sqft	22
Implementation Date		
2022-05-27		
Uploaded Files		

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	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.	Yes	

Building Name		Room #
Clarion-Limestone Area JSHS		105
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
45 feet, 0 inches x 22 feet, 0 inches	990sqft	35
Implementation Date		
2022-05-27		
Uploaded Files		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	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.	Yes	

Building Name		Room #
Clarion-Limestone El Sch		120
School Building		Building Description
		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		
2023-08-22		
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	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

Building Name		Room #
Clarion-Limestone Area JSHS		202
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 34 feet, 0 inches	748sqft	26
Implementation Date		
2022-05-27		

Uploaded Files

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Clarion-Limestone El Sch		131
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 26 feet, 0 inches	728sqft	26
Implementation Date		
2022-05-27		
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Clarion-Limestone El Sch		102
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 26 feet, 0 inches	858sqft	30
Implementation Date		
2022-05-27		
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Clarion-Limestone El Sch		157
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 16 feet, 0 inches	336sqft	12

Implementation Date
2022-05-27
Uploaded Files

8 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Clarion-Limestone El Sch		121
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 30 feet, 0 inches	810sqft	28
Implementation Date		
2023-08-06		
Uploaded Files		

9 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	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

Building Name		Room #
Clarion-Limestone Area JSHS		211
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 36 feet, 0 inches	792sqft	28
Implementation Date		
2024-01-09		
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Special Education Support Services

11Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	11	District Wide	District
School Psychologist	1	District Wide	District
Physical Therapist	.1	District Wide	Contractor
Occupational Therapist	.1	District Wide	Contractor
Social Worker	1	District Wide	District
Guidance Counselor	1	District Wide	District
Behavior Specialist	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Including students with Autism in regular education programs.			
Lead Person/Position		Year of Training	
Building Principals		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Building Administrators Parents Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training			
Classroom Management and Understanding the Handbook			
Lead Person/Position		Year of Training	
Building Principals		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Classroom Management Begins in the Home			
Lead Person/Position		Year of Training	
Building Principals		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Inclusion and the role of Paraprofessionals			
Lead Person/Position		Year of Training	
Building Principals		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit Other	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Paraprofessionals and Understanding Disabilities			
Lead Person/Position		Year of Training	
Building Principals		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit PaTTAN	Paraprofessionals

Transition

Description of Training			
RIU6 Transition Coordinator Meetings			
Lead Person/Position		Year of Training	
Transition Coordinator		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	10	District Intermediate Unit	Other

Description of Training

An increase in student entrance into programs of choice based on exit surveys. Increase in the Goodwill industries, Quiet Creek, and Greenhouse transition activities.			
Lead Person/Position		Year of Training	
Transition Coordinator		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	10	District	Parents

Science of Literacy

Description of Training			
Enhanced Core Reading Instruction (ECRI)			
Lead Person/Position		Year of Training	
Title I and the Professional Development Committee		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
8	4	District PaTTAN	General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training	
Wonders Reading Curriculum	
Lead Person/Position	Year of Training

Title I and the Professional Development Committee		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Parents as a partner in the educational process			
Lead Person/Position		Year of Training	
Guidance Counselor		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	General Education Teachers Parents Special Education Teachers

IEP Development

Description of Training	
Writing Measurable Goals	
Lead Person/Position	Year of Training

Special Education Teachers		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Special Education Teachers

Description of Training			
Supporting students in the regular education classroom			
Lead Person/Position		Year of Training	
IU TaC		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Special Education Teachers

Description of Training			
Indicator 13 Training			
Lead Person/Position		Year of Training	
Special Education Director		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	8	Intermediate Unit	Building Administrators Special Education Teachers

