

Profile and Plan Essentials

LEA Name		AUN
Chartiers Valley SD		103021752
Address 1		
2030 Swallow Hill Rd		
Address 2		
City	State	Zip
Pittsburgh	PA	15220
Director of Special Education Name		
Jade Fiore		
Director of Special Education Email		
jfiore@cvsd.net		
Director of Special Education Phone Number		Director of Special Education Ext
412-429-2638		
Chief Administrator Name		
Dr Joseph Dimperio		
Chief Administrator Email		
jdimperio@cvsd.net		

Special Education Students

Total Number of Students Receiving Special Education 466

School District Total Student Enrollment 3473

Percent of Students Receiving Special Education 13.4

Steering Committee

Name	Position/Role	Building	Email
Julie Franczyk	Superintendent	Chartiers Valley SD	jfranczyk@cvsd.net
Jade Fiore	Director of Special Education	Chartiers Valley SD	arsoe@cvsd.net
Symphony Vaughn	Special Education Teacher	Chartiers Valley MS	syvaughn@cvsd.net
Alissa Alattar	Other	Chartiers Valley SD	aalattar@cvsd.net
Peter Schintz	Building Principal	Chartiers Valley Intrmd School	pschintz@cvsd.net
Jordyn Muma	Other	Chartiers Valley SD	jmuma@cvsd.net
Susan Fallert	Other	Chartiers Valley SD	sfallert@cvsd.net
Megan Sexton	Board Member	Chartiers Valley SD	msexton@cvsd.net
Wendie LaGamba	Parent	Chartiers Valley SD	wlagamba1@gmail.com

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

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?

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Southwood	Resident Treatment Facility		Other	34

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 Chartiers Valley School District assumes responsibility for child find and provides educational programs, transportation and any support services necessary to ensure the provisions of free, appropriate public education. The district reviews the Individualized education program or 504 plan, conducts reevaluations, reviews all existing data and uses existing placement options within the district, Allegheny Intermediate Unit#3, or approved private schools. Chartiers valley School District claims the student and provides the appropriate documentation of funds to support that student's education in the Host's district.

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

When the Special education Director receives appropriate and timely communication from the educating district or entity, a representative from the LEA attends the evaluation and Individual Education program and 504 meetings either in person or via phone or video. They provide input into the education plan in order to ensure the students receive FAPE. Upon notification that a non-resident student would be attending one of the schools within the district, a meeting would be held to review the current Individual Education Plan to ensure the student received the appropriate special education services in the least restrictive environment. Chartiers Valley School District would assume the LEA duties for students in the facility and see no barriers in meeting its obligations under Section 1306 of the Public School Code. Should this be the case, the following would occur: The student is placed at the facility, an enrollment packet will be completed and submitted to the school district, the IEP Team will convene and an IEP will be developed to determine an appropriate educational program based on the student’s needs., and if the IEP received from the student’s last school district or facility is outdated/out-of-compliance, the district will immediately issue to the parent or guardian or surrogate parent a Prior Written Notice to Reevaluate, which will need to be signed and dated by the guardian(s). An RR may take up to 60 calendar days to complete, however, this RR should be expedited due to the current IEP being out of compliance. Once the RR is completed and based on the student's needs outlined in the RR, a new IEP will be developed to meet the student’s needs and provide an appropriate educational program. A NOREP regarding the appropriate educational placement and program will be issued to the guardian(s) following the completion of the MDE/IEP Team meeting. In addition, the district would collaborate with or seek support from child-serving agencies to ensure a smooth transition and that all necessary supports and services are in place. The district understands that, as a host, it would be responsible for providing FAPE to all students eligible under 1306, child-finding activities, and, when necessary, appointing surrogates and reporting student progress.

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).**

Least Restrictive Environment

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

If a Chartiers Valley student is educated in a school outside of the home district, he/she is encouraged to participate in extra-curricular activities, with the necessary supports provided in order to remain connected to his or her neighborhood school. A student's needs determine the type of service, level of intervention and the percentage of time spent outside the regular education classroom. Supplementary aids and services and related services may include: psychological services, school health services, transportation, occupational and physical therapy, speech and language services, mental health services, assistive technology and devices.

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?**

Students in the Chartiers Valley School District benefit from special education services being provided within the regular education classroom through co-teaching, resource room, or inclusion model. In-class supports are provided by a member of the special education staff (teacher, para-educator, speech and language pathologist, occupational therapist) who delivers services within the regular education classroom to meet the needs of eligible students. Co-teaching consists of a regular education teacher and a special education teacher delivering instruction and providing services to all students through a variety of models. In addition, students are provided small group instruction as determined by their IEP, which can occur in the general education setting or resource room. All eligible students are assigned a case manager who is responsible for communicating with parents, monitoring progress, and ensuring support is provided in all settings.

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

Two of the educational agencies that provide ongoing support include the Allegheny Intermediate Unit and PaTTAN. Training and consultation is provided on various topics related to special education such as Functional Behavior Assessments, Positive Behavior Support Plans, progress monitoring, secondary transition, Multi-Tiered Systems of Support (MTSS), autism, trauma informed care and Social Thinking.

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

Collaborative- adults working together to support students. Example: team meetings, co-teaching, paraprofessionals, professional development, guided practice and the use of assistive technology. Instructional- development and delivery of instruction that addresses diverse learning needs. Example: test modification, modified curricular goals, providing research-based materials, instructional adaptations (Pre-teaching and repeating directions). Physical- adaptations and modifications to the physical environment. Example: specific seating arrangements, adaptive equipment, individualized desks and furniture arrangements. Social-behavioral-supports and services to increase appropriate behavior and reduce disruptive or interfering behavior. Example: Social skills instruction, counseling supports, peer supports and behavior supports plan. If a CVSD student is educated in a school outside of the home district, he/she is encouraged to participate in extra-curricular activities, with the necessary supports provided in order to remain connected to his or her neighborhood school. A student's needs determine the type of service, level of intervention and the percentage of time spent outside the regular education classroom. Supplementary aids and services and related services may include: psychological services, occupational therapy, physical therapy services, transportation, speech and language services, school health services, mental health services, assistive technology and devices, adaptive physical education, personal care assistants and audiological services.

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?**

Students who may require more restrictive placement options are provided with a variety of opportunities to participate with students who are not disabled. These opportunities include: regular education vocational programs, reduced schedules, and participation in extra curricular activities and sports. Outside placements are considered only after the available resources, supports, services and modifications within the regular school setting have been implemented. Chartiers Valley School District maintains close contact with the school and family to ensure appropriate progress is being made. If a student is placed, a Re-evaluation report is conducted, a new IEP is developed, and a Notice of Recommended Educational Placement/Prior Written Notice is issued to the parents. Upon parental approval and acceptance by the APS, the student's new placement will begin. If a student in an outside placement is no longer in need of the outside placement, a transition plan is developed and implemented to ensure a smooth transition back to the home school district.

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 Chartiers Valley School District has partnered with Allegheny Health Network, which is licensed to provide School-Based Mental Health services in each of the school buildings. A master's level clinician provides support and goal-oriented therapy for students ages 5-18 and at times, families who need outpatient services. The services are provided within the school day, in a private, confidential setting within the student's school. The district is also engaging in the CHILL project with AHN in all 4 of the school buildings to provide preventive measures for mental health services for students, staff, and community members. The Chartiers Valley School District utilizes several outside agencies to assist school staff with the understanding of behavioral supports, interventions, and supports. These agencies include PaTTAN, the Allegheny Intermediate Unit, the Allegheny County Office of Behavioral Health, and private consultants. Overall the district's life skills program is expanding to include a Kindergarten room at the Primary building to support the needs of the incoming DART students. At the high school level, the staff has implemented the PAES lab in support of secondary transition.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
ACLD Tillotson	Approved Private School (APS)		Tillotson	Autistic Support	2
Children's Institute	Approved Private School (APS)		Children's institute	Autistic Support	2
Pathfinder	Other	Public Separate facility	Allegheny Intermediate Unit 3	Life Skills Support	1
Pathfinder Pride	Other	AIU 3	Allegheny Intermediate Unit 3	Life Skills Support	2

Wesley k-8	Approved Private School (APS)		Wesley	Emotional Support	3
Watson Education Center	Approved Private School (APS)		Watson Institute	Autistic Support	1
Pioneer	Other	Pioneer School	Pittsburgh Public School	Multiple Disabilities Support	1
Bradley Center	Other	Public Separate facility	Bradley Center	Emotional Support	1
Western PA School for the Deaf	Approved Private School (APS)		Western PA School for the Deaf	Deaf and Hard of Hearing Support	3
Depaul	Approved Private School (APS)		DePaul	Deaf and Hard of Hearing Support	1
Pathfinder	Other		Allegheny Intermediate Unit 3	Autistic Support	3
Pathfinder	Other		Allegheny Intermediate Unit 3	Multiple Disabilities Support	3
Watson	Approved Private School (APS)		Watson Institute	Life Skills Support	4
WISCA	Licensed Private Academic		Watson Institute	Autistic Support	7
Western PA School for Blind Children	Approved Private School (APS)		Western PA School for Blind Children	Blind and Visually Impaired Support	2
Mon Valley	Other		Allegheny Intermediate Unit 3	Life Skills Support	1
St Anthony	Other		Duquesne University	Life Skills Support	1

Positive Behavior Support

Date of Approval

2019-02-26

Uploaded Files

CVSD Policy 113.2 Behavior Support.pdf

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

The Chartiers Valley School District Behavior Support Policy includes all the required components by Chapter 14 Regulations. The policy outlines legal requirements (22 PA. Code Section 14.133) an objective/purpose of the policy, definitions, major tenets, responsibility of the administration, and communication/training. Copies of the Behavior Support Policy have been disseminated to principals. The purpose of the Behavioral Support Plan for Students with Disabilities is to promote the use of positive behavior support techniques in the development of behavior support programs and to restrict the use of highly restrictive, intrusive, or aversive procedures for students. The policy is a three-level system for effective behavior management for students with special needs. The district also utilizes ILI (Initial Line of Inquiry) meetings to support students with behavioral needs. Level 1 is preventative involves effective classroom management strategies and does not require a behavior support plan with the IEP. These strategies include effective teaching practices, frequent monitoring and feedback, clear expectations and procedures, effective classroom schedules, the use of appropriate activities, social praise, environmental cues, curriculum adaptations, direct instruction, differentiated instruction, systematic reinforcement, modeling, and family involvement. Level 2 involves specific interventions designed for individual students and requires a behavior support plan as part of the IEP. Special education teachers have been trained to conduct functional behavior assessments and to develop individualized behavior improvement plans based on assessment data. The teachers then develop hypothesis statements, design a positive behavior support plan, evaluate the plan's effectiveness, and modify the support plan as needed. Strategies used are problem-solving sessions with the student and other school personnel, behavioral contracting, social skills training, and verbal prompting. Level 3 is restrictive and is only considered after Levels 1 and 2 have been implemented and proven to be ineffective. The IEP Team is involved at this level, and the team is convened to address the procedures as part of the IEP team. The primary goal is to produce a change in behavior by teaching the behavior and building a supportive environment. This level of support may involve the use of Quality Based Solutions for Safety Care, The goals of Crisis Management are: promoting the safety of individuals receiving and providing care, reducing the use of seclusion and restraint in all healthcare settings, promoting the use of best practice, to promote an environment of collaboration and to eliminate the use of aversive interventions. Level 3 situations include situations where a student requires a physical restraint to control acute or episodic aggressive behavior or when mechanical restraints are prescribed for control of involuntary movement or lack of muscular control due to organic causes or conditions. Restraints to control acute or episodic behavior may only be used when the student is acting in a manner as to be a clear and present danger to himself or others and may not be included in the IEP, employed as punishment, be used for the convenience of staff, or serve as a substitute for an educational program. Aversive techniques are considered inappropriate and may not be used for behavior management in the district's special education program. Emergency procedures for behaviors that present a clear and present danger to the student or others may be included in the IEP. For Chartiers Valley students who may have a

behavior improvement plan as part of the IEP, a crisis plan is included so that all stakeholders who work with the student are aware of the procedure to follow if a student escalates to an episode of extreme behavior which cannot be de-escalated.

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.

Training for the staff occurs annually, and the District carefully selects and plans training for faculty and staff. The training is based on staff and faculty needs and district initiatives as delineated in the CVSD Strategic Plan. Training includes CPR, QBS, de-escalation, restraints, Mandated Reporter Training, and more.

3. Describe the district positive school wide support programs.

Chartiers Valley School District also has a School-Wide Positive Behavior Support Program in grades K-12. All students are rewarded for positive behavior. There are schoolwide rules and regulations in place which have been taught and practiced. The schools focus on positive behavior and expectations. The school district has Student Assistance Programs established in grades K-12. These teams collaboratively provide respectful goal-oriented strategies. The SAP team provides the family with information about behavior in the school. The school and family work together to reach goals. These teams meet weekly to share strategies and measure student progress. Through Student Support Teams the students can receive support through frequent communication, a mentor, academic support, behavior support, mental health services, drug and alcohol counseling, collaboration with school-based, probation, collaboration with CYF, community agencies, and wrap-around. CVSD employs 7 full-time guidance counselors. They provide personal lessons in the form of focusing on relationships family issues, social interactions, and behavior. They provide crisis intervention to students and have been trained in QBS. They provide classroom guidance lessons based on age and grade appropriateness. They run small group counseling sessions to teach problem-solving and conflict-resolution skills. They can also provide early intervention where a learning disability is suspected.

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

Chill Program SAP through Allegheny Children's Initiative AHN School based mental health services

5. Describe the district restraint procedure.

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The Director of Student Services or designee shall notify the parent/guardian by phone and in writing within twenty-four (24) hours of the use of restraints to control aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if: The restraint is used with specific component elements of a positive Behavior Support Plan. Restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. All authorized staff have received appropriate training and the students behavior support plan includes efforts to eliminate the use of restraints.

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.

Measures to maintain and meet the needs of students in school district programs are exhausted before considering the placement of any student in a program outside of the District. The IEP team is charged with ensuring District programs have been utilized and has also determined if the student requires services beyond what is available in the district to meet his/her needs. The Chartiers Valley School District utilizes the interagency approach to resolve and locate educational placements and services for hard-to-place students with disabilities. Interactions with the Allegheny Intermediate Unit and appropriate child-serving agencies such as mental health services, Office of Intellectual Disabilities, children, youth and family services, juvenile probation, and services from private consultants are accessed to locate the appropriate placement for the student. The District ensures parent participation is secured as a part of the interagency approach. At the current time, the district has no problems providing FAPE for all students eligible for special education services. The district is continuously looking for supplementary aids and services to meet the needs of students within the regular education classroom and to other local resources to resolve barriers to appropriate educational placements. The district has worked closely with the Interagency Coordinator from the Allegheny Intermediate Unit and a representative from the Allegheny County Office of Behavioral Health, a partial hospitalization program, and an educational advocate to collaboratively determine an appropriate educational placement for a hard-to-place student with significant mental health needs. Because of the positive working relationships that have been formed with agencies, the district is encouraged that it is in a positive position to assist in the planning for students with complex needs.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
36-SP	Elementary	Full-time (1.0)	11/19/2024 01:49 PM

Building Name	
Chartiers Valley Primary Sch	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load
Itinerant (20% or Less)	26
Identify Classroom	Classroom Location
School District	Elementary
Age Range	FTE %
	0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
35-CO	Elementary	Full-time (1.0)	11/19/2024 01:49 PM

Building Name	
Chartiers Valley Primary Sch	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load
Itinerant (20% or Less)	2

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.04

Building Name		
Chartiers Valley Primary Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
26-BB	Multiple	Full-time (1.0)	11/19/2024 01:43 PM

Building Name		
Chartiers Valley Intrmd School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Multiple	8 to 11

Age Range Justification	FTE %
	0.04

Building Name		
Chartiers Valley Intrmd School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Multiple	8 to 11
Age Range Justification		FTE %
		0.4

Building Name		
Chartiers Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 14
Age Range Justification		FTE %
		0.15

Building Name		
Chartiers Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 14
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
23-JG	Secondary	Full-time (1.0)	11/19/2024 01:43 PM

Building Name	
Chartiers Valley HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	25
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
	0.5

Building Name	
Chartiers Valley HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	2

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
20-CH	Elementary	Full-time (1.0)	11/19/2024 01:43 PM

Building Name	
Chartiers Valley Intrmd School	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades K-6)	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	6
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
	0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14-VP	Secondary	Full-time (1.0)	11/19/2024 01:37 PM

Building Name
Chartiers Valley HS
Support Type

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17-DM	Elementary	Full-time (1.0)	11/19/2024 01:21 PM

Building Name		
Chartiers Valley Intrmd School		
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
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.18

Building Name		
Chartiers Valley Intrmd School		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
31-SV	Secondary	Full-time (1.0)	11/19/2024 01:37 PM

Building Name		
Chartiers Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.22

Building Name		
Chartiers Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)	8	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification	FTE %	
	0.4	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
34- BVI	Multiple	Full-time (1.0)	11/19/2024 01:43 PM

Building Name		
Chartiers Valley SD		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 20
Age Range Justification		FTE %
Students who are out of age range do not receive instruction together		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11-MV	Elementary	Full-time (1.0)	11/19/2024 01:25 PM

Building Name
Chartiers Valley Primary Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.2

Building Name		
Chartiers Valley Primary Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
28-EM	Secondary	Full-time (1.0)	11/19/2024 01:26 PM

Building Name		
Chartiers Valley MS		
Support Type		
Speech And Language Support		

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.12

Building Name		
Chartiers Valley HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
The students that are out of range dont receive instruction together		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
22-MS	Secondary	Full-time (1.0)	11/19/2024 01:26 PM

Building Name		
Chartiers Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.58

Building Name		
Chartiers Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
25-SV	Elementary	Full-time (1.0)	11/19/2024 01:27 PM

Building Name		
Chartiers Valley Intrmd School		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		28

Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.43

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19-EC	Elementary	Full-time (1.0)	11/19/2024 01:27 PM

Building Name		
Chartiers Valley Primary Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.16

Building Name		
Chartiers Valley Primary Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7

Age Range Justification	FTE %
	0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16-AS	Elementary	Full-time (1.0)	11/19/2024 01:28 PM

Building Name		
Chartiers Valley Intrmd School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
The IEP Team has determined that the student is appropriate at this level		0.12

Building Name		
Chartiers Valley Intrmd School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
The IEP Team has determined that the student is appropriate at this level		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13-BF	Secondary	Full-time (1.0)	11/19/2024 01:29 PM

Building Name		
Chartiers Valley HS		
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%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
The students who are out of age range do not receive instruction together		0.5

Building Name		
Chartiers Valley HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
The students who are out of age range do not receive instruction together		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
33-RW	Elementary	Full-time (1.0)	11/19/2024 01:31 PM

Building Name		
Chartiers Valley Primary Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.5

Building Name		
Chartiers Valley Primary Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
24-MR	Secondary	Full-time (1.0)	11/19/2024 01:31 PM

Building Name		
Chartiers Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.24

Building Name		
Chartiers Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10-MP	Secondary	Full-time (1.0)	11/19/2024 01:32 PM

Building Name		
Chartiers Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		27
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.54

Building Name		
Chartiers Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
27-ST	Secondary	Full-time (1.0)	11/19/2024 01:33 PM

Building Name		
Chartiers Valley MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.28

Building Name		
Chartiers Valley MS		
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	11 to 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
30-AW	Secondary	Full-time (1.0)	11/19/2024 01:37 PM

Building Name		
Chartiers Valley MS		

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%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18-BS	Elementary	Full-time (1.0)	11/19/2024 01:35 PM

Building Name		
Chartiers Valley Primary Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.31

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
32	Secondary	Full-time (1.0)	11/19/2024 01:42 PM

Building Name		
Chartiers Valley HS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	5 to 20
Age Range Justification		FTE %
Students who are out of age range do not receive instruction together		0.08

Building Name		
Chartiers Valley Primary Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	5 to 20
Age Range Justification		FTE %
Students who are out of age range do not receive instruction together		0.02

Building Name		
Chartiers Valley Intrmd School		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		

Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	5 to 20
Age Range Justification		FTE %
Students who are out of age range do not receive instruction together		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12-VL	Elementary	Full-time (1.0)	11/19/2024 01:42 PM

Building Name		
Chartiers Valley Intrmd School		
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	10 to 12
Age Range Justification		FTE %
		0.12

Building Name		
Chartiers Valley Intrmd School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)	8	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification	FTE %	
	0.4	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
29-KL	Elementary	Full-time (1.0)	11/19/2024 01:43 PM

Building Name		
Chartiers Valley Primary Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support	Case Load	
Supplemental (Less Than 80% but More Than 20%)	10	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification	FTE %	
	0.5	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15-NG	Elementary	Full-time (1.0)	11/19/2024 01:43 PM

Building Name
Chartiers Valley Intrmd School

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	Elementary	8 to 11
Age Range Justification		FTE %
		0.1

Special Education Facilities

Building Name		Room #
Chartiers Valley MS		2036 EM
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 5 inches x 31 feet, 2 inches	760sqft	27
Implementation Date		
2022-05-23		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Chartiers Valley HS		D2414-JG
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, 9 inches x 30 feet, 11 inches	888sqft	31
Implementation Date		
2022-05-23		
Uploaded Files		

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	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 #
Chartiers Valley HS		D2413-MP
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, 9 inches x 30 feet, 11 inches	888sqft	31
Implementation Date		
2022-05-23		
Uploaded Files		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	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 #
Chartiers Valley Primary Sch		237 BS
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 8 inches x 13 feet, 7 inches	348sqft	12
Implementation Date		
2022-05-23		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Chartiers Valley Intrmd School		119-CH
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 23 feet, 0 inches	874sqft	31
Implementation Date		
2022-05-23		

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 #
Chartiers Valley Intrmd School		208-AS
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 22 feet, 0 inches	770sqft	27
Implementation Date		
2022-05-23		
Uploaded Files		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	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 #
Chartiers Valley MS		2037-EB MR JO
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 6 inches x 23 feet, 0 inches	747sqft	26
Implementation Date		
2022-05-23		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	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 #
Chartiers Valley Intrmd School		223-DM
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 23 feet, 0 inches	828sqft	29

Implementation Date
2022-05-23
Uploaded Files

8Assurance Check

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

Building Name		Room #
Chartiers Valley Primary Sch		227 KL
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 6 inches x 24 feet, 6 inches	845sqft	30
Implementation Date		
2022-05-23		
Uploaded Files		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Chartiers Valley Intrmd School		305-VL
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2022-05-23		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	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 #
Chartiers Valley MS		2047-ST
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 24 feet, 0 inches	792sqft	28
Implementation Date		
2023-08-09		
Uploaded Files		

11 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 #
Chartiers Valley MS		3037-SV
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 22 feet, 0 inches	726sqft	25
Implementation Date		
2022-05-23		
Uploaded Files		

12 Assurance Check

Assurance Check	Yes	No
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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 #
Chartiers Valley HS		D1421 MS
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, 9 inches x 30 feet, 11 inches	888sqft	31
Implementation Date		
2022-05-23		
Uploaded Files		

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	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 #
Chartiers Valley Primary Sch	321 EC

School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 8 inches x 28 feet, 8 inches	735sqft	26
Implementation Date		
2022-05-23		
Uploaded Files		

14 Assurance Check

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

Building Name		Room #
Chartiers Valley Primary Sch		125 MV
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 8 inches x 28 feet, 9 inches	737sqft	26
Implementation Date		
2023-08-30		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Chartiers Valley HS		D4413-VP
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, 9 inches x 30 feet, 11 inches	888sqft	31
Implementation Date		
2022-05-23		
Uploaded Files		

16Assurance 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 #
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Chartiers Valley Intrmd School		129-NG
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 2 inches x 23 feet, 9 inches	835sqft	29
Implementation Date		
2022-05-23		
Uploaded Files		

17Assurance 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 #
Chartiers Valley Primary Sch		217 RW
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 4 inches x 26 feet, 7 inches	912sqft	32
Implementation Date		
2022-05-23		
Uploaded Files		

18Assurance 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 #
Chartiers Valley Intrmd School		127-SV
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 13 feet, 0 inches	221sqft	7
Implementation Date		
2022-05-23		
Uploaded Files		

19Assurance 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 #
Chartiers Valley MS		1036 AW
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 23 feet, 0 inches	782sqft	27
Implementation Date		
2022-05-23		
Uploaded Files		

20Assurance 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 #
Chartiers Valley Intrmd School		216-BB
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 23 feet, 0 inches	782sqft	27
Implementation Date		
2024-08-22		
Uploaded Files		

21 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 #
Chartiers Valley HS		3433 BF
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 7 inches x 28 feet, 5 inches	698sqft	24
Implementation Date		
2024-11-25		
Uploaded Files		

22 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 #
Chartiers Valley Primary Sch		326 SP
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 6 inches x 13 feet, 6 inches	357sqft	12
Implementation Date		
2024-11-25		
Uploaded Files		

23Assurance 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 #
Chartiers Valley Primary Sch		313 CO
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 7 inches x 28 feet, 9 inches	735sqft	26
Implementation Date		
2024-11-25		
Uploaded Files		

24 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 #
Chartiers Valley MS		2036 EM
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 8 feet, 0 inches	96sqft	3
Implementation Date		
2024-11-26		
Uploaded Files		

25 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	

Special Education Support Services

26Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	Contractor
Paraprofessionals	44	District Wide	District
School Psychologist	3	District Wide	District
Guidance Counselor	2	Elementary	District
Guidance Counselor	5	Secondary	District
Physical Therapist	2	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Students with Autism will continue to be educated in the least restrictive environment while being provided with specially designed instruction and supplementary aides and services to meet their needs. The administrators, faculty and support staff of the Chartiers Valley School District will continue to receive ongoing professional development related to the needs of students with Autism Spectrum Disorders (ASD) in large group, as smaller teams and during targeted, more individualized training in order to meet the unique needs of students. The District will partner with PaTTAN, the Allegheny Intermediate Unit (AIU 3), and contracted service providers to provide trainings to faculty and staff. The training format will be tailored to meet the needs of participants and will include training with guided practice, attendance at workshops, speakers and at conferences.			
Lead Person/Position		Year of Training	
Director of Pupil Services, Building Principals		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	Intermediate Unit PaTTAN	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Decisions regarding students with IEPs will continue to be made through the IEP process. The IEP teams will work together using the Functional Behavior Assessment (FBA) process in order to develop meaningful and appropriate Positive Behavior Support Plans (PBSP) to help the student make progress and participate in the least restrictive environment. Training in the design and implementation of positive behavior support plans, which includes writing measurable behavior goals, effective and meaningful interventions, data collection, progress monitoring and data driven decision making will be provided to staff. In addition, three district personnel have been trained as Quality Based Solutions Safety Care trainers and will continue to instruct all district staff and provide annual refresher courses. In addition, consultation is provided by the Allegheny Intermediate Unit (AIU) to review behavioral data and assist IEP teams in the development of positive behavior support plans for eligible school age students. The Multi-Tiered System of Support (MTSS) teams will meet regularly to review data as well as hear teacher concerns regarding individual student needs. Each elementary building also has members of the MTSS teams trained as members of the Student Assistant Program (SAP) to identify and refer students for screening when barriers to learning have been identified. Student surveys are given annually and the data collected is used to identify areas of need and provide a focus for activities and skill building for students. Reports of bullying behaviors are taken very seriously, investigated and dealt with in an appropriate and timely manner. Evidence that the action steps have been implemented include a decrease			

in student discipline reports, a decrease in suspensions of students with IEPs as documented by building principals.			
Lead Person/Position		Year of Training	
Director of Pupil Services, Building Principals		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	5	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
The district currently employs 44 paraprofessionals. All of the paraprofessionals meet the highly qualified standard by either having earned a college degree or an associate degree. The district has a minimum education qualification of an associate degree for all of its paraprofessionals. Training is provided to the paraprofessional staff on a regular basis in areas related to services for school-age students with disabilities. The training targets information related to specific disabilities, positive behavior support, confidentiality, instructional strategies, modifications and adaptations, assistive technology, CCM/QBS, CPR and First Aid certification. The district uses district personnel, AIU consultants, PaTTAN on-line training modules, and local EMS to provide training. Evidence of implementation include certificates of completion from PaTTAN on-line training modules, CPR/First Aid certification cards, agendas & sign-in sheets and in-services logs identifying at least 20 hours of professional development annually.			
Lead Person/Position		Year of Training	
Director of Pupil Services, Building Principals		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
6	12	District Intermediate Unit PaTTAN	Paraprofessionals

Transition

Description of Training			
<p>The Chartiers Valley School District collaborates annually with the AIU to conduct information sessions for parents regarding the transition to school-age programs from early intervention programs. Individual meetings are held in February with parents where they are introduced to the Director of Pupil Services, school psychologists, and speech & language pathologists . At this time, parents have the opportunity to ask questions, discuss their child's needs, the reevaluation process and have concerns addressed regarding their child's transition to kindergarten. The school psychologist and/or speech/language pathologist complete the evaluation procedure and an IEP is developed to ensure a smooth transition from early intervention services to school-age services. Transition IEP meetings are held in the spring to assist students who will be transitioning from the elementary to middle school and for students who will be transitioning from middle school to high school. Also, the students are provided with an opportunity to visit their respective school prior to the beginning of the school year. Beginning in middle school and continuing through high school, students use a variety of online programs including Naviance to investigate careers, interests, and post-secondary opportunities based on their interests and strengths. School counselors meet individually with students to schedule classes and develop a plan for graduation based on student interests and strengths. Parents and special education teachers receive annual training related to secondary transition services and an annual transition fair is held in conjunction with neighboring districts with representatives from agencies who provide services to post-secondary students. During the school year when a student turns 14, he/she is invited and encouraged to participate in the IEP meeting to provide input, increase awareness and participation in the transition planning process. The Office of Vocational Rehabilitation (OVR) provides training on the Early Reach program to parents. Student transition services include post-secondary and training outcome, employment outcome and independent living outcome as outlined in the student's IEP. In addition the college preparation courses, the military, students may participate in vocation courses at Parkway Career and Technical School, operated by the AIU. Students may also participate in work experience or community based instruction as determined by their IEP. Parents and students participate in the development of the transition plan to assist in the transition into post-secondary experiences.</p>			
Lead Person/Position		Year of Training	
Director of Pupil Services, Building Principals		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	5	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Science of Literacy

Description of Training			
<p>The Chartiers Valley School District developed Multi-Tiered Systems of Support (MTSS) teams in each elementary building. These teams, formerly RtII teams, review data from universal screenings and determine interventions needed based on individual student needs. Regular and Special Education teachers have been trained in the District's reading curriculum, which is aligned to the Pennsylvania Core Standards. Special education teachers and paraprofessionals will receive additional training in intervention strategies for reading as well as the District's reading intervention programs. Teachers will continue to receive training and conduct frequent progress monitoring using benchmark data at the elementary level to chart student progress and determine interventions when needed. Middle and high school teachers will also be receive additional training in monitoring student progress and how to use data to determine instructional interventions. The District will review instruments such as Acadience, CDT, and PVAAS data and instruct staff on utilizing the data provided by these tools. Evidence will include continued high participation rate of students with disabilities taking the PSSA/PASA and Keystone exams. Increases in PSSA (10 points) and PASA reading scores; continued high rate of graduation; the District's assessments will ensure a high rate of student learning. The science of literacy will be explored and analyzed in conjunction with district curricula.</p>			
Lead Person/Position		Year of Training	
Director of Pupil Services, Building Principals		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	5	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Parent Training

Description of Training	
Supporting Students Mental Health Needs in collaboration with Allegheny Health Network	
Lead Person/Position	Year of Training

Director of Pupil Services, Building Principals		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	General Education Teachers Parents Paraprofessionals Special Education Teachers

IEP Development

Description of Training			
Special education teachers and paraprofessionals in the Chartiers Valley School District will be instructed on all required components of the IEP. A focus on aligning the Present Education Levels to the Goals and Specially Designed Instruction/ Related Services will be the focus.			
Lead Person/Position		Year of Training	
Director of Pupil Services, Department Head		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit	Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

