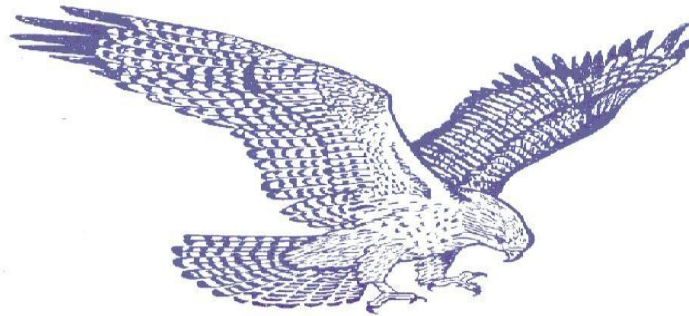




Western Secure  
Treatment Unit

**Allegheny-Clarion Valley School District  
2025-2026  
Student Handbook & Course Catalog**

12 Dakota Drive  
Emlenton, PA 16373



**Mission**

**A-C Valley, in conjunction with the community, will ensure a comprehensive education that inspires students to:**

*Dream Big, Work Hard, and Act Responsibly*

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## WSTU School Program Student Handbook



Welcome to the A-C Valley School District serving students at WSTU, a Pennsylvania secondary school program provided by the Allegheny-Clarion Valley School District (A-CV) and located within the Western Secure Treatment Unit (WSTU). The school program is designed to help students to improve academically and to get closer to their educational goals. Students will be placed in a class/group that best meets their individual academic learning needs.

School is in session from the first week in August until the last week in June. The school day, for educational staff, is from 8:00 am to 3:30 pm. For students, the day usually runs 8:50am to 3:30pm. Most weeks' school is in session four days, there are those occasional weeks where the school days may be more (5 days) or less (2 or 3 days). There are a few Professional Development Days/Act 80 days, where school is in session for half the school day, usually in AM. This will still count for a student's full day of school. There are some days where school might need to be cancelled and made up at a later date. Your principal and/or teachers will let you know when/if this happens.

### Orientation and Testing

A member of the A-CV educational team will give student(s) an orientation before/or on the first day the student is in school. The orientation involves an interview concerning the student's educational background, and academic goals. Students will also be given a copy of the Student Handbook which includes explanations of all school expectations (academically and individually), rules, and activities. Students and the educational staff member going over the handbook will sign the signature page at the end of the student handbook.



During the first few days in school, the student's academic level will be determined (as needed) in order to place the student in an appropriate class/group. The initial intake process should take approximately one hour. Student(s) will be tested periodically throughout the school year. The goal is for the student(s) to show academic improvement. These assessments will help plan students' educational goal(s), as well help get the student back on track for their career interests.

The school program administers the Pennsylvania state required PSSA (Pennsylvania System of School Assessment), and the Keystone Exams, which are tests designed to see how students are progressing in reading, writing, math, and science. Eighth grade students will be given the opportunity to take the PSSA at the state-designated times. Required 11<sup>th</sup> grade students will take the Keystone Exams at the state designated times. The administration will determine who is to take the required exams according to special education needs or vocational goals.

### Courses/High School Diploma

Every student who attends the WSTU educational program will take courses in English/Language Arts, Social Studies, Math, Science, Health, and Physical Education. Other courses that may be offered include pre-vocational, computer skills, world languages and typing. Occasionally, special classes or activities may be offered to students, depending on individual circumstances. Teachers will involve students in instruction that is geared as much as possible to your academic needs.



Students will earn credit for every course they pass while they attend the WSTU educational program. The credits can count towards the student achieving their high school diploma, and will be recorded on an official transcript. The transcript will provide evidence to colleges or trade schools that the student has earned their diploma. It is in the best interest of every student to try to pass every course while they are here.

Diplomas could be earned in accordance with the Commonwealth Diploma, the A-C Valley School District WSTU graduation plan, or the student's home school district, but most often it will be obtained by a course of study developed, planned, and approved by the A-CV School Officials, ROP Leadership Team, and Educational Staff. Once the WSTU leadership team approves the course of study for a pending graduate student, it will be up to the teachers, and administration to make sure the students stay on track. Students are encouraged to meet with staff to discuss any questions they have about the course, school, and/or graduation options and any other educational concerns the student may have.

### **Report Cards**



Report cards are issued each marking period and transcripts will be sent to ALL Probation Officer and court hearings. Students are issued grades as follows:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 or Below

Students who attend school for the more than 31 days, will receive academic credit(s) for every course passed. Students who attend school for the required 31 days, will be given a copy of their report card, a copy will be sent to their parents/guardians, and a copy will be placed in the student's school file. Student(s) who did not attend the required 31 days, may discuss their academic levels with administration.

During each marking period, while at the A-CV School program, every student has the opportunity to earn the privilege to be on either the Principal's Honor Roll (for students who have earned all A's and 90% or higher GPA), or the Honor Roll (for students who have earned A's and B's and 90.5 or higher GPA). The student(s) who achieve this honor will be given a certificate and their names will be added to a bulletin board congratulating them on their achievement.

### **STUDENT PROMOTION**

#### **Students in Grades 9-12**

Promotions are based on the following number of credits earned:

- 9th grade – promotion from 8<sup>th</sup> grade
- 10th grade – 5.5 credits
- 11th grade – 11 credits
- 12th grade – 16.5 credits
- Graduation – 21 credits



## Graduation Requirements and Program of Study

In addition to state requirements, a MINIMUM OF 21 CREDITS must be satisfactorily completed for graduation in the Allegheny-Clarion Valley School District



Course	Credits
English	4
Social Studies	3
Science (not including labs)	3
Mathematics	3
Physical Education	2
Health	.5
Electives Two of these electives must be humanities and a career class	5.5
<b>Total Credits</b>	<b>21</b>

The school counselor and leadership team will track credits for all students and after all documentation has been retrieved for each student the leadership team will tell each student how many credits they have and how close the student is to graduation. It is the obligation of the WSTU leadership team to ensure students will earn as many credits as possible prior to being discharged.

In addition to the academic/course requirements, each student must: (1) satisfactorily complete a graduation project. All students in grades 9-12 are assigned a mentor who will guide their progress through the graduation project requirements.

**NOTE:** Students will not graduate unless they have **completed all graduation requirements, participate in an interview with the principal and school counselor, and fulfilled all school obligations.**

Before the day of graduation. Students with Individualized Education Plans (IEP's) will be considered for graduation on a case-by-case basis.

## GED

Students interested to take the GED must first be evaluated based on grade level, academic level, grades, and ability by the ACV district personnel to see if they are eligible to take the GED test. Students who are eligible to take the GED (General Education Diploma) can study for and take the test while in the A-CV school program. Eligibility to take the GED usually means: 1) the student is at least 16 years old; 2) the student lacks a significant number of credits towards graduation at his/her home school district; 3) the student is unlikely to return (upon release from WSTU) to school to get a high school diploma; 4) the student has permission from his/her parents/guardians and/or is court ordered to pursue the GED 5) the principal has given his/her permission for the student participate in the GED testing. In any case, all GED students must pass the screening assessment (the Pearson VUE GED practice test) in order to take the GED. Generally, students must pass each section of the computerized practice test with a “too close to call” score or better.



## School Counseling Services

A **school counselor** plays a vital role in supporting students' academic, personal, social, and career development. Their responsibilities typically include:

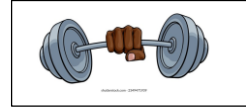
1. **Academic Support**
  - Helping students set academic goals
  - Assisting with course selection and study skills
  - Identifying and addressing learning difficulties
2. **Personal and Social Development**
  - Providing a safe space for students to talk about personal or emotional issues
  - Teaching conflict resolution and communication skills
  - Addressing bullying, family problems, or behavioral issues
3. **Career and College Planning**
  - Helping students explore career interests
  - Assisting with college applications, scholarships, and financial aid
  - Organizing career fairs or college visits
4. **Collaboration and Advocacy**
  - Working with teachers, parents, and administrators to support student success
  - Advocating for students' well-being and fair treatment



## Post-Secondary Graduate Opportunities (Vocation & Transition)

Students with a High School Diploma or a GED may qualify to engage in post-secondary study while at the A-CV School program. Students who have a High School Diploma or a GED (or in some instances, students who are close to getting either a GED or Diploma) and who are interested in possibly going to college, may meet with the principal to see if taking the SATs and applying to colleges are appropriate, and possible. Participation in post-secondary study is mostly self-directed, with occasional tutorials and may be coordinated with residential work training program. The student is still required/expected to attend school and take regular courses in the school program.

In order to be eligible for post-secondary opportunities, students must have obtained their Diploma/GED, have permission from the school principal and ROP Director before proceeding, and have successfully completed 31 school days while at the School program.



## Physical Activities

Every student is expected to participate in all physical activities offered in the school physical education course. Only a student with a verifiable medical condition can be excused from participation, and has the permission of the school Principal to do so. While the student is in the PE course, it is especially important to follow the teacher's directions during any/all physical activity to guard against injury to their self and/or others. If any injury occurs, however, report it immediately to the teacher.

## School Rules

Listed below are rules designed to ensure orderly behavior and to provide all students with an environment that supports learning and growth. These guidelines will not cover every possible situation. If you have a question about doing something not covered by these rules, or by the our basic school expectations (see Conduct in School), please ask one of your teachers, or the school Principal before you do it.

1. Follow **every** direction given to you by the teacher.
2. Always receive a teacher's permission to enter or to leave their class for any reason.
3. Quietly remain seated in the class, unless permitted to speak or get up by the teacher.
4. Do not touch the teacher's desk or anything else without teacher's permission.
5. Communicate respectfully to/with the educational staff, and other students.
6. Come to school prepared (with books, homework, etc.,) given by the teachers.
7. **All** pens and pencils are to remain in the classroom.
8. Do not get involved with other students' issues in class.
9. Participate in all class activities.

In addition, Allegheny-Clarion Valley School District respects to school expectations of Rite of Passage, Inc. which are:

### Education Norms

1. We demonstrate a three (3) minute norm when we enter the room.
2. We follow staff directives the first time.
3. We raise our hands to get permission to speak.
4. We are respectful and considerate to all staff and peers.
5. We use appropriate language.
6. We demonstrate quality, effort, and pride in our coursework assignments.
7. We demonstrate respect to property and use it appropriately.
8. We work and complete all assignments.
9. We wear all clothing appropriately.
10. We keep all hands, feet, and objects to self.
11. We sit up straight with our feet on the ground.
12. We obtain permission to use any classroom equipm
13. Only one student out of their seat at a time.
14. We stay in our seats throughout class time.
15. We refrain from humming, whistling, beating on desks or causing any distractions that interrupt learning.



## CLASSROOM RULES

### DAILY CLASSROOM PROCEDURES

- Students should arrive to class, sit in their student seat, and remain quiet for one minute once instructed by staff.
- Students are not permitted to sit at the table or the teacher's desk or chair in the classroom.
- Students must remain in their seat and are not permitted to get out of their seat unless they raise their hand, ask and have approval from a staff member first.
- Students must raise their hand if they have a question.
- No more than one student is permitted out of their seat at a time.
- WSTU Education staff will get and pass out any computers, pencils or handouts for the day.
- The technology will be recorded who it was distributed to at the beginning of the period and then checked back in at the end of the period.
- Teachers and educational staff must count all pencils and computers before students leave the classroom. If something is missing please hold all students in the room and coach counselors will ask for assistance to search students if warranted.
- Students should not line up at the door on their own.
- When students leave the class, they are dismissed one row at a time by a staff member.



### WHEN A STUDENT MISBEHAVES

1. If a student is not following the rules, the teacher or any staff member should re-direct the student (to sit down, etc...) using the graduated response model.
2. If the student refuses, a different staff member then re-directs the student.
3. If the student still refuses, the coach counselor should re-direct the student. If the students ignore the coach counselor, then the coach counselor should remove the students from the room.
4. When a coach counselor removes a student from the room into the hallway the coach counselor will:
  - a. Have a conversation of what they did wrong and lay out the expectations for them if they can return.
  - b. If the student is receptive and cooperative they can return to class provided they follow the classroom rules.
  - c. If this student returns to class and continues to be uncooperative and not follow the rules, the student should, once again, be removed from the classroom again and taken back to the unit.
  - d. The teacher should resume teaching the class

### Conduct in School

Everywhere in the school setting, whether in the classroom, during transition or during other activities, you are expected to follow all rules and directions. In the classroom you are expected to:

1. Follow promptly and respectfully every direction given to you by teachers/staff.

2. Do all assignments and participate in all activities as directed in a prompt, respectful manner.
3. Interact respectfully/constructively with peers and staff.
4. Express yourself in respectful ways only at permitted times.

In addition to these expectations, you are, of course, responsible to abide by all other rules/expectations of a WSTU resident, including all transition expectations (described elsewhere in this Handbook).

Educational and residential staff will monitor your efforts to conduct yourself according to expectations. Significant behavioral infractions will result in removal from the school setting. Rite of Passage, Inc. Code of Conduct progressive discipline will be followed for any serious behavior incidents which occur during the school day.

### **Transitioning During School Hours**

Students are prohibited from moving in the school without permission from educational staff or WSTU staff. Going to the bathroom, getting a drink, getting out of your seat during class, or moving for any other reason must all be done with the permission of the teacher and/or WSTU staff. In all situations, students' move/walk (individually or as a group) along one (right or left) side of the hallway as directed by staff.

Students move as a class/group from period to period during the school day. Teachers will direct you to line up and, with staff assistance, show you the way to your next class.

Once in the hallway, you are to stay in line along the right or left side of the hallway as directed by staff. Keep your hands to your side or, if carrying books, hold your books in front of you. Keep your head and eyes facing forward. Keep appropriate distance from the student in front of you (usually an arm's length; do not get too close or too far back). Keep good posture, do not lean on walls, do not touch other students, and do not talk, which includes laughing or making noises, unless addressed by a staff member or teacher.

Students who move without permission are subject to consequences from points being taken from the daily points, which leads to a failure to meet eligibility requirements in the school conduct system. To moving to a more structured and supervised area, depending on the situation.

### **Computer/Internet Guidelines**

The school program provides extensive computer technology instruction, which includes occasional use of the Internet. The school wants students to treat computer equipment carefully and to use all programs, networks, and other operations (such as printing) responsibly and safely. Accordingly, the school has established these guidelines.



1. Computer settings are not to be changed without direction from your teacher.
2. Stay in your assigned program.
3. Using any program, network, or Internet access to relay personal, peer information or any other information, is prohibited.
4. Downloading of anything is prohibited without explicit permission.
5. All Internet use and sites examined require the specific permission of your teacher, and principal.

Any failure to observe these guidelines can result in the restriction and/or the elimination of a student's computer privileges and/or other consequences.

### **Timeouts**

You may have difficulties in school such that you need a short time outside the classroom (a timeout). During this time, you can think about your difficulties, and how to work it out constructively with educational staff. Doing this will help you to continue your school day safely and without disrupting others. If you refuse to work things out with the educational staff, or need more time, you may be required to go to a more structured and supervised area. At the very least, you will remain in the timeout area until you are willing to work through the issue.

Hopefully, you will be able to use time-outs to learn the skills needed to interact respectfully and constructively with others so eventually you will only need time-outs only when necessary.

### **Need for increased Supervision and Structure**

Naturally, you will conduct yourself appropriately during school hours. You should be aware that for the safety of everyone and for the sake of keeping the school environment as learner-friendly as possible, certain actions (see list below) would almost always indicate your need for increased supervision and structure. Certain actions may involve other consequences and will be documented to become a permanent part of your official school file. This means you may be required to finish out your school day in an area other than your usual classroom.

1. Fighting
2. Assault and/or threatening to assault (verbally or by physical posturing)
3. Throwing of objects with intent to harm
4. Movement into any area without authorization
5. Significant destruction of property
6. Refusal or inability to deescalate or take a time out as directed
7. Consistent defiant disruption of school activities
8. Any other action that threatens safety, to educational staff, students, WSTU staff and/or otherwise significantly disrupts the daily school operations.

### **Contraband**

The school will provide you with the materials you need to perform your academic activities. Accordingly, you are not to bring anything else to school unless given prior permission by a teacher to do so. This includes pictures, letters, books, articles, lyrics, etc. Should you bring anything unauthorized to school it will be considered contraband and you will be subject to various consequences. If you have any doubts about bringing something to school, ask your staff before you come down to school.

### **Student Rights**

The school program is committed to respecting the student's right to a free appropriate public and accessible education. Accordingly, instruction, as much as possible will be responsive to students' strengths and needs to help each student maximize their academic potential while attending the school program.

The school program specially designed fact, some students already requirement will be context of the be careful to



specially designed instruction for any student to help them maximize their school performance. In any event, the school program will provide whatever supports are necessary to provide appropriate instruction to all students while they are attending.

recognizes that some students require instruction to help them do their best. In may arrive at WSTU with this requirement established. In this situation, the implemented as much as possible in the school program. The school program will consider the possible appropriateness of

Some students may not have English language skills that allow them to exercise their rights fully, to get the most out of the school program. When this occurs, the school program will develop an ESL (English as a Second Language) plan instruction designed to increase the student's English language skills as efficiently as possible.

Students have the right to have their concerns addressed in a respectful, timely, and rational way. Educational staff members are open to students' appropriately communicated questions, suggestions, and grievances. Procedures are established for such communication. Please ask any of the educational staff, the principal, and/or the administrative assistant about these procedures should you desire to express your concerns. In accordance with Federal and State laws, the school program upholds everyone's right not to be discriminated against based on race, national origin, gender identity, color, sex, religious preference, or handicap in any of its activities, programs, and/or practices. Any student who has a concern about these civil rights may contact the A-CV School Principal, in regard to their concerns. Students may fill out the form to request a meeting with the principal to discuss those concerns. Once the principal receives the request, he will schedule a time to meet with the student.

### **Questions/Contact with School Staff**

Students from time to time have questions about the school program. For example, you may have questions about your current credits, concerns about your studies, want to work out a disagreement or you are not sure about the school expectations. If you have any type of these questions, you can address them to your teachers who will try to give you sufficient answers. The teachers, however, may refer you to the principal. If they do this you will need to fill out an appropriate request form, or you may ask your teacher for one of these forms to fill out. Once you have filled out the form you are to place it in the appropriate "mailbox" to be collected by the school guidance counselor, and/or administrative assistant. The form will be given to the proper person, as mentioned on the form.

### **Closure and Credits**

This handbook was developed to provide a high-level overview of the education program from the A-CV school district located at WSTU and is subject to change based on Pennsylvania school code. This program is developed to provide students with

a quality education that will be the basis of lifelong learning for all students. Any items, not specifically addressed in this handbook will be handled by the A-CV principal, or the Superintendent of schools Dr. David McDeavitt, program coordinator.

## STUDENT ACCEPTABLE USE POLICY

### Purpose

The Board supports the use of computers, Internet and other network resources in the district's instructional and operational programs in order to facilitate learning, teaching and daily operations through interpersonal communications and access to information, research and collaboration.

The district provides students, staff and other authorized individuals with access to the districts computers, electronic communication systems and network, which includes Internet access, whether wired or wireless, or by any other means.

For instructional purposes, the use of network facilities shall be consistent with curriculum adopted by the district as well as the varied instructional needs, learning styles, abilities and developmental levels of students.

### Definitions

**Electronic Communications** – includes but is not limited to: phone calls, emails, computer network, social media, texting and other instant messages.

The term child pornography is defined under both federal and state law.

**Child Pornography** – under federal law, is any visual depiction, including any photograph, film, video picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical or other means, of sexually explicit conduct, where: The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;

1. Such visual depiction is a digital image, computer image or computer generated image that is or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
2. Such visual depiction has been created, adapted or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

**Child pornography** – under state law, is any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction or other material depicting a child under the age of eighteen (18) years engaging in a prohibited sexual act or in the simulation of such act. The term harmful to minors is defined under both federal and state law.

**Harmful to minors** – under federal law, is any picture, image, graphic image file or other visual depiction that:

1. Taken as a whole, with respect to minors, appeals to a prurient interest in nudity, sex or excretion.
2. Depicts, describes or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or lewd exhibition of the genitals.
3. Taken as a whole lacks serious literary, artistic, political or scientific value as to minors.

**Harmful to minors** – under state law, is any depiction or representation in whatever form, of nudity, sexual conduct, sexual excitement, or sadomasochistic abuse, when it:

1. Predominantly appeals to the prurient, shameful or morbid interest of minors;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Taken as a whole lacks serious literary, artistic, political, educational or scientific value for minors.

**Obscene** – any material or performance, if: The average person applying contemporary community standards would find that the subject matter taken as a whole appeal to the prurient interest;

1. The subject matter depicts or describes in a patently offensive way, sexual conduct described in the law to be obscene; and
2. The subject matter, taken as a whole, lacks serious literary, artistic, political, educational or scientific value.

**Technology protection measure** – a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography or harmful to minors.

### **Authority**

The availability of access to electronic information does not imply endorsement by the district of the content, nor does the district guarantee the accuracy of information received. The district shall not be responsible for any information that may be lost, damaged or unavailable when using the network or for any information that is retrieved via the Internet.

The district shall not be responsible for any unauthorized charges or fees resulting from access to the Internet or other network resources.

The Board declares that computer and network use is a privilege, not a right. The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the district's Internet, computers or network resources, including personal files or any use of the district's Internet, computers or network resources. The district reserves the right to monitor, track, and log network access and use' monitor fileserver space utilization by district users; or deny access to prevent and/or administer appropriate disciplinary action. The district shall cooperate to the extent legally required with the ISP, local, state and federal officials in any investigation concerning or related to the misuse of the district's Internet, computers and network resources.

The Board requires all users to fully comply with this policy and to immediately report any violations or suspicious activities to the Superintendent or designee. The Board establishes the following materials, in addition to those stated in law and defined in this policy, that are inappropriate for access by minors:

1. Defamatory
2. Lewd, vulgar, or profane
3. Threatening
4. Harassing or discriminatory.
5. Bullying
6. Terroristic



The district reserves the right to restrict access to any Internet sites or function it deems inappropriate through established Board policy, or the use of software and/or online server blocking. Specifically, the district operates and enforces a technology protection measure(s) that blocks or filters access to inappropriate matter by minors on its computers used and accessible to adults and students.

Upon request by students through their supervising teacher or staff, building administrators may authorize access to blocked content material for bona fide research or for other lawful purposes. If a request for access to blocked content material is denied, the requesting student, through their supervising teacher, or staff member may appeal the denial to the Superintendent or designee for expedited review.

All requests for access to blocked content material shall be documented on the official ticket system, indicating date, time and length of session of access. If the request is denied, all supporting documentation, including reason and any appeals shall also be documented.

### **Delegation of Responsibility**

The district shall make every effort to ensure that this resource is used responsibly by students and staff. The district shall inform staff, students, parents/guardians and other users about this policy through employee and student handbooks, posting on the district website, and by other appropriate methods. A copy of this policy shall be provided to parents/guardians, upon written request.

Users of district networks or district-owned equipment shall prior to being given access or being issued equipment, sign user agreements acknowledging awareness

of the provisions of this policy, and awareness that the district uses monitoring systems to monitor and detect inappropriate use and tracking systems to track and recover lost or stolen equipment. Student user agreements shall also be signed by a parent/guardian.

Administrators, teachers and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discern among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals. Student, staff and other authorized individuals have the responsibility to respect and protect the rights of every other user in the district and on the Internet.

Building administrators shall make initial determinations of whether inappropriate use has occurred.

The Superintendent or designee shall be responsible for recommending technology and developing procedures used to determine whether the district's computers are being used for purposes prohibited by law or for accessing sexually explicit materials.

The district shall utilize technology protection measures, based on industry standards, that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors, or determined inappropriate for use by minors by the Board.

1. Maintaining and securing a usage log.
2. Monitoring online activities of minors.

The Superintendent or designee shall develop and implement administrative regulations that ensure students are educated on network etiquette and other appropriate online behavior, including: Interaction with other individuals on social networking websites and in chat rooms.

1. Cyberbullying awareness and response.

### **Guidelines**

Network accounts shall be used only by the authorized owner of the account for its approved purpose. Network users shall respect the privacy of other users on the system.

### **Safety**

It is the district's goal to protect users of the network from harassment and unwanted or unsolicited electronic communications. Any network user who receives threatening or unwelcome electronic communications or inadvertently visits or accesses an inappropriate site shall report such immediately to a teacher or administrator. Network users shall not reveal personal information to other users on the network, including chat rooms, email, social networking sites, etc.

**Internet safety measures shall effectively address the following:**



1. Control of access by minors to inappropriate matter on the Internet.
2. Safety and security of minors when using email, chat rooms, instant messaging, and other forms of direct electronic communications.
3. Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
4. Unauthorized disclosure, use and dissemination of personal information regarding minors.
5. Restriction of minors' access to materials harmful to them.

The school district will educate all students about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response.

### **Prohibitions**

Users are expected to act in a responsible, ethical and legal manner in accordance with district policy accepted rules of network etiquette, and federal and state laws. Specifically, the users are prohibited:

1. Facilitating illegal activity.
2. Commercials or for-profit purposes.
3. Non-work or non-school related work.
4. Product advertisement or political lobbying.
5. Bullying/Cyberbullying.
6. Hate mail, discriminatory remarks, and offensive or inflammatory communication.
7. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
8. Accessing, sending, receiving, transferring, viewing, sharing or downloading obscene, pornographic, lewd, or otherwise illegal materials, images or photographs.

9. Access by students and minors to material that is harmful to minors or is determined inappropriate for minors in accordance with Board policy.
10. Inappropriate language or profanity.
11. Transmission of material likely to be offensive or objectionable to recipients.
12. Intentional obtaining or modifying of files, passwords, and data belonging to other users.
13. Impersonation of another user, anonymity and pseudonyms.
14. Fraudulent copying, communications or modification of material in violation of copyright laws.
15. Loading or using of unauthorized games, programs, files or other media.
16. Disruption of the work of other users.
17. Destruction, modification, abuse or unauthorized access to network hardware, software and files.
18. Accessing the Internet, district computers or other network resources without authorization.
19. Disabling or bypassing the Internet blocking/filtering software without authorization.
20. Accessing, sending, receiving, transferring, viewing, sharing or downloading confidential information without authorization.

### **Security**

System security is protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, these guidelines shall be followed:

1. Employees and students shall not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in under another student's or employee's name.
3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

Personal technology devices (PTD) may only be used in the classroom with the express approval of the teacher. All audio/video functions must be disabled and may not be used on school property without explicit teacher approval. Teachers have the right to refuse to allow PTDs.

Personal technology device use may in no way disrupt or distract from the learning environment.

The Allegheny-Clarion School District assumes no responsibility or financial liability for any damage the student may incur, including but not limited to theft, physical damage, and loss of data or software malfunctions of personal technology device. PTDs are not allowed to access the Allegheny-Clarion School District's networks in any way. Students may not create unauthorized wireless networks or hot spots. This includes establishing wireless access points, wireless routers, and open networks on personal devices. The Use of PTDs is prohibited in a restroom or other area on Allegheny-Clarion Valley School Campus where there is a general and reasonable expectation of privacy (e.g., locker room, nurse's office, etc.)

Allegheny-Clarion Valley School District shall not be responsible for content filtering of cellular devices or any device connecting to networks other than Allegheny-Clarion Valley's Networks.

### **Copyright**

The illegal use of copyrighted materials is prohibited. Any data uploaded to or downloaded from the network shall be subject to fair use guidelines and applicable laws and regulations.

## District Website

The district shall establish and maintain a website ([www.acvsd.org](http://www.acvsd.org)) and shall develop and modify its webpages to present information about the district under the direction of the Superintendent or designee. All users publishing content on the district website shall comply with this and other applicable district policies.

Users shall not copy or download information from the district website and disseminate such information on unauthorized websites without authorization from the building principle.

## Consequences for Inappropriate Use

The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts. Illegal use of the network; intentional deletion or damage to files or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution. General rules for behavior and communications apply when using the Internet, in addition to the stipulations of this policy.

Vandalism shall result in loss of access privileges, disciplinary action, and/or legal proceedings. **Vandalism** is defined as any malicious attempt to harm or destroy data or another user, Internet or other networks; this includes but is not limited to uploading or creating computer viruses.

Failure to comply with this policy or inappropriate use of the Internet district network or computers shall result in usage restrictions, loss of access privileges, disciplinary action, and/or legal proceedings.

## Student Records



### 1) Permanent Record Cards

Each student has a permanent record card in the high school office. On it is placed the record of attendance, academic performance, and extracurricular activities. This card is the only permanent record of a student's accomplishments and is used by school officials to supply the information requested by employers and post-secondary educational institutions.

### 2) Transcripts

After graduation, students are permitted two free transcripts. During students' junior and senior years, they may obtain free copies of their records for reference to future employers or colleges.

### 3) SECTION 504

The School District ("District") will ensure that no student with a disability as defined by Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act Amendments Act (ADAAA) within the District's jurisdiction will be denied, because of his/her disability, participation in curricular, intramural, or interscholastic activities or any of the services offered or rendered regularly to the students of this District. No otherwise qualified person shall, solely by reason of his/her disability, be subjected to discrimination under any program or activity sponsored by the District. The District is committed to ensure that students with disabilities be identified, evaluated, and provided with a free appropriate public education. The District does not discriminate on the basis of disability with regard to admission, access to education services, treatment or employment in its programs and activities. For more information, contact the school district

psychologist at 724-659-5820

4) Confidentiality of Records (FERPA) - Annual Notice to Parents and Eligible Students of FERPA Rights

The following information is provided to notify students and their families of their rights and privileges under the Family Educational Rights and Privacy Act (FERPA), a federal law which protects the confidentiality of student educational records by limiting their disclosure. FERPA guarantees parents and "eligible students" (students eighteen years of age or older) certain rights as described below.

**Access to records**

Parents/Guardians and eligible students have the right to inspect their child's or their own educational records, to receive copies of the records in most cases, and to have a school official explain the records if requested. Contact the guidance office to make arrangements to inspect your child's or your records.

**Challenge to records**

Parents/Guardians and eligible students have the right to request that their educational records be changed if they are inaccurate, misleading or violate student's rights, and the right to have a hearing if that request is refused.

**Disclosure**

FERPA provides that educational records cannot be released without the written consent of the parent/guardian or eligible student, except in certain specified instances.

**Directory information**

Information which is labeled "directory information" by a school district is excluded from FERPA's protection from release and can be released without parental or student consent. In this district, the directory information that is released to the public consists of student names, addresses, phone numbers, attendance, course of study, parent/guardian names, sports, extra-curricula's, and awards. If you do not want some or all of this information about your child released, you may prevent its disclosure by notifying the school district in writing. Please forward these requests to the guidance office.

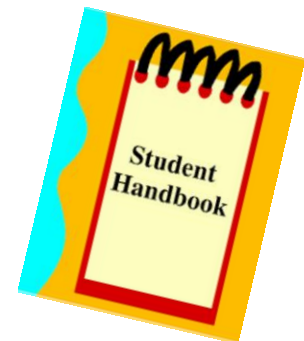
**Policy**

A more detailed explanation of your rights, the procedures to follow if you want to take advantage of them and the limitations on the release of records is presented in the School District's FERPA policy statement. You may obtain a copy of this policy by contacting the district's central office at 724-659-5820.

**Complaints**

If you believe the school district is not complying with FERPA or not guaranteeing you your rights outlined above, you may file a letter of complaint with the federal office in charge of enforcing the act at the following address:

FERPA Office  
Department of Education  
Room 4511 Switzer Building  
Washington, DC 20202





# Course Catalog

Each WSTU student will have a customized graduation plan developed by the counselor within the first quarter of enrollment based on transfer credits received and passed from various schools/placement facilities thus far in their high school career. This graduation plan also outlines what classes they currently need to graduate based on the Allegheny Clarion Valley School District and Commonwealth Diploma 21 credits.

### ACVSD & Commonwealth Credit Promotion

- 9th grade – promotion from 8th grade
- 10th grade – 5.5 credits
- 11th grade – 11 credits
- 12th grade – 16.5 credits
- Graduation – 21 credits

ACVSD Graduation = 21 credits

NOTE: Your home school district may require more credits than noted above





Western Secure  
Treatment Unit

### Academic Subjects

Course	Credits
English	4
Social Studies	3
Science (not including labs)	3
Mathematics	3
Physical Education	2
Electives Two of these electives must be humanities and a career class	.5
Electives- ( <i>include online work on Edgenuity, health, and vocation</i> )	5.5
<b>Total Credits- for ACV &amp; Commonwealth Diploma</b>	<b>21</b>



NOTE: Your home school district may require more credits than noted above.

# WSTU Academic Courses



## **Edgenuity**

Online Learning is offered through Edgenuity, as needed, to receive academic credits. Some courses can be fully online or hybrid. These courses can be offered for all major subjects as well as elective courses at WSTU and are customized for each student on an as needed basis based on what academic courses are needed.

Edgenuity is a comprehensive online learning platform developed by Imagine Learning, designed to support students in grades 6–12 with digital coursework across various subjects. It offers a wide range of courses, including core subjects, electives, Advanced Placement (AP) classes, test preparation modules, and career and technical education (CTE) options. The platform is utilized by schools and districts nationwide to provide flexible learning solutions.

## **Social Studies**

Social Studies at WSTU covers Civics, Government, and African-American History as its central themes. Students will spend parts of the year working through each of these subject areas. Civics and Government focus on the foundations of American government, the Constitution, Civil Rights, and participation in civil society. African-American History looks at American history from a minority perspective. Students will critically examine the United States through the lens of the black experience in America; deepening their understanding and perspective on American history.

## **Math**

This high school mathematics course provides students with a strong foundation in core math concepts, problem-solving skills, and logical reasoning. Topics covered include algebraic expressions, linear equations, inequalities, functions, geometry, statistics, and introductory concepts in probability. Students will learn to analyze and solve real-world problems using mathematical models, enhance their understanding through hands-on activities and technology, and prepare for more advanced math courses. The course emphasizes critical thinking, mathematical communication, and the application of concepts in various contexts. Students are placed in various courses based on previously classes taken as well as academic ability.

## **Science**

Biology - This Biology course begins with an overview of biology and how the scientific method pertains to biology. From there, it explores the inter-relationships that exist in nature, as well as the part that humans play in affecting and maintaining the environment. The course will then focus on the driving forces of life, such as the chemistry of biology and structure of cells. The



exploration of cell structure will lead into how characteristics are passed down and/or changed through genetics and heredity.

**General Science** - Each semester of this course focuses on a different branch of science, with the goal of delving deeply into some of the most important topics from each subject area. For physical science, the structure and properties of matter will be explored before moving on to understand the interplay of forces and motion. The second semester will switch gears to Earth and space science, starting with an overview of the solar system as a whole and Earth's place in it, before focusing on our home planet and discussing how plate tectonics have shaped what we see today. The third semester, life science, will detail the cycles of matter and energy transfer, then go through the process of inheritance. Finally, the last semester will be dedicated to environmental literacy and sustainability, which details the part that humans play in the world and our responsibilities to it.

### **English**

WSTU ELA coursework is aligned with PA state standards to build proficiency in reading, writing, speaking, and listening. During the school year, students will study a variety of literary and informational texts, engaging in collaborative discussion, hands-on learning activities, and structured events and games that support reading and writing success.

### **Health**

The AC-Valley/WSTU Health course is designed for student-athletes, providing a comprehensive framework aligned with the 2024 SHAPE America National Health Education Standards and the Pennsylvania Academic Standards for Health, Safety, and Physical Education. Delivered through direct instruction, the curriculum encompasses Nutrition, Body Systems, Mental Health, Diseases, Substance Use and Abuse (Drugs, Alcohol, and Tobacco), Cultural Diversity, Environmental and Community Health, and First Aid/CPR/Safety. Instruction emphasizes the development of functional health literacy, enabling students to access, evaluate, and apply reliable health information to make informed decisions. The course also fosters interpersonal communication skills, promoting healthy relationships and effective conflict resolution. Additionally, students are equipped to access and utilize community resources, enhancing their ability to support personal and collective well-being. By integrating these standards, the course aims to cultivate health-literate individuals capable of navigating the complexities of health and wellness in a diverse society.

### **Physical Education**

The AC-Valley/WSTU Physical Education course is designed for student-athletes to promote lifelong physical activity, health, and well-being through structured, direct instruction. Aligned with SHAPE America 2024 National Physical Education Standards and the Pennsylvania Academic Standards for Health, Safety, and Physical Education, the curriculum emphasizes the development of motor skills, physical fitness, and personal and social responsibility. Students engage in a variety of physical activities that enhance cardiovascular endurance, muscular strength, flexibility, and coordination. Instruction focuses on the application of movement concepts, principles, and strategies, fostering an understanding of how physical activity contributes to overall health. Additionally, the course addresses safety and injury prevention, ensuring students can participate in physical activities safely and effectively. Through this comprehensive approach, students are equipped with the knowledge and skills necessary to lead active and healthy lives.

### **WSTU Reading Program**

Our reading program is designed to meet the diverse literacy needs of our youth in a through individualized instruction. Students are assessed and grouped into three tiers: emerging, developing, and advanced readers. Each student receives a tailored plan based on

their reading level, using research-backed programs.

- Emerging readers focus on foundational skills through UFLI (University of Florida Literacy Institute), which emphasizes systematic phonics and decoding strategies.
- Developing readers build fluency and comprehension using Scholastic RISE, offering targeted small-group instruction.
- Advanced readers engage with more complex texts and critical thinking activities, supported by data from Fast Bridge to track progress and guide instruction.

The goal is to foster measurable growth, increase engagement, and build confidence through personalized, evidence-based literacy support.

### **Special Education**

The Individuals with Disabilities Education Improvement Act (IDEA 2004) ensures that all children with disabilities receive a free appropriate public education (FAPE) and that the rights of these children and their parents are protected.

The Special Education Program at Western Secure Treatment Unit is facilitated by Allegheny- Clarion Valley School District and is the responsible Local Education Agency.

The Special Education team at WSTU reviews all educational related documentation including the students current Individual Education Plan to determine the type or types of support that the student will receive, the determination of which may not be based on the categories of the child's disability alone. Special education supports and services may be delivered in the regular classroom setting and other settings as determined by the IEP team. In determining the educational placement, the IEP team must first consider the regular classroom with the provision of supplementary aids and services before considering the provision of services in other settings.

### **Progress Monitoring / Measurable Annual Goals**

Progress monitoring for measurable annual goals in the IEP requires collecting and analyzing data to track student progress toward achieving those goals. This process involves setting goals based on the student's current level of performance and expected level of attainment. Data is then collected and analyzed, comparing the student's performance to a target to determine if they are making adequate progress. Progress Monitoring is collected weekly and reviewed every 9 w

### **Fast Bridge Testing**

Students are assessed on their math and reading skills up-to-three times per school year. Allegheny-Clarion Valley School District uses an online testing platform called Fast Bridge.

Fast Bridge testing is a type of educational assessment system used primarily in K–12 schools to monitor student progress and guide instruction. Developed by researchers at the University of Minnesota, Fast Bridge is now part of the Illuminate Education platform. It includes a range of screening, progress monitoring, and diagnostic tools in reading, math, and behavior.

In Fast Bridge, "Individual Skills Stats" refer to a detailed breakdown of a student's performance on a math and reading assessments, showing which specific math and reading skills they have mastered, are currently developing, and need to learn in the future, allowing teachers to pinpoint areas where a student needs targeted instruction based on their individual strengths and weaknesses; essentially providing a personalized view of their math and reading abilities across various skill levels within a given domain.

Risk Levels:

Scores are often interpreted using risk levels (low, some risk, high risk) to indicate the likelihood of a student meeting grade-level math and reading expectations.



7. **Certificates:** ServSafe, First Aid, CPR and OSHA, and over 30 micro-certifications

8. **Careers-** still in infancy phase of development but will through Smart Futures

9. **Credits** *WSTU students can now earn a quarter credit each semester if they actively participate in the vocational program for at least 30 hours per quarter.* This is tracked by the vocational teacher. *The WSTU vocational department aims to equip students not only with practical skills but also with the knowledge and confidence needed to succeed in their chosen career paths.*



## Western Secure Treatment Unit Course Curriculum Summary Career Readiness and Smart Futures

Grades 9–12

### Program Overview

As part of our Career Readiness curriculum, students will participate in the Smart Futures program, an interactive, state-endorsed career planning and portfolio platform. Smart Futures supports Pennsylvania's Academic Standards for Career Education and Work (CEW Standards) and fulfills the state's requirement that all students graduate with a personalized career plan and portfolio. The program prepares students for 21st-century success by promoting career awareness, readiness skills, and personal goal-setting starting in 9th grade and continuing through 12th grade.

For students in juvenile placement, this program also serves as a vital transition service, helping them prepare for successful reintegration into school, work, or vocational training programs. Transition services are tailored to meet individual needs, focusing on career exploration, employment readiness, and life skills that promote independence and positive post-placement outcomes.

### Career Track Outline

Throughout their time here, students will:

- Complete a Career Interest Inventory to identify strengths, interests, and possible career matches.
- Research career options based on inventory results, exploring required education, skills, and workplace expectations.
- Develop a professional resume and write a cover letter tailored to job applications.
- Practice completing job applications effectively.
- Prepare for and participate in mock job interviews to build confidence and communication skills.
- Explore and pursue relevant certifications that enhance career readiness and employability.
- 

For students in transition, emphasis is placed on identifying realistic career pathways and building skills critical for immediate entry into education, training, or the workforce upon discharge.





### **Smart Futures Tracking**

Throughout their placement, Smart Futures will:

- Track students' career exploration, education plans, work experiences, and skill development.
- Gather information and artifacts to build a Personalized Career Portfolio.
- Help students adjust and refine career goals based on personal growth and changing interests.
- Provide critical resources for postsecondary applications, vocational programs, or direct workforce entry.
- Support individualized transition plans that align with each student's future goals and needs.
- By senior year—or upon program completion—each student will have developed a state-compliant Career Portfolio, positioning them for college, vocational training, military service, or workforce entry, even after juvenile placement.

### **Smart Futures Curriculum Topics**

Throughout the program, students will engage in lessons and activities such as:

- New Thinking About Career Success
- My Personality Type (self-discovery and career alignment)
- Abilities and Aptitudes assessment
- Personal Interests exploration
- Career Clusters and Pathways identification
- Experiencing Careers While Still in School (job shadows, internships, volunteer work)
- Selecting Your Career Goal
- My Programs or Majors (planning for education/training after high school)
- My School and College Survey
- Job Application practice
- Job Interviews and professional communication skills
- Active Listening exercises
- The Entrepreneur Within (entrepreneurship exploration)
- Personal Budget and financial literacy
- Multiple Intelligences self-assessment





## Western Secure Treatment Unit (WSTU) Graduation Plan

(Sample) Graduation Plan Summary as of \_\_\_\_\_

**STUDENT** \_\_\_\_\_ **Current Grade** \_\_\_\_\_

Subjects	Total Credits Earned from WSTU and other schools that have sent transcripts to WSTU	Credits Still Needed to Graduate
ELA		
Math		
Science		
Social Studies		
Health		
PE		
Health		
Electives		
Humanities		
<b>Total Credits</b>		

NOTE: All graduation plans must be verified by the counselor and principal before graduating

## Western Secure Treatment Unit (WSTU)



Western Secure  
Treatment Unit

### Student Academic Request Form

Student Full Name \_\_\_\_\_

Please check the box or boxes below that apply to the questions that you have and how we can better assist your academic needs.

- I would like to meet with school counselor about my academics (schedule, grades, or credits) regarding \_\_\_\_\_
- I am interested in OSHA certification
- I am interested in Safe Serve certification
- I would like to meet with the school principal regarding \_\_\_\_\_
- I have finished \_\_\_\_\_ elective and am ready to take another elective
- I have questions about my IEP
- I would like to meet regarding something else \_\_\_\_\_  
\_\_\_\_\_

ANY OTHER  
COMMENTS \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This form is on each unit and can be used to communicate with the education department what specifically they need. Please return this completed form to your unit mailbox. Then this completed form should be returned to the principal's office

# Western Secure Treatment Unit Handbook Sign-Off Page



By signing this I acknowledge that I have received a copy of (and been informed of) the current A-CV Schools at WSTU student handbook on the date indicated below, and I understand the policies, guidelines and expectations of the school program, and what is expected of me as a student, as explained to me by the school staff, who has signed and dated below.

At Allegheny-Clarion Valley School District, we use Google Workspace for Education, and we are seeking your permission to provide and manage a Google Workspace for Education account for your child. Google Workspace for Education is a set of education productivity tools from Google including Google Classroom, Google Docs, Calendar, and more, which are already used by tens of millions of students and teachers around the world. At Allegheny-Clarion Valley School District, students and staff will use their Google Workspace accounts to sign in to a district-owned Chromebook, complete assignments and work, communicate with their teachers, and learn 21st century digital citizenship skills.

A notice regarding the limited information google collects, how google uses that information and more can be found by visiting [www.acvsd.org](http://www.acvsd.org) and visiting the handbook section under the Elementary or High School tabs.

Please read it carefully, and then by signing the handbook agreement it will indicate that you've read the notice and have given your consent. If you don't provide your consent, we will not create a Google Workspace for Education account for your child or staff member. Students who cannot use Google services may not be able to complete assignments or collaborate with peers.

**Student Name -Printed** \_\_\_\_\_

**Student Name -Signature** \_\_\_\_\_

**Date -** \_\_\_\_\_

**Staff Name – Printed** \_\_\_\_\_

**Staff Name -Signature** \_\_\_\_\_

**Date -** \_\_\_\_\_



By checking this box indicates that you have read and give consent to Google Workspace of Education account rules set forth by the Allegheny-Clarion Valley School.

Please return to WSTU Principal's Secretary