



Please sign and return this first page to the main office.

2024-2025

Dear Parent/Guardian:

Welcome to a new year at Charters Valley School District! Please find below a web address to the Charters Valley Elementary (K-5) Student Handbook, including Title I information. The handbook can also be accessed by going to www.cvsd.net and selecting the Primary School or Intermediate School and then “About Our School” on the top of the page. Please review all of its contents very carefully with your child. The policies that are contained in the handbook were adopted by the Charters Valley Board of Directors with the goal of communicating standards for proper behavior.

After reviewing the handbook with your child, we ask that you complete the digital verification form or return the physical signed paper to school with your child. Your signature indicates that you have reviewed the policies contained in the handbook. If you do not have access to the Internet, please inform the main office and a paper copy will be provided.

Thank you for your continuing support of a healthy, productive learning environment.

Sincerely,

Dr. Deidra Stepko
CVPS Principal

Peter Schintz
CVIS Principal

Handbook website:

<https://is.cvsd.net/about-cvis/handbook>
<https://ps.cvsd.net/about-cvps/handbook>

I have read and reviewed the Elementary (K-5) Handbook with my child which includes the Charters Valley School District’s Code of Conduct, Weapons Policy, Drug and Alcohol Policy, Medications Policy, Google Workspace for Education, and Title I Right to Know and other Title I information.

Parent/Guardian Signature

Date

Student’s Name

Homeroom Number

CHARTIERS VALLEY SCHOOL DISTRICT



ELEMENTARY STUDENT HANDBOOK

2024-2025



CHARTIERS VALLEY

SCHOOL DISTRICT

Inspiring excellence.

Principals' Message:

Welcome to Charters Valley School District!

We are looking forward to another exciting educational year working with you and your child.

As outlined in our mission statement, our faculty and staff will focus on providing an exceptional academic foundation in a safe and nurturing environment.

Our Parent/Student Handbook is designed to provide you with information about our school programs, curriculum, procedures and policies. To access any of the board policies, click the "About CVSD" selection from the blue task bar at the top of the home page, www.cvsd.net. We encourage all parents to thoroughly review this handbook and those policies that are referred to in this handbook with your child at the start of the school year. If at any time you have questions, please feel free to call us at the office for clarification.

We believe that ongoing communication between home and school is extremely important. Our goal is to develop a strong partnership with parents to make this learning experience a good one for all students. As you become more knowledgeable about our programs, we encourage you to take on an active role in your child's learning. This may include attending parent conferences, curriculum nights, open house and any other special presentations. Additionally, many of our parents have become involved with our Parent-Teacher Group (PTG) and have volunteered within the school.

The elementary years set the foundation for a student's school career and are extremely important. We look forward to working together with you to make it as productive and successful as possible.

Sincerely,

Dr. Deidra Stepko
CVPS Principal

Peter Schintz
CVIS Principal

Dr. Hannah Dziarniski
CVPS Assistant Principal

Amanda Beckett
CVIS Assistant Principal

Chartiers Valley School District



Board of School Directors

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Dr. Julie Franczyk, Assistant Superintendent of Curriculum and Instruction
Mrs. Jade Fiore, Director of Pupil Services

THE MISSION OF CHARTIERS VALLEY SCHOOL DISTRICT

The mission of the Chartiers Valley School District, a community dedicated to shared leadership, is to graduate students who achieve personal success by providing an exceptional academic foundation in a safe, nurturing environment that inspires creativity and innovation while embracing diversity.

VISION STATEMENT

We will inspire excellence in instruction, learning and innovation to prepare our students to achieve personal success.

CORE VALUES

1. Demonstrate genuine care, concern and fondness for students.
2. Adopt an education-centered focus where students come first, followed closely by the needs of their parents.
3. Develop and nurture healthy, productive and cooperative relationships with colleagues.
4. Communicate regularly and clearly with students, their families and the community.
5. Create and cultivate a district-wide Learning Community where all employees and educators are valued.
6. Encourage innovation and creativity.
7. Embrace community, regional and global partnerships.

SCHOOL COLORS

Red and Blue

MOTTO

Character, Virtue, Honor and Scholarship

MASCOT

The Colt

ALMA MATER

*Glorious things of thee are spoken,
Home of the red and blue.
N'er to fail and 'ere to conquer,
To thy name we'll always be true.
Spirits lasting thro' the ages,
Never ceasing to proclaim.
Chartiers Valley, now we praise thee,
And may we ever cherish thy name.*

(Words by the Chartiers Valley Senior High School's Chapter of the National Honor Society)

THE CREST

During the 2018-19 school year, as a component of renewal, focus groups of students, faculty, and administrators collaborated to develop ideas for a Charters Valley School District crest. Together, we identified the most significant concepts which represent the standards and aspirations of our schools: Integrity, Community, Innovation and Academia.

CVHS art teacher Christopher McHugh utilized the collective ideas and feedback from the focus groups to create a beautiful visual representation of Charters Valley School District.

Each symbol in the crest highlights a different element of CV's ideals:

- Red – Energy, Determination, Passion
- Blue – Truth and Loyalty
- 1956 – The year our 4 communities became CVSD
- Achievement Ribbon – Unity, School Pride
- Olive Wreath – Community, Agreement and Harmony
- Per Chevron – Constancy with peace and sincerity
- Column – Achievement through education
- Torch and Hands – Passing of knowledge from teacher to students
- Winged foot and Victory Cup – Athletics, sportsmanship, fair play
- Clef and Notes – Music and Performing Arts
- Drama Masks – Theater and Performing Arts
- Key of Knowledge – Unlock the doorway to knowledge
- Graduation Cap & Diploma – Academia, Achievement, Transition



STRATEGIES

We will develop academic excellence through rigorous learning, innovation, and community partnerships.

We will provide opportunities to foster creativity through experiences in and out of the classrooms to develop the whole child.

We will embrace diversity by respecting, studying and integrating other cultures.

We will provide a physically and emotionally safe setting for all students.

We will revitalize the Chartiers Valley learning culture with bold, innovative opportunities and solutions for all students, faculty and other stakeholders.

BELIEFS

We believe in the unique value of young people as an essential component of a thriving society.

We believe that all people have the right to a culture of respect, fairness and inclusion.

We believe that all people have the right to an environment that is safe, caring and supportive.

We believe that learning is forever.

We believe that people learn differently.

We believe that responsible citizenship is the product of an engaged and collaborative community.

We believe that technology and personal interaction are imperative to be successful in a global society.

We believe that confident, responsible and resilient people positively impact their own futures.

We believe that to exceed potential one must continually strive to surpass expectations.

We believe in embracing creativity and innovation.

We believe in the development of the complete person.

** For a complete copy of the Strategic Plan please visit our website.*

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SCHOOL HOURS

The elementary instructional day begins at 9:00 AM and ends at 3:35 PM.
Morning buses begin arriving at 8:30 AM and afternoon buses begin loading at 3:40 PM.

ARRIVAL AND DISMISSAL

Although we encourage all students to ride the bus to school, parents may drive their child(ren) to and from school. Parent drop-off occurs from **8:30 AM to 8:55 AM at both the Intermediate and Primary School**. A staff member will be on duty to provide any necessary assistance. We would like to make you aware of a few items that will help keep all students safe during arrival and dismissal.

- All students *must* exit the car from the driver side once the vehicle is stopped in the designated drop off area. Parents may not exit their vehicles. If you need to exit your vehicle, please park the car and walk your child to the crosswalk area. Our staff will monitor your child from there.
- All students must come directly into the school when they arrive in the morning. After entering the building, they will report directly to their classroom or obtain breakfast then proceed to their classroom.
- Students are not allowed to leave the school grounds during the school day without appropriate adult supervision.
- Students will be dismissed to ride home with his or her parent/ guardian with the correctly identified placard in the car. Placards will be distributed through the main office and records will be kept on which students correspond to that placard.
- If a parent/guardian plans to provide transportation for their child after school throughout the entire year, they must send a written statement to the teacher at the beginning of the school year.
- Parents who occasionally pick up their child at the end of the day will need to complete the online early dismissal/pick-up form no later than 1:30 pm. No pickups are permitted between 3:00 and 3:35. A link is available on the school’s website under “Parent Resources.”

- **Our school day ends at 3:35 PM.** Parents/guardians are not permitted to park in the bus lanes or pull out of visitor parking spaces when buses are present. Parents may enter the pick-up location at 3:25 PM.
- All bus students will begin loading onto the buses at 3:35 PM. Buses will depart from the school between 3:35 and 4:00 PM.

BEFORE AND AFTER SCHOOL PROGRAM

Before and after school services will be offered at the elementary buildings through Extended Day Services (EDS), a private company, and fees will be charged for enrollment. For additional information, please contact Extended Day Services at 412-221-1980 or visit their web page at www.ExtendedDay.com.

MAIN OFFICE

The main office is a public place of business. Throughout the course of the day, the office staff manages and supports a wide variety of student, teacher and community related activities. Your help is appreciated in following procedures and being patient as they assist you.

VISITING THE SCHOOLS

When visiting our schools, please use the main entrance. For safety precautions, all outside doors will be locked during school hours. You will be asked to present your driver's license to register and wear the provided visitor's badge at all times while in the building. All Chartiers Valley buildings utilize the visitor management software. This software scans driver's licenses and cross-references the National Sex Offender watch list. The software also automatically issues your visitor badge. To provide the optimal learning environment for our students, visitors are asked not to interrupt classes for any reason. Even a brief interruption can distract students in the learning process. When your business is completed, return your badge and sign out at the receptionist's desk.

DISTRICT COMMUNICATION

Chartiers Valley School District continues to utilize the website for postings of important information, calendar of events, and news in the district. The website address is <http://www.cvsd.net>. Once on the website, access can be made to the elementary buildings by clicking on the "Our Schools" selection from the blue task bar at the top of the home page.

In addition to the district website, the Primary and Intermediate Schools, along with the Chartiers Valley School District utilize social media platforms. Please refer to publications for school and district handles on these sites. On Mondays when school is in session, each school building issues a Monday Memo. This document will include information on happenings within the school, upcoming events, and district announcements.

EARLY DISMISSALS

Chartiers Valley School District will have scheduled early dismissals for students throughout the school year. For the elementary school students, the dismissal time will be 11:35 AM. **The online pick-up/early dismissal form is still required for parent pick up on these days.** For bus dismissal, the bus drop off times will be adjusted to reflect the new dismissal time. For example, if your child typically arrives home at 4:05 pm, they will arrive at approximately 12:05 pm on early dismissal days. Please allow for flexibility with drop off times on these days. **It is important to note that there will be no lunch served on early dismissal days.**

Children may become alarmed if they do not have a clear understanding of what they are to do in the event of an emergency early dismissal. We ask that you make alternative arrangements in advance and ensure that your child is familiar with the plan so he/she will know what to do if an unexpected situation arises.

SCHOOL CLOSING

In case of school delays or cancellations due to hazardous weather conditions, the Chartiers Valley School District utilizes an automated messaging system for notifying parents/guardians. This system will automatically contact the main phone number on file with the school. Please remember to notify the school of any telephone changes to ensure that this service is effective. Contact numbers can also be changed through the parent portal on Infinite Campus software program. Closings and delays can also be known by tuning to the following news channel stations: News Channels (TV and Internet): KDKA, WTAE, WPXI.

In case of inclement weather or emergency, it is important to keep telephone lines to school open as much as possible. Parents/students are asked to refrain from calling the school during these times.

If there is a school delay for any reason, all field trips and parent meetings that are scheduled before the amended start time of school will be canceled and rescheduled, as appropriate. In addition, breakfast will not be served on delayed starts.

SCHOOL BUS RULES AND SAFETY PROCEDURES

Parents are asked to escort their child to the bus stop in the morning and to meet their child at the stop in the afternoon. To ensure the safety of our students, any child at the Primary School that is not met at the bus stop by a parent/guardian will be brought back to the school.

All bus students have an assigned bus for the school year. Students must ride their assigned bus only. **Day to day modifications in bus transportation cannot be made.** Special requests for modifications in transportation arrangements must be made in writing and submitted to the building principal on the "Request for Specialized Transportation" form. **These arrangements must be the same for each month throughout the school year. The elementary schools cannot accommodate daily/weekly changes to the transportation schedule.** This form is available in all school buildings and Transportation Department or on our website under the Parent Resources tab.

To ensure that our buses are safe for everyone, the bus driver is responsible for maintaining order on the school bus. He/she must concentrate all of his/her efforts on the safe operation of the bus and cannot afford to divert attention to handle discipline problems with student passengers. To assist the bus driver, all buses are equipped with video and audio recording devices.

Meeting the bus:

- Arrive at your pick-up point 10 minutes early.
- Stand off the road, behind the curb or edge of the street. (Do not disturb peoples' lawns or property.)
- Do not play in the street or place items near the roadway.
- Wait until the bus comes to a complete stop before trying to enter. Board without pushing/shoving and while remaining in a single file line.
- If you must cross the street, be sure that the bus has come to a complete stop, the signals are activated and the roadway is clear.

Proper bus behavior:

- Students are to get on/off the bus in an orderly manner.
- Students should remain seated for the duration of the bus ride.
- Students should use inside voices when talking with their seat partner.
- Bus windows should only be operated with the permission of the driver. Nothing is to be passed out of or through the window.
- Students should respect each other and the bus driver and should keep their hands, feet, and objects to themselves. Safe behavior is always expected.
- The bus driver and/or administration may assign/change students' seats at any time.
- Students are not permitted to leave the bus except at their designated stop and are not permitted to ride another bus without permission from the principal.
- Students are not permitted to eat or drink on the school bus.

Leaving the bus:

- Remain in your seat until the bus comes to a complete stop.
- Be sure that you have all belongings.
- Leave the bus in an orderly manner and do not loiter near/around the bus.
- If you must cross the street, please walk 15 feet in front of the fender and go directly to the curb areas. (NEVER WALK BEHIND THE BUS.)

In an emergency, if a student must ride a different bus, the parent must submit a written request to the office for the principal's signature. Please include a telephone number on the request so the office may call to verify the request. In this situation, if your child is going to another student's residence, we also require a note from that student's parent/guardian. If a bus is full, the request may be denied.

Disciplinary Action

For a first offense misconduct report, the student will receive a warning, except when the offense is deemed serious enough to warrant severe measures by the administration and/or School Board. For a second offense, a temporary suspension of transportation privileges up to three (3) days may be invoked. The principal will inform the student of the reasons for the suspension, and the student will be given the opportunity to respond to the action.

The principal will also:

1. Contact the student's parent/guardian, and give notice of the action.
2. Inform the school bus garage supervisor and/or driver of the action taken.
3. Provide an opportunity for a conference with the parent/guardian before the suspension is terminated.

After a third offense, a student may be given up to a five (5) day suspension from bus riding privileges. As in the case of the second offense, the principal will implement the same adjudication procedures.

If repeated offenses result, a student could receive full suspension of school transportation privileges or expulsion from school. The principal will conduct an informal hearing on the alleged violation. Any decision for an expulsion would be determined by the members of the Board.

For additional information, please see school board policy **#810 – Transportation**, on the district's website.

FIRE DRILLS/EMERGENCY DRILLS

We will practice fire/emergency drills throughout the school year to prepare for potential emergency situations. Whether it is a drill or an actual fire/emergency, we will always exit the building in a quick, orderly manner. Please follow the route established on the exit directions located within each room within the building. If you are in another location of the building, use the closest safe exit. Everyone must participate in all emergency drills, which includes those designed to practice for intruders, lockdowns, and severe weather situations. In addition, students across the district will be taught the ALICE strategies in regards to active shooter safety. ALICE is a set of proactive strategies that enhance the chances for a better resolution to emergency incidents. ALICE is an acronym standing for Alert, Lockdown, Inform, Counter and Evacuate. Additional information about ALICE can be found on the website, www.alicetraining.com.

ATTENDANCE

Good attendance is essential if a student is to succeed in school and develop good attendance habits for the work world. From experience, we have learned that a child who is frequently absent or tardy may often display academic difficulties. A student who is tardy to school or leaves school for any reason during the day is counted absent for the time they missed from school.

Students that arrive to school after 8:55 AM are considered tardy and require a parent to sign them in at the office. Tardiness will negatively impact a child's academic performance, as they are likely to miss important instruction provided first thing in the morning. Please make every effort to ensure that your child arrives at school prior to 8:55 AM.

An online request from the parent/guardian is required for an early dismissal. The online request form can be found under the "Parent Resources" tab at www.cvsd.net. Any parent/guardian taking his/her child from school must report to the office to sign them out. If the student returns to school, he/she must report to the office for readmission. In order to maintain the appropriate number of instructional minutes, we ask that early dismissals only occur infrequently for emergency situations.

When your child is absent from school, please complete the digital Google Form to prior to 8:45 AM to report the absence. If you do not call or email the school, the attendance secretary or

automated call system will call you, so please keep your contact information current. The email addresses for each building are as follows:

- Primary School - psattendance@cvsd.net
- Intermediate School - is_attendance@cvsd.net

In addition, it is required that the child returns to school with a written excuse within three (3) days. Please include the student's full name, grade, date of absences/tardiness, cause of absence/tardiness, and parent/guardian signature. Absences will be treated as unlawful until the school receives a written excuse.

A student can be excused from school for up to ten (10) days with a written parent excuse, including educational visit requests. However, any student who misses more than ten (10) school days is required to present a doctor's excuse for each additional absence. Any absence over the ten (10) excused absences without a doctor's note will be marked as unexcused.

An excused absence is issued under the following conditions when verified by a note signed by a parent and/or doctor:

- Personal illness of student
- Family emergency
- Medical/dental appointments
- Situations and/or conditions approved by administration

Please note that missing the bus does not count as an excused absence or excused tardy.

Excessive absences over three (3) unexcused absences will result in an informal attendance hearing held at the school and a plan of action will be created. The informal hearing is required under compulsory attendance law. Continued unexcused absences may result in prosecution with the local magistrate based on the requirements of compulsory attendance law.

Additionally, school-aged visitors in your home cannot attend school with your child. The permission cannot be granted as it may disrupt academic learning for both your child and others.

For additional information regarding attendance, please refer to the CVSD school board policy #204 – **Attendance** on the district's website.

EDUCATIONAL TRIPS

Throughout the school year, we encourage all of our students to attend school regularly. Our educational program is predicated upon the presence of the student and requires continuity of instruction within the classroom. For this reason, we discourage the use of educational trips during times when school is in session.

However, if it becomes necessary that an educational trip may not be avoided, a parent must complete the "Educational Trip Request Form" [Click Here for the Intermediate School Form](#) or [Click Here for the Primary School Form](#). These links can also be found on the district website under parent resources. Once the parent has completed the form, it must be submitted to the school administration and approved by the principal. Students may be granted up to ten (10) excused absences during the school term when such a trip is determined, by the principal, to serve an educational purpose. **If a student misses more than ten (10) consecutive school days due to an educational trip, they will be unenrolled from school. Once the student returns from the trip,**

parents must re-enroll the student at the Chartiers Valley Central Office, located at 2030 Swallow Hill Road, Pittsburgh, PA 15220.

The form must be completed and submitted **at least (2) weeks prior** to the date of the trip.

The student assumes the responsibility for completing all missed work and assessments within (1) one week after his/her return to school. It is not the intent of this policy to grant excused absences for trips to local points of interest, attendance at sports events, hunting or fishing trips, shopping trips, or limited family functions.

For additional information, please see school board policy **#204 Attendance** on the district website.

DAY ROTATION

Chartiers Valley elementary schools follow a six day rotation for all special classes. This allows equal time for all special classes when school is missed. A calendar showing these days will be posted online on the school website under the Parent Resources tab. Days are subject to change with school cancellations due to weather or other extenuating circumstances. If a school cancellation occurs, the numbered days will be adjusted.

CURRICULUM AND PROGRAMS

Students at Chartiers Valley are offered a wide range of rigorous learning opportunities in accordance with, and may expand upon, those adopted by the PA Board of Education. This is based upon a core curriculum of English-Language Arts (ELA), mathematics, science, social studies, music, physical education, visual arts, library literacy. The Intermediate School additionally offers Computer Science, Spanish and Instrumental Music (band and orchestra) while the Primary School has added a STEM/Technology class. The district's curriculum is designed to provide students with the planned instruction needed to attain established academic standards.

Content area experiences are enhanced by technology and opportunities to participate in interdisciplinary studies, projects, and performances.

For additional information, please see school board policy **#102 Academic Standards** and **#105 Curriculum**.

GOOGLE CLASSROOM

Teachers at the Primary, Intermediate, and Middle Schools utilize Google Classroom as a form of communication and instruction regarding academics. Each teacher has a Google Classroom site where students and parents can go for assignments, materials, class messages, etc. during remote learning days.

FLEXIBLE INSTRUCTION DAYS (FID)

There may be times throughout the school year when buildings close and the district operates on a Flexible Instruction Day. Flexible Instruction Days are asynchronous learning days, meaning students can work at their own pace. All students in grades K-12 must log in for attendance

purposes through Infinite Campus. Work for the day will be posted in Google Classroom, and teachers can help by providing correspondence during their teaching hours.

KINDERGARTEN

Overall professional development is based on the following data strengths and areas of growth.

Chartiers Valley Primary School's Kindergarten program seeks to develop the whole child through fine and gross motor activities, listening and language opportunities, and social and cognitive experiences. With the exception of the first six (6) days of school, Kindergarten students will attend a full-day program five (5) days a week.

REPORT CARDS

Chartiers Valley students in Grades 1-5 will receive a digital report card four times a year – once every nine weeks. Kindergarten report cards are issued at the end of each semester, two times a year. Report cards have been designed to align with the PA Common Core standards.

The purpose of this report is to inform parents or guardians of their child's academic progress throughout the year. Grading keys are included with every report to help parents understand the status of their child's academic growth and educational needs. Parents are encouraged to contact their child's teacher at any time to discuss the ongoing academic progress of their child. We believe that positive home/school communication is key to student success.

Our school maintains grades and report cards on Infinite Campus. Infinite campus registration information can be obtained by contacting the main office.

Once registered, you will have the ability to view your child's grades (except Kindergarten) and attendance at any time via the Internet. Students may also view their own progress by using their school login credentials.

For questions concerning assignments or grades, please contact your child's teacher directly.

For additional information, please see school board policy **#213 Assessment of Student Progress**.

HOMEWORK

Practicing academic skills leads to success. Homework is part of this practice. Students are required to complete all homework assignments.

Students are encouraged to:

- Budget time to complete assignments
- Arrange to make up missed assignments as required by the teacher
- Ask for further explanation if original directions are not completely understood
- Initiate the request for help when needed

Parents are encouraged to:

- Provide a quiet, well-lit study area with a desk or table and comfortable chair
- Keep study tools available: pencils, pen, crayons, paper, ruler, etc.
- Establish a regular time for homework
- Limit television viewing and avoid TV or radio listening during study time
- Inquire about your child's homework and help him/her to budget time for completion and getting ample sleep
- Encourage step-by-step work on long term or major projects to avoid last minute work

All missed homework will need to be completed, which may require loss of partial recess time.

For additional information, please refer to school board policy **#130–Homework** on the district website.

STUDENT SUPPORT SERVICES

Chartiers Valley uses the Multi-Tiered System of Supports (MTSS). This model is preventative and proactive as it supports both academic and non-academic needs.. MTSS is a support system in which academics, behavior, and social-emotional needs are incorporated into a comprehensive framework. Multiple tiers of instruction, intervention, and support are available. Our goal is for every child to achieve success under this umbrella of support.

If students experience difficulty or need enrichment, they may be referred to the MTSS process. This process involves staff members and parents working as a team to create goals to maximize individual student success. We use specific assessment and intervention techniques to remove educational, behavioral and social-emotional stumbling blocks for students in need of support.

SPEECH AND LANGUAGE

Early identification and intervention are very important in the treatment of speech and language disorders. The speech-language clinician works with the educational team to provide support to help your child be a successful communicator.

Speech sound disorders involve articulation of sounds and are evaluated based on student development. Stuttering (fluency) disorders involve interruption of the flow of speech that may include hesitations, repetitions, and prolongations of sounds or words. Language disorders include difficulty in understanding or using language. For example, language disorders may include problems with understanding, identifying certain classes of words, understanding/giving directions, answering/asking questions or understanding/using correct grammar. Language disorders can also be the inability to use appropriate social language or convey an idea to others.

GIFTED SUPPORT

Gifted support is a program for students who have been formally identified as academically gifted. In addition to their time with the gifted support teacher, students receive enrichment opportunities through the curriculum in their regular classroom.

GUIDANCE PROGRAM

The Guidance program is designed to meet the needs of all students by helping them to achieve success academically, personally and socially. The school counselor conducts classroom lessons covering various topics including diversity awareness, conflict management and problem solving skills. When necessary, help is available individually and in groups. Elementary counselors work closely with parents, teachers, administrators and other professionals to provide students with the best possible resources and services. Prevention and early intervention are the goals of our elementary guidance program.

The Chill Project by AHN— Mindfulness Program for Schools

The Chill Project uses mindfulness-based exercises to equip students, teachers, and parents with a common language and universal skills to identify, discuss, and react positively to stress.

School has always been a source of stress, whether you're taking classes, teaching, or parenting a student. Negative reactions to stress create a significant barrier to learning and growth. The Chill Project features dedicated professionals, a calming space, and regular instruction to help every member of a school's community better handle pressure and anxiety.

Participants in The Chill Project have access to:

- One-to-one counseling.
- Support groups
- School-based outpatient services
- School-wide preventive services
- Professional development opportunities
- A social-emotional curriculum and classroom consultations
- Exercises and consultations specifically designed for student athletes

INCLUSION

The major goal expressed by the Pennsylvania Department of Education is to integrate or “include” children with all types of special needs into the regular classroom.

Inclusion places less emphasis on labels and more on students achieving their maximum potential. Evidence has shown that when proper support is provided and adaptations are made to the various learning styles of an individual, those that had previously been “pulled out” for instruction are successful in the mainstream. Therefore, when possible and appropriate, the district will utilize an inclusion model.

For students without special needs, a greater sensitivity and concern for others develops as they work side by side each day with children who need extra support.

ACADIENCE LEARNING/MATH DIAGNOSTIC & INTERVENTION SYSTEMS (MDIS)/CLASSROOM DIAGNOSTIC TOOLS (CDT)

Acadience Reading (PS/IS) and CDT (IS) are a set of procedures and measures for assessing the acquisition of literacy skills. Acadience Math (PS) and MDIS (IS) are also used to assess the acquisition of math skills. The CDT (IS) is used to assess acquisition of science skills. Results are sent home to parents after each benchmarking test. School staff utilizes this information as a tool in designing instruction to meet the needs of each student.

CAMPUS SAFETY

The Chartiers Valley School District takes a proactive stance in dealing with safety issues. All Chartiers Valley buildings are closed campuses during the school day. This means that all facilities, including the outdoor areas, are closed to individuals who are not on the premises for school business.

The School Resource Officers in both buildings conduct educational programs, such as but not limited to: School bus and seatbelt safety, fire safety, calling 911, “Eddie the Eagle” firearm safety, bike safety, “Charlie Check First,” and police week.

SCHOOL HEALTH SERVICES

School Health Services provides students with vision, hearing and growth screening, as well as first aid and primary health care service during an illness/accident at school. The nurse also evaluates individual medical needs for all students and employees. She makes evaluations of all state health and immunization requirements for students and serves as a reference for any health related problem that arises in the school setting.

STUDENT ACCIDENT INSURANCE

Voluntary Student Accident Insurance through AG Insurance is available to Chartiers Valley School District families at a cost of \$30.00 per year (school-time only coverage), or \$115.00 (24-hour coverage). Please visit www.cvsd.net > Student Services > Health Services > Student Accident Insurance (under Resources) for more information.

EMERGENCY CONTACT INFORMATION

At the beginning of each school year, parents are encouraged to update emergency contact information for their child(ren) on Infinite Campus, including home phone, cell phone, and email addresses. This information can be updated at any point throughout the school year. Infinite Campus can be accessed through our website, www.cvsd.net. Please contact your school office if an activation code is required. In addition, account creation directions will be distributed at the start of the school year.

MEDICATION ADMINISTRATION

If your child needs medicine during the school day, it must be given by the school nurse. Medication forms must be completed and signed by you and the student's doctor before any medication can be given during school. This includes all prescription medications, inhalers, and even "over-the-counter" drugs like Tylenol, cough drops and cold products. Medications and permission forms must be taken to the Health Office by an adult. **Students are not permitted to**

carry any medications to or from school or keep medications in their locker, classroom or backpack. The medication must be in a pharmaceutical, child-resistant container properly labeled with the child's name, medication name and dosage, time of administration and pharmacy name. Provide a measuring spoon if necessary, and cut pills if the prescription requires half tablets. All medications are kept locked in the Health Office.

For more information, please refer to school board policy #210-Use of Medication.

GUIDELINES FOR KEEPING YOUR CHILD HOME FROM SCHOOL

Please make sure that your child has completely recovered from an illness before returning to school. Please keep your child home if he or she has:

- Fever over 100 degrees or higher, taken orally (skin and ear thermometers can be unreliable). **Your child must be fever-free (without the use of any medicine) for 24 hours before returning to school.**
- Diarrhea or vomiting-keep your child home until illness is over and for **24 hours after** the last episode of vomiting or diarrhea (without the use of any medicine). If diarrhea or vomiting occurred during the night, your child needs to stay home.
- Pink eye (conjunctivitis)-keep your child home until the doctor has given the OK to return and once treatment has been given for 24 hours.
- Rash (boils, blisters, sores, bumps, oozing or crusted areas, or any rash with a fever)-any rash of unknown cause should be considered contagious. Please have your child examined by the doctor, to determine the cause and whether it is contagious. Your child should return to school with a note from the doctor, stating the rash is not contagious.
- Lice-your child must be treated with a lice shampoo, and all nits (eggs) removed before returning to school. Notify the school nurse, who will examine your child before he or she may return to school. Your child is not permitted to ride the school bus until this examination occurs.
(Head lice are always a potential problem when children are together in any group setting, so please inspect your child's head regularly.)
- Strep throat and scarlet fever-your child may return to school with the doctor's permission, after an antibiotic has been given for 24 hours and the fever is gone.
- Chicken pox- your child must stay home for six (6) days after the last crop of blisters appears. The blisters must be dried and crusted over, with no drainage.

For the protection of the other students and staff, your child will be sent home if any of the above conditions or illnesses are found or suspected during the school day.

FIELD TRIPS/ASSEMBLIES

Field trips are planned once per year for all students and are sponsored by the Parent Teacher Group (PTG). Field trips are designed for the enjoyment of the students but also serve to enhance the school's curriculum with real-world experiences. Field trip volunteers must have up-to-date clearances and mandated reporter training, as well as the volunteer requirements listed on the district website and in this handbook.

Assemblies sponsored by the school and PTG are also held throughout the school year. They may include professional or student-oriented productions with topics that cover a variety of curricular areas. Our assembly programs provide enrichment in an entertaining and informative manner.

All students are reminded to display appropriate and respectful behavior on field trips and during assemblies.

PARENT TEACHER GROUP (PTG)

The Parent Teacher Group (PTG) is a very active and important organization at the elementary level. The PTG provides many activities, assemblies and field trips for the students. They work closely with the administration to provide well-rounded educational experiences for the students.

If you have any questions about the PTG, please refer to the PTG section of the school's website.

BIRTHDAY INVITATIONS

Birthday invitations may not be passed out in school unless the entire class is invited.

SNACKS

All classes have the opportunity for snack time during the day. **All students are invited to bring a nutritious snack from home.** Due to allergies and other food restrictions, parents should provide snacks for their own children only. If your child has dietary restrictions, please inform the nurse and classroom teacher. In the event of a dietary restriction, classrooms will be notified of appropriate snack materials to ensure the health and well being of all students within the classroom setting. We appreciate your cooperation in this matter.

BIRTHDAY TREATS

All students are able to bring in a birthday surprise for their class. Birthday surprises should be an item such as a pencil, eraser, etc. **Due to allergies within the school, food birthday treats are not permitted. Any food treat sent into the school will be sent back home.**

Holiday parties occur three times a year. The PTG provides volunteers for each party. One volunteer is in charge of the food and drink for that party. **No other treat bags or additional food items should be brought to school for these parties.** Other treats or snacks that are sent to school will be returned with your child.

Thank you for helping us to keep our students safe while promoting wellness and healthy habits within our school.

FOOD SERVICE

Chartiers Valley School District uses the Primero Edge point of sale (POS) system. PrimeroEdge is a PREPAYMENT/DEBIT SYSTEM- NOT A CHARGE ACCOUNT* All students enrolled at Chartiers Valley School District have a breakfast/lunch account regardless of whether they use it or not. Students access their meal accounts by using their student ID numbers. Primary School

students (K-2) are given ID cards which are scanned at the POS registers. Intermediate School students will manually enter account IDs at the POS registers.

Pennsylvania Department of Education requires all school districts using an electronic POS system to insist that all students use their ID numbers to purchase meals even if paid for with cash. This prevents one student from being able to purchase two reimbursable meals in one day. Student accounts are for student use only.

You may send cash or check to your child's school cafeteria to pay off a debt or put money on an account for future meals. Checks should be made payable to "CVSD Cafeteria Fund". Please write on the check and envelope your child's name and ID#.

As an added convenience for parents, the Food Service program accepts credit card prepayments for meals, snacks, and special events, for all grade levels. The website also allows for 24/7 access to student purchases, automatic payments, and email notifications.

To pay by credit card or access your child's account:

1. Go to www.schoolcafe.com and click "Create an Account"
2. Create an account
3. Prepay

Throughout the year, letters are sent to parents for students that owe money (have negative balances) to remind them to add money to their students' accounts. It is up to parents and guardians to keep all meal account balances up to date. You may also request an account balance/history for your child at any time by contacting your child's cafeteria manager. Signing up for an account on School Cafe is another easy way to check account balances and meal purchases.

Families that have children attending a public school district can apply for free or reduced-price school meals through the National School Lunch/Breakfast program. A new application must be filled out each year unless you have received direct approval. Eligibility requirements can be found on our website under Food Service. If you feel you are eligible you are encouraged to apply online at www.schoolcafe.com. Your application will be electronically submitted directly to the Chartiers Valley Nutrition Center for faster processing. Another option is to apply online through www.compass.state.pa.us.

Every morning from 8:30-8:55, a breakfast program will be offered. Students may use the funds in their accounts for breakfast. Breakfast is consumed in the homeroom classroom.

In addition, all students are scheduled to have a 30-minute lunch period. Students may purchase a lunch served in the cafeteria or bring one that is provided from home. Due to allergies or other restrictions, parents may not provide outside lunches to any students other than their own child.

If you wish, you may block the sale of the extras. Please call the cafeteria and we will add a "no extras" message to your child's cash register display. This will allow you to plan prepayments and be confident that they are purchasing only lunch from the account. Be aware that the message is for the current school year only. When the file is transferred to a new grade, the message will be overwritten. You must request the "no extras" message each year.

CAFETERIA/RECESS

All classes have a supervised half-hour of recess before or after lunch. Cafeteria/recess monitors are assigned to areas for supervision in the cafeteria and at recess.

TECHNOLOGY USE BY STUDENTS AT RECESS AND UNSTRUCTURED TIMES

During recess and other unstructured times when technology usage is unable to be closely monitored, students, with their teacher's permission, may use their district-provided technology as long as the following applications are disabled using a blocking software (such as JAMF or Apple Classroom):

- YouTube
- Camera
- Internet browser (with the exception of teacher pre-approved sites)

LOST AND FOUND

Students are encouraged to look for items they may lose in the “Lost and Found” area near the main office. Students should not bring unnecessary items to school—especially valuable items and extra money. Unclaimed items will be donated to a charitable organization at the end of each semester. Lost lunch boxes and water bottles are disposed of at the end of each week.

LOCKERS

School lockers are the property of Chartiers Valley School District. At no time does the school district relinquish its control of the lockers provided to students. School administrators, for any reason, may conduct inspection of the interior of lockers at any time without notice, without student consent, and without a search warrant. The personal possessions of students within the locker can only be searched when administration has reasonable suspicion that the belongings contain evidence of a violation of school rules/laws. When applicable, the student will be present during locker searches. Once practicable after a search of personal belongings, the school will contact the parent/guardian of the search, reason for the search, and the findings of the search.

BACKPACKS

Students are permitted to carry their books and educational supplies to and from school in a backpack. Backpacks should be placed in the student’s locker during the day. Due to the relatively small size of the lockers, wheeled backpacks can not be accommodated.

NON-INSTRUCTIONAL ITEMS and PERSONAL ELECTRONIC DEVICES

Toys (including Rainbow Loom and Rubik's Cube), games, cards (including Pokemon), and similar items not used for instructional purposes are not permitted at school and can be confiscated by school personnel. These items are not appropriate for bus, classroom, or recess activities.

When students are not free to access their electronic devices during school hours, they are more engaged socially and academically. Students are prohibited from using personal communication devices, including

cell phones, headphones/air pods, smart watches, etc. Use of any personal electronic device is prohibited during the school day on district property and buses. Students may not, under any circumstance, use electronic devices in restrooms, the cafeteria, and/or at recess. Such devices must be turned off and kept in the student's locker/backpack. Any device found throughout the school day will be confiscated by school personnel. Smart Watches should be for telling time only.

Additionally, students may not take any photographs and/or videos on any such district and/or personal electronic device.

The district shall not be liable for the loss, damage, or misuse of any electronic device or non-instructional items brought to school by the student and no time will be invested into retrieving lost/ stolen devices of this kind at school.

Parents must make arrangements to retrieve the item either from the teacher or the office after a second offense. Additional consequences may also be assigned. Use of electronic devices is a violation and will result in disciplinary action, subject to the discretion of the administration.

Possible offenses include:

First Offense - Warning

Second Offense - The student is asked to take the device to the office - it may be picked up by the student at the end of the day.

Third Offense - Student is asked to take the device to the office - a parent must pick it up

Chronic problem (fourth offense and beyond) - Student may be required to turn in their device as soon as they enter the building.

SECOND STEP PROGRAM and “NO PLACE FOR HATE”

The Second Step program utilizes K-5 to teach, reinforce, and promote positive social-emotional learning for all students. Second Step is a research-based program that helps to transform schools into supportive, successful learning environments that provides students with the tools to make progress in emotion management, situational awareness, and academic achievement.

A key part of the program is a classroom lesson held at least once per rotating cycle. These lessons use age-appropriate games, activities, and media to engage students and set children on a path to lifelong success. Some of the lessons teach students about making friends, managing emotions, solving problems, and dealing with peer pressures.

Chartiers Valley School District participates in the No Place for Hate program, sponsored by the Anti-Defamation League. The No Place for Hate campaign is one that aims to reduce bullying, stereotyping, racism, and bigotry. This initiative will be within all buildings and involve students and staff in activities and events that promote inclusion, community, respect, and celebrate diversity. The buildings will complete various activities that target the three No Place for Hate themes: Celebrating Diversity, Promoting Respect for Differences, and Challenging Bias or Bullying.

It is important to remember that the school utilizes both proactive and reactive interventions to help prevent bullying and discrimination. However, it is impossible to fully prevent these scenarios from happening even with the most intensive programs and plans. The goal of No Place for Hate and Second Step programs are to allow students to feel safe and secure at school and to utilize appropriate social-emotional interventions to assist when that does not naturally occur.

How is bullying defined?

A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more persons. It is an imbalance of power between two students.

Here are the rules we will follow:

1. We promise to do our best to treat everyone fairly.
2. We promise to do our best to be kind to everyone – even if they are not like us.
3. If we see someone being hurt or bullied, we will tell a teacher.
4. Everyone should be able to feel safe and happy in school.
5. We want our school to be No Place for Hate

To learn more about the Second Step program, please visit www.secondstep.org or for the No Place for Hate, please visit www.adl.org/npfh/. For additional information on the district's bullying/cyber-bullying policy, please refer to Policy 249, which can be found on the district's website.

Second Step and No Place for Hate are only successful when there is buy-in from all parties. Empowering of students is key to the positive school climate of the school. To further the school climate, CV also utilizes School-Wide Positive Behavior Interventions and Supports.

SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT (SWPBIS)

Chartiers Valley participates in School-Wide Positive Behavior Intervention & Support Program (SWPBIS). It is our goal at CV to proactively encourage students to continuously make good behavior choices and create positive learning environments by being respectful, responsible, and safe. SWPBIS is a continuum of support for all and is designed to define, teach, and support student behaviors. It applies evidence-based approaches, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior and establish a positive school environment and culture.

We have developed common expectations and rules that are used throughout the building. All of these are tied to three common attributes.

At both the Primary and Intermediate School, these are:

Be Responsible
Be Respectful
Be Safe

Teachers teach lessons related to each area on the matrix during the first months of school. Reinforcement will occur throughout the year as needed.

As part of this process, students are recognized for displaying the expected behaviors by receiving reward tickets. The entire school works together to earn tickets for individual, classroom, and

whole-school celebrations. Please celebrate with your child if they let you know they received one of these tickets. Be sure to ask them why they received it so you can also reinforce their good behavior.

It is important to recognize school-wide discipline has an emphasis on school-wide systems of support that include proactive strategies. Systems of support are implemented through a tiered approach. Tier 1 includes practices and systems for all students and staff implemented across the school. Tier 2 are specialized practices and systems for students whose behaviors have been documented as not being responsive to Tier 1. They are provided in a standardized approach in student groupings. Tier 3 are intensive practices and systems for students whose behaviors have been documented as not responsive to Tiers 1 and 2. They are provided in an individualized manner specific to the needs and strengths of the student.

For more information on School Wide Positive Behavior Intervention and Support (SWPBIS), please visit www.pbis.org.

SUPPORTING STUDENTS THAT EXPERIENCE HOMELESSNESS

The McKinney-Vento Homeless Assistance Act is a federal law that ensures immediate enrollment and educational stability for homeless children and youth. According to this act, a family is considered to be homeless if they lack a fixed, regular, and adequate nighttime residence and:

- They are staying with friends or family because they lost their housing.
- They are living in a shelter or transitional housing program.
- They are staying in a motel/hotel because they do not have access to their home or cannot get a home.
- They are living on the streets, in a car, van, tent, or other non permanent structure.
- Unaccompanied homeless youth” - any child who is “not in the physical custody of a parent or guardian.”

Chartiers Valley has a district Homeless Liaison that can assist families and students that are experiencing homelessness. Please contact Marc Hubert at mhubert@cvsd.net or 412-429-3710 for any assistance.

For more information, please visit: <https://www.cvsd.net/student-services/homeless-families>

STUDENT TECHNOLOGY LOAN AGREEMENT

One technology device will be lent to each Chartiers Valley Intermediate and Primary School student. The student acknowledges and agrees that the student’s use of the District property is a privilege and that by the student’s agreement to the terms hereof, the student acknowledges that it is their responsibility to protect and safeguard the District property and to return the same in good condition upon the request of the Chartiers Valley School District.

An email account will be available for each student to use for appropriate academic communication with other students and staff members only. This email account is for communication within the Chartiers Valley School District only.

The technology device is, and at all times remains, the Property of the Chartiers Valley School District and is herewith lent to the student for educational purposes only. The student may not deface or destroy the property in any way. Students will be held responsible for the proper care and use of the technology device, as is the case with all district-issued materials. Please do not put stickers on your district-issued device. Assessment and classification of damages (accidental vs. intentional/misuse) is the sole responsibility of the school district and the school's findings and determinations are final. Inappropriate use of the device may result in the student losing their right to use of the technology device.

TECHNOLOGY COMMUNICATION

Chartiers Valley utilizes programs such as Class DoJo, Sign-Up Genius, and other digital platforms to communicate with families. All programs utilized are reviewed through a district process to ensure student privacy is maintained. If you wish not to be communicated via these programs, please inform your classroom teacher at the beginning of the school year.

TECHNOLOGY REPORTING PROCEDURES

Students should follow the appropriate steps when reporting a Chromebook/iPad issues:

1. See homeroom teacher.
2. Teacher will determine if it is an urgent need.
 - a. Urgent - The teacher will complete a computer report form and take, **both, the device and form** to the office for principal review. The teacher will leave the device and form in the office.
 - b. Not urgent - The teacher will complete a computer report form and take the **form only** to the principal.
3. Teacher will inform the parent/guardian that the device is damaged and has been referred to administration/technology per student handbook.
4. Principal and tech will assess and determine if a loner is needed. **Determination if a loaner is needed and/or appropriate next steps:**
 - a. Typical wear and tear - Tech will review and repair. A loaner will be provided as available.
 - b. Misuse/neglect - Tech will review, repair and determine the appropriate repair cost(s). Student/parent will be assessed repair fees. A loaner may not be provided till repairs are completed.

TECHNOLOGY FEE STRUCTURE

Below is a list of technology fees for the 2024-2025 school year. All students and parents must sign the 2024-2025 technology agreement in order to be provided a district device. School issued technology devices remain the property of Chartiers Valley School District and must be returned at the conclusion of the academic school year or at any point requested by the District.

Item	Cost
iPad lightning to USB Cable replacement	\$19
iPad USB Wall Charger replacement	\$19

iPad Charging port repair	\$149
iPad audio jack repair	\$149
iPad screen replacement	\$249
iPad damaged beyond repair	\$329
Chromebook LCD- no touch	\$75
Chromebook LCD- touch	\$200
Chromebook keyboard	\$100
Chromebook battery	\$70
Chromebook touchpad	\$55
Chromebook bezel	\$70
Chromebook cover	\$65
Chromebook power input cable	\$50
Chromebook power adapter	\$30
Chromebook total unit replacement	\$250

The Chartiers Valley School District is pleased to offer optional insurance coverage for school-issued student technology devices. This insurance policy covers accidental damage to student devices for approximately \$25.00 per device, per year (plus deductibles for subsequent incidents). Information about device insurance can be found by visiting www.cvsd.net/departments/technology.

Deductibles:

\$0.00 First Incident

\$25.00 Second Incident

\$50.00 Third Incident

\$50.00 Stolen

VOLUNTEERING

Parent/Guardian volunteers are utilized throughout the year for different school events, including Field Day, Field Trips, Holiday Parties, etc. Under Act 15 of 2015, background clearances requirements have changed for school volunteers. Any adult who is interested in volunteering must start by reading and signing the CVSD volunteer handbook. In addition, volunteers will need to watch a short video about becoming a volunteer. Please note that clearances and mandated reporter training will only be required for volunteers who provide direct care, overnight supervision or supervision of students when a school employee is not present (this includes all field trips). Clearances are valid for 5 years. Additional information is available on the CVSD website under the 'Community' tab.

VOLUNTEERING REQUIREMENTS AT CV

In-School Volunteer	Field Trip Chaperone
(Holiday parties, book fair, etc.)	(Any trip off school property)
Due 1 month prior to event or at discretion of PTG	Due by November 30 or at discretion of PTG
Read Volunteer Handbook	Read Volunteer Handbook
Watch Volunteer Video	Submit Volunteer Application Form from Handbook (page 9)
Submit Volunteer Application Form from Handbook (page 9)	Submit Volunteer Agreement Form from Handbook (page 10)
Submit Volunteer Agreement Form from Handbook (page 10)	Submits valid UEID number to the District (FBI Fingerprint). This can be found on the receipt they receive at the time of the fingerprinting or Waiver from Handbook (page 12) -- Valid for 5 years.
Valid PA License or State Identification	Submit Valid PA Criminal Record Check -- Valid for 5 years
	Submit Valid PA Child Abuse Clearance -- Valid for 5 years
	Submit Valid Mandated Reporter Certificate -- Valid for 5 years
	Valid PA License or State Identification

Information can be found at: <https://ps.cvsd.net/parent-resources/volunteer>

DISCIPLINE POLICIES

STUDENT CONDUCT

Authority

There is no division of authority among members of the staff at the elementary schools. Members of the Central Office staff are also authorized to reprimand or correct pupils who misbehave at any time and in any place during the school day. Teachers, according to the Pennsylvania School Code, have authority over pupils to and from school. Campus safety personnel, instructional aides, custodians, and cafeteria/recess monitors also represent authority figures in the educational complex.

One of the most important functions of school is to teach students discipline. While discipline is not taught as a formal subject, it underlies the whole educational structure. It is the training that develops self-control, character, orderliness and efficiency. It is the key to good conduct, proper consideration, and respect for other people.

Code of Conduct

Student safety is a primary concern of our staff. For this reason, a copy of the Code of Conduct is included in this handbook. Full and complete policies may be found on the district's website.

Following the code of conduct prepares students to become responsible citizens and learn behaviors that will be necessary to function successfully throughout the rest of the school years.

All individuals have a right to privacy in areas where there is an expectation of privacy, including but not limited to locker rooms and bathrooms. Students may not take or tamper with videos or photos of other students without their consent. Any violations of this right will result in disciplinary consequences including and up to expulsion.

School Dress Code

Appropriate student dress and grooming are related to the efficient and orderly operation of the school. It often indicates both self-respect and respect for others. Good student appearance is often reflected in the student's performance, tends to promote and improve interest in educational endeavors and enhances the development of positive self-esteem.

In an effort to maintain a productive learning environment, Chartiers Valley students must conform to the following code of dress, rules and regulations.

- No hats or other headgear may be worn within the building (except for religious or medical reasons).
- Sunglasses are not permitted to be worn inside the building except for medical purposes. A medical note is required.
- Halter-tops, mesh shirts, spaghetti straps, low cut, miniskirts, or midriff tops are not permitted. The bottom of the top garment must overlap the top of the lower garment or be tucked inside.
- Shirts or tops that do not cover the side of the body are not permitted.

- Shorts must be worn at the waist and be at fingertip length, minimally, when standing straight with arms down.
- Any clothing that contains messages or illustrations promoting drugs, alcohol, tobacco, sexual, illegal, or inappropriate language or activities is prohibited.
- Appropriate footwear is required at all times. Appropriate footwear have a full back or back strap. Footwear with wheels are prohibited.
- For safety reasons, chains, spiked collars/bands are prohibited.

Any item that is deemed to cause a disturbance in the educational process is not permitted. Final decisions will be made by the building principal or his/her designee.

For more information, please refer to School Board Policies 220 (Student Expression) and 221 (Dress and Grooming). This policy also addresses non-dress related student expression, including the posting and distribution of materials.

Naturally, our programs achieve ultimate success when we have the support of all parents/guardians in providing a disciplined and safe environment conducive to learning for all students. By working with the school and supporting the established policies, you are ensuring the ultimate success of your student and all other students as well.

For additional information, please refer to school board policy **#218-Student Discipline**.

CODE OF CONDUCT PROCEDURES

The examples provided in this Code of Conduct are not to be construed as limiting the behaviors which may require disciplinary action by school personnel.

This Code of Conduct is age appropriate and relevant to the elementary schools. Level one, two and three represent a continuum of misbehaviors based on the seriousness of the act and the frequency of the occurrence. **STUDENTS SHOULD AVOID THE BEHAVIORS LISTED AS EXAMPLES UNDER EACH LEVEL, AND INSTEAD, EXHIBIT GOOD CONDUCT.**

At the elementary level, every attempt will be made to be consistent with the Code of Conduct. However, due to the wide range of individual differences related to age and circumstances, elementary students will be subject to options established by the elementary principals working in concert with counselors, psychologists, student support specialists, and other resources as needed.

The Chartiers Valley administrators will also implement various interventions as seen fit based on the nature of the disciplinary violation. These interventions will allow students to reflect on the harm that was caused as a result of violating the Code of Conduct with a focus on repairing the emotional or physical damage. The shared goal among administrators, teachers, parents, and students when engaging in these practices is to allow the student to learn and grow from the disciplinary incident and improve behavior moving forward to ensure academic and personal success and a positive experience while at school.

Any student found in violation of Board policy or district rules and regulations will receive appropriate intervention.

LEVEL I – Incidental Violations

Definition: minor misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school. Classroom teachers handle many of these types of infractions through classroom management system. Repeated infractions will result in communication with the parent/guardian.

<u>EXAMPLES BUT NOT LIMITED TO</u>	<u>POSSIBLE DISCIPLINARY OPTIONS</u>
<p>Inappropriate Language:</p> <ul style="list-style-type: none"> ● Loud Noises/Yelling ● Name Calling ● Noise Making <p>Physical Contact:</p> <ul style="list-style-type: none"> ● Touching Others <p>Defiance:</p> <ul style="list-style-type: none"> ● Out of Seat ● Lack of Participation <p>Disruptions:</p> <ul style="list-style-type: none"> ● Restroom Misbehavior ● Gum or Candy Use ● Trading Cards ● Note Passing ● Running <p>Property Misuse:</p> <ul style="list-style-type: none"> ● Writing on Desk ● Pushing Furniture ● Breaking Pencils 	<p>The following list of options defines responses the appropriate staff member <u>may use</u> in dealing with Level I misbehaviors.</p> <ul style="list-style-type: none"> - Verbal or written reprimand - Verbal or written apology - Social skills training - Clarify behavioral expectations - Classroom arrangement change - Consultation with counselor - Consultation with other teachers <p style="text-align: center;"><i>*This list is not all inclusive but provides general options for this level.</i></p>

LEVEL II – Minor Violations

Definition: misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school. These infractions, which usually result from the repetition or continuation of Level I misbehaviors, require additional disciplinary options because execution of Level I disciplinary options has failed to correct the inappropriate behaviors. Also included in this level are misbehaviors which do not pose a direct threat to the health and safety of others, but where educational consequences are serious enough to require corrective action on the part of school personnel.

<u>EXAMPLES BUT NOT LIMITED TO</u>	<u>POSSIBLE DISCIPLINARY OPTIONS</u>
<p>Inappropriate Language:</p> <ul style="list-style-type: none"> ● Indirect and Direct Comments, Conversation, Writing/Gestures ● Swearing ● Bullying ● Lying <p>Physical Contact:</p> <ul style="list-style-type: none"> ● Pushing/Shoving ● Spitting ● Kicking <p>Defiance:</p> <ul style="list-style-type: none"> ● Running from Situation ● Arguing with Others ● Insubordination <p>Disruptions:</p> <ul style="list-style-type: none"> ● Disrespectful ● Inappropriate Dress ● Inappropriate Use of Space ● Internet Misuse ● Forgery <p>Property Misuse:</p> <ul style="list-style-type: none"> ● Throwing Objects <p>Other:</p> <ul style="list-style-type: none"> ● 4th Level 1 Offense 	<p>The following list of options defines responses the appropriate staff member <u>may use</u> in dealing with Level II misbehaviors</p> <ul style="list-style-type: none"> - Conference with student - Warning - Apology for action - Consultation with counselor - Partial recess detention - After-school detention - Behavior chart - Assigned cafeteria seat - Loss of privilege <p style="text-align: center;"><i>*This list is not all inclusive but provides general options for this level.</i></p>

LEVEL III – Major Violation

Definition: Acts whose frequency or seriousness tends to disrupt the learning environment of the school; acts that pose a threat or danger to the health, safety or welfare of any individual.

<u>EXAMPLES BUT NOT LIMITED TO</u>	<u>POSSIBLE DISCIPLINARY OPTIONS</u>
<p>Inappropriate Language:</p> <ul style="list-style-type: none"> ● Direct Threats to Students or School ● Ongoing Harassment ● Cyberbullying <p>Physical Contact:</p> <ul style="list-style-type: none"> ● Physical Fighting ● Pantsing ● Inappropriate Touching/ Display of Affection <p>Defiance:</p> <ul style="list-style-type: none"> ● Walking out of Class ● Overt Refusal <p>Disruptions:</p> <ul style="list-style-type: none"> ● Serious Classroom/Bus Disruption <p>Property Misuse:</p> <ul style="list-style-type: none"> ● Property Damage ● Theft <p>Other:</p> <ul style="list-style-type: none"> ● Taking or tampering with videos or photos of other students without their consent 	<p>The following list of options defines responses the staff member <u>may use</u> in dealing with Level III misbehaviors</p> <ul style="list-style-type: none"> - Consequences defined by School Board Policy (if applicable) - Restorative practices - Suspension - Restitution of property or damages - Focus group - Counseling - Lunch/Recess or After-school detention - Replace property - Bus suspension <p style="text-align: center;"><i>*This list is not all inclusive but provides general options for this level.</i></p> <p style="text-align: center;">IN CASES OF SUSPENSION STUDENTS ARE ENTITLED TO DUE PROCESS RIGHTS. A LEVEL III SUSPENSION MAY RESULT IN A SCHOOL BOARD HEARING FOR FURTHER DISCIPLINARY ACTION</p>

LEVEL IV – Illegal Violation

Definition: acts that violate any local, state or federal laws or ordinances.

<u>EXAMPLES BUT NOT LIMITED TO</u>	<u>POSSIBLE DISCIPLINARY OPTIONS</u>
<ul style="list-style-type: none">● Arson● Assault● Bomb threat● Combustibles● Drug use/possession● Extreme property damage/vandalism● Truancy● Weapon use/possession	<p>The following list of options defines responses the staff member <u>may use</u> in dealing with Level IV misbehaviors</p> <ul style="list-style-type: none">- Consequences defined by School Board Policy (if applicable)- Suspension- Restitution of property or damages- Referral to police, magistrate or outside social or treatment agency- Expulsion <p><i>*This list is not all inclusive but provides general options for this level.</i></p> <p>IN CASES OF SUSPENSION STUDENTS ARE ENTITLED TO DUE PROCESS RIGHTS. A LEVEL III SUSPENSION MAY RESULT IN A SCHOOL BOARD HEARING FOR FURTHER DISCIPLINARY ACTION</p>

CHARTIERS VALLEY SCHOOL DISTRICT
STUDENT POLICIES AND PROCEDURES - APPENDIX

DISCRIMINATION

The District will not tolerate discrimination on the basis of race, color or national origin by students or employees and will take appropriate disciplinary action against individuals that violate this policy.

WEAPONS POLICY

The Board recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety and staff and is prohibited by law.

The Board prohibits students from possession and bringing weapons and replicas of weapons into any school district building, onto school property, to any school sponsored activity and onto any public vehicle providing transportation to any school or school sponsored activity. For additional information, please refer to school board policy **#218.1 – Weapons** on the district’s website.

TERRORISTIC THREATS/ACTS

The Board recognizes the danger that terroristic threats and acts by students can compromise the safety and welfare of district students, staff and community. The Board acknowledges the need for an immediate and effective response to a situation involving such a threat or act.

For additional information, please refer to school board policy **#218.2 Terroristic Threats/Acts** on the district’s website.

HAZING

The purpose of this policy is to maintain a safe positive environment for students and staff free from hazing. Hazing activities of any type are inconsistent with the educational goals of the district and are prohibited at all times.

For additional information, please refer to school board policy **#247 Hazing** on the district’s website.

DRUGS AND ALCOHOL

It is our goal that Chartiers Valley School District will be free of drugs and alcohol and will offer a disciplined environment conducive to learning. No person may possess, use, produce, sell, distribute, or aid in the distribution of alcohol, narcotics, drugs, or distribute paraphernalia for the purpose of drug use at any time in a school building, on school property/grounds, in a school sponsored vehicle or at a school sponsored event (at other sites). For complete information on this policy, please refer to school board policy **#227 Drugs and Alcohol** on the district’s website.

TOBACCO

The Chartiers Valley School District policy forbids all individuals from using and possessing cigarettes and other tobacco/nicotine related products such as chewing tobacco, snuff, hookah pipes and E-cigarettes on school grounds or buses at any time. For more information, please refer to School Board Policy **#222 Tobacco**, which can be found on the district’s website. From the district’s website, choose the District tab and then District Policies.

STUDENT EXPRESSION/DISTRIBUTION AND POSTING OF MATERIALS

The Board respects the right of students to express themselves in words or symbols and to distribute and post material in areas designated for posting as a part of the expression. The Board also recognizes that exercise of that right must be limited by the district's responsibility to maintain an orderly school environment and to protect the rights of all members of the school community.

The Board reserves the right to designate and prohibit manifestation of student expression that are not protected by the right of free expression, because they violate the rights of others or interfere with school activities. The Board requires that students who wish to distribute or post non-school materials or school property should submit them one day in advance of the planned distribution to the building principal, who shall forward a copy to the superintendent for review and approval. For additional information, please refer to school board policy **#220 Student Expression/Distribution and Posting of Materials** on the district's website.

INTERNET

Internet services for all students are provided for educational purposes only. Students must understand that the use of the Internet is a privilege and that any inappropriate use of the Internet may result in disciplinary action as well as loss of Internet/technology usage. When students are online at school, they are closely monitored and the websites they are accessing are screened through a web filter and teacher supervision. At the beginning of the year, before students are permitted to use the Internet at school, all students and parents must sign an Internet Etiquette Form. This form will remain in the student's file for one school year. For information on the acceptable use of electronic resources, please refer to school board policy **#815 Acceptable Use of Internet Access, Email and Network Resources**, on the district's website.

COMPUTER TAMPERING/VANDALISM

Tampering with, vandalism to, or unauthorized use of Chartiers Valley School District software, computers or other electronic equipment (printers, cabling, monitors, keyboards, SMART boards, document cameras, projectors, etc.) is prohibited. Violators of this policy are subject to severe disciplinary action, including possible loss of school technology privileges, as well as restitution for any damages incurred. For additional information, please refer to school board policy **#815.1 Computer Tampering/Vandalism**, on the district's website.

- **Parents are required to review all policies with their children and to sign the document attached to the front cover of this handbook verifying that this has been accomplished.**

CHARTIERS VALLEY SCHOOL DISTRICT
PARENT NOTIFICATIONS

TITLE I INFORMATION

August 2024

Dear Parent(s)/Legal Guardian(s):

Your child attends Chartiers Valley Primary/Intermediate School, which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

At Chartiers Valley Primary/Intermediate School, we are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in Elementary and Secondary Education Act of 1956 (ESEA). These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher has met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

The Every Student Succeeds Act (ESSA) which was signed into law in December 2015 and reauthorizes the ESEA includes additional right-to-know requests. At any time, parents and family members can request:

- Information on policies regarding student participation in assessments and procedures for opting out, and
- Information on required assessments that include
 - subject matter tested,
 - purpose of the test,
 - source of the requirement (if applicable),
 - amount of time it takes students to complete the test, and
 - time and format of disseminating results.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Pennsylvania state requirements.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact Chartiers Valley Primary School at 412-429-3720 or Chartiers Valley Intermediate School at 412-429-2233.

Sincerely,

Deidra Stepko
Primary School Principal

Peter Schintz
Intermediate School Principal

Title I Schoolwide Program Learning Contract

Chartiers Valley Elementary Schools have been granted Schoolwide Title I status from the Pennsylvania Department of Education (PDE). The Schoolwide status allows CVPS and CVIS to provide additional services as appropriate through each level of the Multi-Tiered System of Supports (MTSS) programming. Students are identified for additional supports and interventions through the use of objective assessments and available data.

This Contract outlines roles and responsibilities for all parties in the successful education of each student.

PARENT/GUARDIAN: I realize the importance of working cooperatively with the school. I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- Create an atmosphere that supports learning
- Spend time reading to and/or with my child
- Send my child to school regularly, on time, well fed, and rested
- Encourage my child to participate and become actively engaged in learning experiences
- Attend school conferences, parent workshops, and volunteer
- Monitor homework and encourage high quality work
- Work with the school to make decisions about my child's education and support proper behavior expectations

STUDENT: I realize that my education is important. I know that I am responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- Get to school on time and attend regularly
- Develop a positive attitude about school
- Participate and actively engage in learning experiences
- Return completed assignments and school notes on time
- Read every night and observe a regular study time
- Be responsible for my own behavior
- Talk to my parents about what I learn at school
- Pay attention and ask for help when needed

SCHOOL/TEACHER: I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- Provide a safe and healthy learning environment by treating each child with dignity and respect
- Provide high quality, standards-based curriculum and instruction in supportive classrooms
- Communicate and/or conference with parents on an as needed basis and provide necessary assistance so they can help at home
- Monitor and support each child during the teaching of necessary concepts
- Have high expectations for all students
- Strive to address the individual needs of each child

PRINCIPAL: I will support the efforts of every student, parent/guardian, and teacher as they work to develop lifelong learners.

TITLE I PARENT and FAMILY ENGAGEMENT

Section 1116 of ESSA requires LEAs to provide opportunities for parents and family members to be partners and decision-makers in various aspects of the Title I program. An LEA may receive funds under Title I only if:

- The LEA conducts outreach to all parents and family members;
- The LEA implements programs, activities, and procedures for the engagement of parents and family members; and
- The LEA planned and implemented the Title I program with expectations and objectives for meaningful parent and family engagement.

More information about Parent and Family Engagement can be found in School Board Policy 918 on our district's website or by clicking [here](#).

GOOGLE WORKSPACE FOR EDUCATION NOTICE TO PARENTS AND GUARDIANS

This notice describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from students in connection with these accounts.

Using their Google Workspace for Education accounts, students may access and use Google “Core Services” (described at https://workspace.google.com/terms/user_features.html):

In addition, we also allow students to access certain other Google services with their Google Workspace for Education accounts.

A list of additional services is available at <https://support.google.com/a/answer/181865>.

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from Google Workspace for Education accounts in its Google Workspace for Education Privacy Notice. You can read that notice online at https://workspace.google.com/terms/education_privacy.html.

You should review this information in its entirety, but below are answers to some common questions:

What personal information does Google collect?

When creating a student account, [insert name of school/district] may provide Google with certain personal information about the student, including, for example, a name, email address, and password. Google may also collect personal information directly from students, such as a telephone number for account recovery or a profile photo added to the Google Workspace for Education account.

When a student uses Google services, Google also collects information based on the use of those services. This includes:

- device information, such as the hardware model, operating system version, unique device identifiers, and mobile network information including phone number;

- log information, including details of how a user used Google services, device event information, and the user's Internet protocol (IP) address;
- location information, as determined by various technologies including IP address, GPS, and other sensors; unique application numbers, such as application version number; and
- cookies or similar technologies which are used to collect and store information about a browser or device, such as preferred language and other settings.

How does Google use this information?

In Google Workspace for Education Core Services, Google uses student personal information to provide, maintain, and protect the services. Google does not serve ads in the Core Services or use personal information collected in the Core Services for advertising purposes.

In Google Additional Services, Google uses the information collected from all Additional Services to provide, maintain, protect and improve them, to develop new ones, and to protect Google and its users. Google may also use this information to offer tailored content, such as more relevant search results. Google may combine personal information from one service with information, including personal information, from other Google services.

Does Google use student personal information for users in K-12 schools to target advertising?

No. For Google Workspace for Education users in primary and secondary (K-12) schools, Google does not use any user personal information (or any information associated with a Google Workspace for Education Account) to target ads, whether in Core Services or in other Additional Services accessed while using a Google Workspace for Education account.

Can my child share information with others using the Google Workspace for Education account?

We may allow students to access Google services such as Google Docs and Sites, which include features where users can share information with others or publicly. When users share information publicly, it may be indexable by search engines, including Google.

Will Google disclose my child's personal information?

Google will not share personal information with companies, organizations and individuals outside of Google unless one of the following circumstances applies:

- With parental or guardian consent. Google will share personal information with companies, organizations or individuals outside of Google when it has parents' consent (for users below the age of consent), which may be obtained through Google Workspace for Education schools.
- With Chartiers Valley Google Workspace for Education accounts, because they are school-managed accounts, give administrators access to information stored in them.
- For external processing. Google may provide personal information to affiliates or other trusted businesses or persons to process it for Google, based on Google's instructions and in compliance with the Google Workspace for Education privacy notice and any other appropriate confidentiality and security measures.
- For legal reasons. Google will share personal information with companies, organizations or individuals outside of Google if it has a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary to:

- meet any applicable law, regulation, legal process or enforceable governmental request, enforce applicable Terms of Service, including investigation of potential violations, detect, prevent, or otherwise address fraud, security or technical issues, protect against harm to the rights, property or safety of Google, Google users or the public as required or permitted by law.

Google also shares non-personal information -- such as trends about the use of its services -- publicly and with its partners.

What choices do I have as a parent or guardian?

First, you can consent to the collection and use of your child's information by Google. If you don't provide your consent, we will not create a Google Workspace for Education account for your child, and Google will not collect or use your child's information as described in this notice.

If you consent to your child's use of Google Workspace for Education, you can access or request deletion of your child's Google Workspace for Education account by contacting technology@cvsd.net. If you wish to stop any further collection or use of your child's information, you can request that we use the service controls available to limit your child's access to features or services, or delete your child's account entirely. You and your child can also visit <https://myaccount.google.com> while signed in to the Google Workspace for Education account to view and manage the personal information and settings of the account.

What if I have more questions or would like to read further?

If you have questions about our use of Google's Google Workspace for Education accounts or the choices available to you, please contact technology@cvsd.net. If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the Google Workspace for Education Privacy Center (at <https://www.google.com/edu/trust/>), the Google Workspace for Education Privacy Notice (at https://workspace.google.com/terms/education_privacy.html), and the Google Privacy Policy (at <https://www.google.com/intl/en/policies/privacy/>).

The Core Google Workspace for Education services are provided to us under Google Workspace for Education Agreement (at https://www.google.com/apps/intl/en/terms/education_terms.html) and the Data Processing Amendment (at https://www.google.com/intl/en/work/apps/terms/dpa_terms.html).

CHARTIERS VALLEY SCHOOL DISTRICT
CHILD FIND AND
ANNUAL NOTICE TO PARENTS
(CFR 300.125)

SERVICES FOR PROTECTED HANDICAPPED STUDENTS

In compliance with state and federal law, the Chartiers Valley School District will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for “protected handicapped students” are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

For further information on the evaluation procedures and provision of services to protected handicapped students or eligible students, contact Jade Fiore, Director of Pupil Services at 412.429.2638 throughout the school year.

NOTICE OF SPECIAL EDUCATION SERVICES AND PROGRAMS

Child Find
Chartiers Valley School District
Jade Fiore
2030 Swallow Hill Road
Pittsburgh, PA 15220
412.429.2638 Phone 412.429.2286 Fax

Each school district, along with other public agencies in the Commonwealth, must establish and implement procedures to identify, locate and evaluate all children who need special education programs and services because of the child’s disability. This notice is to help find these children, offer assistance to parents and describe the parent’s rights with regard to confidentiality of information that will be obtained during the process. Each school district shall also conduct awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs.

The content of this notice has been written in English. If a person does not understand any of this notice, he or she should contact the school district and request an explanation.

IDENTIFICATION ACTIVITY

Child Find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing in the State, including children attending private schools, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child’s need for special education and related services. The purpose is to locate these children so that a free appropriate public education (FAPE) can be made available. The types of disabilities, that if found to cause a child to need services are: Autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment due to chronic or acute health problems, specific learning disabilities (speech or language), traumatic brain injury and visual impairment including blindness, in the case of a child that is of preschool age developmental delay. Screening activities are also conducted to determine student need for gifted support services.

The Chartiers Valley School District provides educational services for all eligible students either through district- operated classes, contracts with the Allegheny Intermediate Unit #3, Private Academic Schools, or Approved Private Schools. Classes providing Learning Support, Life-Skills Support, Emotional Support, Physical Support, Multiple Disabilities Support, and Autistic Support are available for students at beginning school age through age 21, if necessary. Additional services include hearing, vision, and speech and language support. Students found to meet eligibility criteria as "mentally gifted" may receive services through district's Gifted Education Programs.

Each school district is required to annually provide notice describing the identification activities and the procedures followed to ensure confidentiality of personally identifiable information. This notice is intended to meet this requirement.

Identification activities are performed to find a child who is suspected as having a disability that would interfere with his or her learning unless special education programs and services are made available. Children suspected of being "mentally gifted" who need specially designed instruction not ordinarily provided in the regular education program also go through screening activities. The activities include: Review of group data, conduct hearing and vision screening, assessment of student's academic functioning, observation of the student displaying difficulty in behavior and determining the student's response to attempted remediation. Input from parents is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated, but is not evaluated before parents give permission for their child to be evaluated.

The school district will follow the procedures outlined in the special education regulations (Chapter 14) for determining eligibility and need for special education services. Chapter 16 regulations will be followed to determine eligibility and need for Gifted Education services.

CONFIDENTIALITY (CFR 300.127)

If after screening, a disability is suspected, upon your permission, your child will be evaluated. Written records of the results are called an education record, which are directly related to your child and are maintained by the school districts. These records are personally identifiable to your child. Personally identifiable information includes the child's name, the name of the child's parents or other family member, the address of the child or their family, a personal identifier such as social security number, a list of characteristics that would make the child's identity easily traceable or other information that would make the child's identity easily traceable.

The school district will gather information regarding your child's physical, mental, emotional and health functioning through testing and assessment, observation of your child, as well as through review of any records made available to the school district through your physician and other providers of services such as day care agencies.

The school district protects the confidentiality of personally identifiable information by one school official being responsible for ensuring the confidentiality of the records, training being provided to all persons using the information, and maintaining for public inspection a current list of employee's names and positions who may have access to the information. The school district will inform you when this information is no longer needed to provide educational services to your child and will destroy the information at designated intervals, except general information such as your child's name, address, phone number, grades, attendance record and classes attended, grade level completed, may be maintained without time limitation.

As the parent of the child you have a number of rights regarding the confidentiality of your child's records. The right to inspect and review any education records related to your child are collected, maintained, or used by the school district. The school district will comply with a request for you to review the records without unnecessary delay before any meetings regarding planning for your child's special education program (called an IEP meeting). Should you and your school district disagree about your child's special education supports and services and a due process hearing is requested, the school district will furnish you with the opportunity to inspect and review your child's records, within 30 days.

You have the right to an explanation and interpretations of the records, to be provided copies of the records if failure to provide the copies would effectively prevent you from exercising your right to inspect and review the records, and the right to have a representative inspect and review the records. This review is conducted with the assistance of an appropriate school district staff member.

Upon your request, the school district will provide you a list of the types and location of education records collected, maintained, or used by the agency. Additionally, the school district will charge a fee for copies of records made in response to your request except, it will not charge a fee if doing so will prevent you from inspecting and reviewing your child's records. A current list of reasonable fees relative to records request is available in the district's central office. The district will not charge a fee to search or retrieve information.

You have the right to request in writing the amendment of your child's education records that you believe are inaccurate or misleading, or violate the privacy or other rights of your child. The school district will decide whether to amend the records within 45 school days of receipt of your request. If the school district refuses to amend the records you will be notified of the refusal and your right to a hearing. You will be given at that time, additional information regarding the hearing procedures. Upon written request, the district will schedule and provide written notice of the hearing to challenge information in your child's education files.

Parent consent is required before personally identifiable information contained in your child's education records is disclosed to anyone other than officials of the school district collecting or using the information for purposes of identification of your child, locating your child and evaluating your child or for any other purpose of making available a free appropriate public education to your child. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Additionally, the school district, upon request, discloses records without consent to officials of another school district in which your child seeks or intends to enroll.

In accordance with 34 CFR § 300.624, please be advised of the following retention/destruction schedule for the Pennsylvania Alternate System of Assessment (PASA), Pennsylvania System of School Assessment (PSSA), and Keystone Exam related materials:

- PSSA, Keystone Exam, and PASA test booklets will be destroyed one year after student reports are delivered for the administration associated with the test booklets.
- PSSA and Keystone Exam answer booklets and PASA media recordings will be destroyed three years after completion of the assessment.

A parent may file a written complaint with the Pennsylvania Department of Education at the address below alleging that the rights described in this notice were not provided.

Pennsylvania Department of Education
Bureau of Special Education
Division of Compliance
333 Market Street
Harrisburg, PA 17126-0333

The Department of Education will investigate the matter; issue a report of findings and necessary corrective action within 60 days. The Department will take necessary action to ensure compliance is achieved. Complaints alleging failures of the school district with regard to confidentiality of personally identifiable information may also be filed with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202-4605

Chartiers Valley School District will provide ongoing screening services. If you wish to learn more, have questions, or believe your child may need to be identified, please contact:

Chartiers Valley School District
Jade Fiore
Director of Pupil Services
2030 Swallow Hill Road
Pittsburgh, PA 15220
412.429.2639 Phone 412.429.2237 Fax

EARLY INTERVENTION IDENTIFICATION

In Pennsylvania, a child between three years of age and the school district's age to begin school who has a developmental delay or one or more of the physical or mental conditions listed above, will be identified as an "eligible young child." The parents of these children have the same rights described above.

The Pennsylvania Department of Education is responsible for providing programs and services to eligible young children under Act 212 of 1990, the Early Intervention Services System Act. Screening for preschool children is available through the DART Program operated by Allegheny Intermediate Unit. To schedule an appointment for screening call Dr. Susan Sams, Program Director of DART at 412.394.5816. For additional information, contact Jade Fiore at 412.429.2638.

POTENTIAL INDICATORS OF WEAKNESSES IN THE DEVELOPMENTAL DOMAIN AREAS AND OTHER RISK FACTORS THAT COULD INDICATE A DISABILITY

Requirement of Section 14.212(b)

A developmental delay is determined by the results of a developmental evaluation. The results of one or more domain areas (adaptive, personal-social, communication, motor or cognitive) have to show at least a 25% delay or a score of 1.5 standard deviations below the mean (Standard Score of 77 or below). The delay results in the need for specially designed intervention/instruction (SDI) in order to participate in typical activities and routines.

Children with a developmental delay may show weaknesses in the following areas:

Adaptive – Pre-kindergarten aged children with a developmental delay may have difficulty dressing/undressing; using utensils to eat, removing shoes without assistance, distinguishing between nonfood/food substances, or have difficulty with toileting needs. One may have difficulty moving independently around the house, understanding that hot is dangerous, putting away toys when asked, indicating an illness or ailment to an adult, or demonstrating caution and avoiding common dangers.

Personal-Social – Pre-kindergarten aged children with a developmental delay may have difficulty responding positively to adult praise, rewards or promise of rewards; greeting familiar adults spontaneously, enjoying simple stories read aloud, helping with simple household tasks, initiating social interaction with familiar adults, expressing affection/liking for peers, playing cooperatively with peers, stating first name, last name, age, or whether he is a male/female; using objects in make-believe play, using 'I' or 'me' to refer to himself, or recognizing facial expressions of common emotions.

Communication - Pre-kindergarten aged children with a developmental delay may have difficulty following 2-step verbal commands, associating spoken words with pictures, recalling events from a story presented orally; engaging in extended and meaningful nonverbal exchanges with others, using words to get his/her needs met, responding to 'yes' and 'no' questions appropriately, or asking 'wh' questions.

Motor - Pre-kindergarten aged children with a developmental delay may have difficulty running without falling, kicking a ball without falling, walking up and down stairs alternating feet without assistance, walking backward, imitating the bilateral movements of an adult, pointing with his index finger independent of the thumb and other fingers, scribbling linear and/or circular patterns spontaneously, using the pads of fingertips to grasp a pencil, holding a paper with one hand while drawing or writing with the other hand, fastening clothing without assistance, cutting with scissors, copying a circle, or imitating vertical and horizontal markings.

Cognitive - Pre-kindergarten aged children with a developmental delay may have difficulty attending to one activity for 3 or more minutes, reciting memorized lines from songs or TV shows, showing interest in age-appropriate books, matching/naming colors, responding to one and one more, giving three objects on request, matching shapes, identifying objects by their use, identifying items by size, identifying colors of familiar objects not in view, or identifying simple objects by touch.

OTHER FACTORS THAT COULD INDICATE A DISABILITY

Developmental disabilities are birth defects related to a problem with how a body part or body system works. They may also be known as **functional** birth defects. Many of these conditions affect multiple body parts or systems. Researchers have identified thousands of different birth defects. Birth defects can have a variety of causes, such as:

Genetic problems caused when one or more genes doesn't work properly or part of a gene is missing, problems with chromosomes, such as having an extra chromosome or missing part of a chromosome, environmental factors that the expectant mother is exposed to during pregnancy, such as Rubella or German measles or if she uses drugs or alcohol during pregnancy.

FACTORS CONSIDERED WHEN DETERMINING MENTAL GIFTEDNESS

1. The child performs a year or more above grade achievement level in one or more subjects as measured by a nationally normed and validated achievement test.
2. The child demonstrates rates of acquisition/retention of content and skills reflecting gifted ability.
3. The child demonstrates achievement, performance, or expertise in one or more academic areas as evidenced by products, portfolios or research, as well as criterion-referenced team judgment.
4. The child demonstrates early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest, communication skills, foreign language aptitude, or technology expertise.
5. The child demonstrates that intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation are masking gifted abilities.

FREE APPROPRIATE PUBLIC EDUCATION (CFR 300.121)

Chartiers Valley School District provides a free, appropriate, public education (FAPE) to exceptional students residing in the district. All children with a disability between the ages of three to twenty-one who have been identified as needing special education and related services have the right to FAPE. The determination that a child is eligible for special education and related services is made on an individual basis by a team of

qualified professionals and the parent of the child following a multidisciplinary evaluation and the completion of an evaluation report. A student qualifies as exceptional if he or she is found to be a child with a disability and in need of specially designed instruction and related services under the provisions of the Individuals with Disabilities Act (IDEA) and Chapter 14 of the Pa. School Code. The following are disability categories under IDEA: autism, deafness, deaf/blindness, emotional disturbance, traumatic brain injury, hearing impairment, specific learning disability, mental retardation, multiple disabilities, other health impairment, speech and language impairment, orthopedic impairment and visual impairment including blindness.

INDIVIDUALIZED EDUCATION PROGRAM (CFR 300.340)

An Individualized Education Program (IEP) is developed and implemented annually for each eligible child with a disability. The IEP is completed within 30 calendar days of the parent's receipt of the evaluation report and must be in effect before special education and related services are provided. An IEP describes a student's current educational levels, goals, and objectives, and the individualized programs and services that the student will receive. These services include the learning support class, life skills support class, emotional support class, sensory support (deaf or hard of hearing and blind or vision support class). The extent of special education services and the location for the delivery of such services are determined by the IEP team which consists of the child's parent, a regular education teacher, a special education teacher and the LEA or district representative responsible for supervising the provision of special education services. The IEP goals and objectives and related services are based on the student's identified needs and abilities, chronological age and the level of intensity of the specified intervention. The school district will invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of the student's transition services needs. If the student does not attend the IEP meeting, the district will take other steps to ensure that the student's preferences and interests are considered. In implementing these requirements, the district also invites a representative of any other agency that is likely to be responsible for providing transition services to the student.

The District also provides related services, such as transportation, physical therapy, occupational therapy, and speech and language support services, or other appropriate services determined to be necessary for the student to benefit from the special education program.

LEAST RESTRICTIVE ENVIRONMENT (CFR 300.130)

It is the school district's policy for children with disabilities, including children in public or private institutions or other care facilities, for whom a free appropriate public education is owed by the district, to the maximum extent appropriate, are educated with children who are nondisabled and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Chartiers Valley School District provides a continuum of services based upon the needs of the individual child ranging from the least restrictive setting in the regular school to more restrictive services in a program outside the regular school. The placement options considered by the IEP team include supportive intervention in the regular class, itinerant services, supplemental services, or full-time services. The placement may be in a district operated program, an intermediate unit operated program in a neighboring school district, a private school placement or other agency operated program. The placement decision is made by the IEP Team at least annually based upon

the child's IEP and is as close to the student's home as possible. In selecting the least restrictive environment, consideration is given to any potential effect of the program and on the quality of services that the child needs. A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed curriculum modifications.

3rd Grade CogAT Screening

Chartiers Valley Intermediate School

Dear Families,

During the fall semester, your student will take the *Cognitive Abilities Test*TM (*CogAT*®) Screening Form. The purpose of this letter is to inform you about the test so that—with your support and encouragement—your student will do his or her best on the test.

About the *CogAT* Screening Form

The *CogAT* Screening Form consists of three of the nine subtests from the complete *CogAT* test, including **Verbal/Picture Analogies, Number Analogies, and Figure Matrices.**

Each subtest includes practice questions to help students become familiar with the content and format of the subtests. These practice questions help students gain familiarity with the item formats and how to complete the different reasoning tasks.

No reading is required of students in any of the subtests. Students review the pictorial questions and answer choices and click or fill in the circle under the picture that answers the question. The test is not timed, but each subtest takes about 10 to 15 minutes to complete.

How your student can prepare for test taking—and what you can do to help

You can help your student do his or her best by considering these tips:

- Make sure that your student is in school and on time on test days. Reschedule appointments and other out-of-school time on nontesting days.
- Make sure your student gets a good night's sleep and eats a healthy breakfast before each day of testing.

Score reporting and how we use test results

Score reports will be distributed to parents if your child fell on or above the 95th percentile. If your child falls on or above the 95th percentile, parents will be receiving a letter detailing the gifted screening procedure. If parents did not receive a score report, parents may request the score report via email.

Thank you for encouraging and supporting your student during testing. If you have any questions or concerns, please contact:

Alissa Alattar, aalattar@cvsd.net

SURROGATE PARENTS (34CFR 300.515)

Each public agency shall ensure that the rights of a child are protected if (1) no parent (as defined in 34CFR 300.20) can be identified (2) the public agency, after reasonable efforts, cannot discover the whereabouts of a parent; or (3) the child is a ward of the State under the laws of that State.(b) Duty of public agency. The duty of a public agency under paragraph (a) of this section includes the assignment of an individual to act as a surrogate for the parents. This must include a method (1)

for determining whether a child needs a surrogate parent; and(2) for assigning a surrogate to the child (c) criteria for selection of surrogates, (d) non-employee requirement; compensation. A person who otherwise qualifies to be a surrogate parent under paragraph (c) of this section is not an employee of the agency solely because he or she is paid by the agency to serve as a surrogate parent. (e) Responsibilities; surrogate parent may represent the child in all matters relating to (1) identification evaluation, and educational placement of the child; and (2) the provision of FAPE to the child. For more information, please contact the Director of Student Services at 412.429.2638. (Authority: 20U.S.C. 1415(b)(2).]

COMPLIANCE STATEMENT

It is the policy of the Chartiers Valley School District not to discriminate on the basis of race, color, sex, religion, marital or parental status, national origin, age, or handicap in its educational programs, services, facilities, activities or employment policies as required by Title IX of the 1972 Educational Amendments, Title VI and VII of the Civil Rights Act of 1964 as amended, Section 504 Regulations of the Rehabilitation Act of 1973, the Age Discrimination Act of 1974, Section 204 Regulations of the 1984 Carl D. Perkins Act or any applicable federal statute.

For information regarding program services, activities, and facilities that are accessible to and usable by handicapped person or for inquiries regarding civil rights compliance contact: Athletic Director, Chartiers Valley School District, 2030 Swallow Hill Road, Pittsburgh, PA 15220-1699, (412) 412-429-2201 or Director of the Office of Civil Rights, Department of Health, Education, and Welfare, Washington, D.C. 20201