

CHARTIERS VALLEY

INTERMEDIATE SCHOOL

 | *Inspiring excellence.*

August 31, 2018

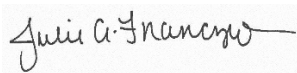
Dear Parent/Guardian:

Welcome to a new year at Chartiers Valley Intermediate School! Please review Chartiers Valley Intermediate School Student Handbook, including the Title I Compact. The handbook can be accessed by going to www.cvsd.net and selecting the Intermediate School and then "Parent Resources" on the left hand side. Please review all of its contents very carefully with your child. The policies that are contained in the handbook were adopted by the Chartiers 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 bottom section of this letter and return **the entire page** to school with your child. Your signature indicates that you have reviewed the policies contained in the handbook.

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

Sincerely,



Julie Franczyk
Principal

I have read and reviewed the Intermediate School Handbook with my child which includes the Chartiers Valley School District's Code of Conduct, Weapons Policy, Drug and Alcohol Policy, Medications Policy, and Title I Compact.

Parent/Guardian Signature

Date

Student's Name

Homeroom Number

CHARTIERS VALLEY

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Inspiring excellence.



STUDENT HANDBOOK

2018-2019

Principal's Message:

Welcome to Chartiers Valley Intermediate School!

We are very excited to start a new year with our returning fourth and fifth-grade students, while extending a warm welcome to the third-grade class as the newest members of our school community!

The Intermediate School is a place where we value both academic and personal growth in high regard. We demonstrate pride in our school and ourselves by modeling our three primary values: be *respectful*, *responsible* and *reliable*. These words are simple, but when followed, have a big impact on the quality of educational and social life at the Intermediate School.

Our Parent/Student Handbook is designed to provide you with information about our school programs, curriculum, procedures and policies. Additionally, for your review, all of our school board policies are posted on the school website (www.cvsd.net) under the heading entitled "About CVSD". We encourage parents to thoroughly review the contents of this handbook and discuss them with your child at the start of the school year. If you have any questions, please do not hesitate to ask for clarification.

Have a wonderful school year.

Sincerely,

Julie Franczyk
Principal

Stephanie Faith
Assistant Principal

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I. Charters Valley School District

Mission

The mission of the Charters 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.

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 Charters 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 the development of the complete person.

**FACULTY AND STAFF
2017-2018**

CLASSROOM TEACHERS

THIRD GRADE	RM	FOURTH GRADE	RM	FIFTH GRADE	RM
Barrett, Brenna	3-145				
Butkus, Kim	3-147	Ferency, Dean	4-206	Balach, Beth Anne	5-215
Eisaman, Jackie	3-308	Flick, Lauren	4-211	Bucey, Savannah	5-202
Herscoe, Stephanie	3-303	Kantner, Pamela	4-212	Cairns, Amy	5-218
Kelly, Stephanie	3-302	Kolarosky, Kristine	4-207	Haley, Kimberle	5-220
Morrocco, Lisa	3-131	Kropf, Amy	4-213	Kern, Ann	5-219
Nixon, Corey	3-144	Martin, Michelle	4-203	Leidy, Justin	5-221
Nolan, Kristie	3-146	Metzger, Kimberly	4-209	Schintz, Peter	5-214
Perri, Chris	3-130	O'Toole, Stacie	4-210	Suter, Kari	5-226
Quinn, Dennis	3-304	Vulcano, Linda	4-205	Tenney, Carrie	5-217
Tulowitzki, Jessica	3-307			Watson, Staci	5-222
Ucciardo, Amy	3-309				

SPECIALISTS

ART	RM	GIFTED	RM	NURSE	RM
Mastren-Williams, Mary	300	Mayer, Sandy	105	Spak, Barbara	148
SPECIAL EDUCATION		MUSIC		RtII Specialists	
DelRaso, Jessica	305	Holl, Michael	137	Hershberger, Denise	103
Glowark, Nicole	226	Kandrack, Martha	137	Larson, Pamela	103
Lutz, Valerie	129	Ralston, Rena	137	Lesako, Kristen	204
Mele, Darla	208	Vaglia, Angela	133	Pavlovich, Melissa	102
Newman, Ronna	119				
PHYSICAL ED.		INST. PRACTITIONER		SPANISH	
Reicoff, Jeff	Gym	Barrett, Brenna	214	Majernik, Thomas	307
Thropp, Shelly	Gym				
DIGITAL MEDIA CENTER		SPEECH		ESL	
Zissis, Frank	128	Saffell, Bonnie	127	Beckett, Amanda	209
INSTRUCTIONAL AIDES				Office Personnel	
Boggs, Sandy				Brown, Kelli; Secretary	
Hicken, Dawn				Campbell, Nicole; Psychology	
Kief, Melody				Coptis, Stephanie; Multi-task	
Kundra, Joan				DePace, Stephen; Counselor	
Matthews, KaRene				Faith, Stephanie; Asst. Principal	
Mihaly, Sandy				Franczyk, Julie; Principal	
Pivac, Laurie				Metrovich, Sally; Secretary	
Plute, Mary				Officer Povirk; SRO	
Shockley, Sharon				Wilson, Rod; Campus Safety	
Waldern, Michelle					
Yankel, Karen					

II. Intermediate School Quick Facts

- School Phone: 412-429-2233
- Fax Number: 412-429-2380
- School Webpage: <http://www.cvsd.net/3/home>
- Bus Garage: 412-429-7011
- School Day: 8:45-3:45
 - Parent drop-off is between 8:30 and 8:45
 - Breakfast is served from 8:30-9:00
 - Parent pick-up is between 3:30 and 3:45

IV. Calendar of Events

August	
Tuesday, August 21 st	EL Orientation - 1:00 PM
Tuesday, August 21 st	3 rd Grade/New Student Orientation – 1:30 -3:30 PM
Wednesday, August 22 nd	First Day of School
August 23 rd – 30 th	4 th and 5 th Grade Band Try-Outs – 8:00 AM
Friday, August 31 st	CVIS Strings Assembly for 3 rd Grade – 2:30 PM
September	
Monday, September 3 rd	Labor Day – NO SCHOOL
Wednesday, September 5 th	Strings Demonstration and Registration - 7:00 PM
September 12 th -19 th	Book Fair
Thursday, September 13 th	OPEN HOUSE – ALL GRADES – 6:00-8:00 PM
Friday, September 21 st	School Picture Day
Wednesday, September 26 th	PTG Meeting – 7:00 PM – Hilltop Park
Thursday, September 27 th	PTG Meeting – 8:30 AM – District Assembly Room
October	
Monday, October 1 st	Act 80 Day – No School for Students
Friday, October 12 th	PTG “Donuts with Dad or your VIP” – 8:30 AM - Cafeteria
Monday, October 15 th	Dental Program – 7:00 AM – 4:00 PM
Friday, October 26 th	End of 1 st Reporting Period
Monday, October 29 th	½ Day for students – Dismissal @ 11:45 AM Teacher Clerical PM
Wednesday, October 31 st	Halloween Parade and Party – 1:45 PM
November	
Thursday, November 1 st	2 Hour Delay - Act 80 – 10:45 AM START TIME
Monday, November 5 th	Conferences/Professional Development/Act 80 – NO STUDENTS
Tuesday, November 6 th	Conferences/Professional Development/Act 80 – NO STUDENTS
Friday, November 9 th	CVIS Bolt – All Day (Rain Date Nov. 16 th)
November 22 nd – 26 th	Thanksgiving Recess – NO SCHOOL
December	
Tuesday, December 11 th	Chorus Concerts – 2:00 PM and 7:00 PM
Wednesday, December 19 th	Band Concerts – 2:00 PM and 7:00 PM
Friday, December 21 nd	Holiday Party - 2:00 PM
December 24 th - 31 st	Winter Recess – No School
January	
January 1 st – 3 rd	Winter Recess – No School
Friday, January 4 th	Act 80 Day – No School for Students
January 9 th -16 th	DIBELS - ALL
Thursday, January 17 th	End of 2 nd Reporting Period
Monday, January 21 st	Martin Luther King, Jr. Day Observed - NO SCHOOL
Tuesday, January 22 nd	½ day AM for Students – 11:45 AM dismissal

	Act 80/Clerical PM – NO STUDENTS
<i>February</i>	
Monday, February 4 th	2 Hour Delay - Act 80 – 10:45 AM START TIME
Wednesday, February 14 th	Valentine’s Day Party – 2:00 PM
Monday, February 18 th	President’s Day – No School for Students – Act 80 Day
February 28 th – March 8 th	Book Fair
<i>March</i>	
Friday, March 8 th	SCHOOL PHOTOS
Monday, March 18 th	Act 80 – No School for Students
Thursday, March 21 st	Celebrate CV! Night – 6:00 – 8:00 PM – High School
Tuesday, March 26 th	End of 3 rd Reporting Period
Friday, March 29 th	½ day AM for Students – 11:45 AM dismissal Act 80/Clerical PM – NO STUDENTS
<i>April</i>	
April 18 th – 22 nd	Spring Recess –NO SCHOOL
<i>May</i>	
Wednesday, May 8 th	Chorus Concerts – 2:00 PM and 7:00 PM
May 6 th - 10 th	Teacher Appreciation Week
Wednesday, May 15 th	Band Concerts – 2:00 PM and 7:00 PM
Friday, May 17 th	School Picnic – NO SCHOOL
May 21 st – 23 rd	BOGO Book Fair
Thursday, May 23 rd	Orchestra Concerts – 2:00 PM and 7:00 PM
Monday, May 27 th	Memorial Day – NO SCHOOL
Wednesday, May 29 th	5 th Grade Move-up Day
<i>June</i>	
Tuesday, June 4 th	3 rd and 4 th - FUN DAY, 5 th Grade PICNIC
Wednesday, June 5 th	Tentative Last Day for Students
Wednesday, June 5 th	End of the 4 th Reporting Period
Thursday, June 6 th	Teachers’ Professional Development Day

ALL DATES SUBJECT TO CHANGE IN EVENT OF CONFLICTS

V. Academics

Curriculum

Students at Chartiers Valley Intermediate School are offered a wide range of rigorous learning opportunities in accordance with the standards adopted by the PA Board of Education. This is based upon a core curriculum of English-Language Arts (ELA), mathematics, social studies, science, Spanish, music, physical education, visual arts and digital media & library literacies. The district's curriculum shall be 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.

The State Board of Education's revisions to its Chapter 4 regulations for academic standards and assessment are final and in effect. Chartiers Valley School District has revised our district policies to reflect these changes.

For more information, please refer to School Board Policy 102 on Academic Standards and 105 on Curriculum, which can be found on the district's website.

Homework

Practicing academic skills leads to success. Homework is part of this practice. Students are required to complete all homework assignments. Students who do not miss any homework assignments will be recognized on the Homework Honor Roll after each nine week grading period.

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
- Utilize the Homework Tracker to record all assignments
- 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
- Sign the Homework Tracker to acknowledge your child's homework

All missed homework will need to be completed, which may require loss of recess time or after-school detention.

For additional information on the homework policy, please refer to School Board Policy 130, which can be found on the district's website.

Report Cards and Grading

Report cards are issued at the end of each nine-week session. 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 on Infinite Campus. Registration information can be obtained by contacting the Intermediate School office.

Once registered, you will have the ability to view your child's grades 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.

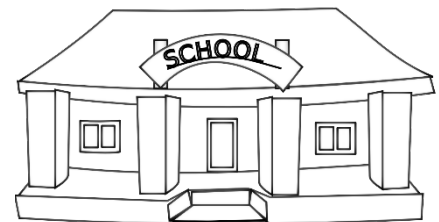


Multi-Tiered System of Supports (MTSS)

Multi-Tiered System of Supports (formerly RtII) is an early intervening, comprehensive, multi-tiered, standards-aligned model which enables early identification and intervention for students at academic risk. MTSS allows educators to identify and address academic difficulties prior to student failure. CVIS has implemented the MTSS model in the areas of math and reading instruction and have begun work in the area of social/emotional supports. **The goal of MTSS is to improve student achievement using research-based instruction and interventions matched to the instructional need and level of the student.**

VI. General Information

School Hours



The Intermediate School instructional day begins at 8:45 a.m. and ends at 3:45 p.m. Walkers are dismissed at 3:45 p.m. and buses begin loading at 3:46 p.m. Phone calls to the main office are received from 8:00 a.m. to 4:30 p.m.

Arrival and Dismissal

- Students are not to arrive before 8:30 a.m., as supervision is unavailable. There is also no school supervision after 4:00 p.m.
- Parents or guardians who provide transportation for students before the start of the school day will drop off their child at the designated student drop off area at Door 2 between 8:30 a.m. and 8:45 a.m. A teacher will be on duty to provide any necessary assistance with this procedure.

- All students must come directly into the school when they arrive in the morning. After entering the building, they will report directly to their homeroom.
- Students are not allowed to leave the school grounds during the school day without appropriate adult supervision.
- No student is permitted to ride home after school with anyone other than his or her parent/guardian, without written permission from his or her parent/guardian.
 - All notes must be given to the classroom teacher during the homeroom period.
 - The receiving parent must also send a note to school acknowledging that they will take responsibility for the child after school.
 - Such temporary changes to a student's transportation schedule are for emergency child care purposes only.
- Parents or guardians who provide transportation for children after school throughout the entire year 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 send in a note for that day or call the office before 2:00 p.m. All notes must include the child's full name, teacher's name, and room number.
- All parents for dismissal pick-ups are to park in the playground parking lot and **must be prepared to show a valid photo ID for proper identification.**

Before and After School Program

Before and after school services will be offered at the Intermediate School 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.

Campus Safety

The Chartiers Valley School District takes a proactive stance in dealing with safety issues. CVIS, along with all Chartiers Valley buildings, are closed campuses during the school day. This means that all facilities, including the track, are closed to individuals who are not on the premises for school business. To provide additional assistance at the Intermediate School, a member of our school district's Campus Safety and a School Resource Officer are available throughout the day. These individuals monitor access to the Intermediate School and provides assistance where needed. Our safety and security personnel also enhance the supervision of all students throughout the building as well as on school property.

Please refer to School Board Policy 713 on Protection of Property for more information, which can be found on the district's website.

Intermediate School Office

The Intermediate School 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 CVIS

When visiting our school, please use the main entrance (Door 1). For safety precautions, all outside doors will be locked during school hours. You will be asked to register and wear the provided visitor's badge at all times while in the building. All Chartiers Valley buildings utilize the RaptorWare visitor 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.

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 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 and the 5th grade picnic). Additional information is available on the CVSD/CVIS website under the 'Community' tab.

School Delays/Cancellations/Emergency School Closings

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 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. Parents and students are asked to refrain from calling the school during these times.

If there is a school delay for any reason, all CVIS field trips and parent meetings that are scheduled before the amended start time of school will be cancelled and rescheduled, as appropriate.

Early Dismissal Emergency Plan

Children become frightened 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.

Fire Drills/Emergency Drills

We will practice fire/emergency drills throughout the school year to prepare for emergency situations. Whether it is a drill or an actual fire/emergency, 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 include 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 enhances the chances for a better resolutions to emergency incidents. ALICE is an acronym standing for Alert, Lockdown, Inform, Counter, Evacuate. Additional information about ALICE can be found on their 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. We know from experience that a child who is frequently absent often has academic difficulties. Students will be allotted the same number of days as they were absent to make up any missed work.
- A student who leaves school for any reason during the day is counted as absent for one-half day of school or early dismissed if less than a half day is missed.
- A written request from the parent or guardian is required for an early dismissal. In order to maintain the appropriate number of instructional minutes, we ask that early dismissals occur infrequently and for emergency situations only.
- When your child is absent from school, please call the attendance secretary prior to 9:00 a.m. at (412) 429-2233; Option 2 to report the absence. If you do not call the school, the attendance secretary or the automated call system will call you, so please keep contact information current. In addition, it is also required that you send a written excuse to the school within three (3) days from when the child returns. Forms can be found on the CVSD/CVIS web site under the Parent Resources tab in the bottom left-hand corner.
- Please include the following information:
 - a. Date note is written
 - b. Name and homeroom of the student
 - c. Date(s) of absence or tardiness
 - d. Cause of absence or tardiness
 - e. Signature of parent or guardian



Absences will be treated as unlawful until the school receives a written excuse explaining the absence, to be submitted within three (3) days of the absence.

A parent may write a note of excuse for up to a maximum of ten (10) days of cumulative absence from school. All absences beyond ten (10) cumulative days will require a written excuse from a licensed physician or will be marked as unexcused absences.

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

- Personal illness of student
- Family emergency

- Medical and dental appointments
- Situations and/or conditions approved by the principal

Excessive absences over three (3) unexcused 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.

Any student who is tardy must be signed-in by a parent in the office. Please remember that school officially starts at 8:45. Tardiness will negatively impact your child's academic performance, as they will miss important instruction provided first thing in the morning. Please make every effort to ensure that your child arrives at school prior to 8:45.

School-aged visitors in your home may not attend school with your child. Permission to attend school for such visitors will not be granted, as it may disrupt the academic learning for your child and others.

For additional information about attendance, please refer to School Board Policy 204 on Attendance, which can be found on the district's website.

School Dress Code

With the concern for the safety, health, and welfare of the students, as well as the prevention of disruption of the educational program, 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.

Excused Educational Trips

Written requests for educational trips must indicate the days to be missed, the destination of the trip, the reason why the trip could not be taken on days when school is not in session and an outline of the

educational value of the trip. This information must be written on an “Educational Trip” form, which is available in the school office or on the school’s website under the Parent Resources tab in the bottom left-hand corner. Educational trip requests should be made at least two (2) weeks prior to the date of the trip.

- Students are granted the privilege of making up all assignments and tests missed during the excused absence. However, the responsibility for making up this work lies with the student. Please contact your child’s teacher to find out what work is to be made up. The student assumes the responsibility for completing this work within one (1) week after his/her return.
- Unless some unusual family circumstances exist, such trips shall not be approved during the final two (2) weeks of the school term.
- 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.
- If possible, all educational trips should be scheduled on days that school is not in session.
- If a trip will last longer than 10 days, the student must be withdrawn and re-enrolled upon return.

School Health Service

School Health Services provide students with vision and hearing screening, height, weight and growth progress, as well as first-aid and primary health care during an illness or accident at school. The School Health Law requires dental examinations for children in grade 3.

The Pennsylvania State Health Code mandates that each 6th grade student is required to have a physical examination. In order to assist you with this process, forms will be given to all 5th grade students prior to the completion of 5th grade.



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 e-mail addresses are encouraged for all contacts. 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 the Intermediate School office if an activation code is required. In addition, account creation directions will be sent home with students at the start of the school year.

Medication Administration

Medication forms must be completed and signed by the parent or guardian and the student’s physician before any medication will be administered at school. This includes all medications, inhalers, and over-the-counter drugs (Tylenol, Motrin, cough drops, etc.). An adult must deliver the medication and accompanying permission forms to the health office. No medication is allowed to be transported on the bus. Students are not allowed to possess prescription medication as per the Use of Medication Policy, Policy 210. Certain exceptions for Asthma Inhalers are permitted under School Board Policy 210.1. Both policies can be found on the district’s website and in the Appendix section of this handbook.

Medication must be contained in a pharmaceutical, child proof container properly labeled with the child's name, medication name and dosage, time of administration, and pharmacy name. Provide a measured spoon if necessary, and cut the medication if the prescription requires half tablets. All medications are kept in a locked cabinet in the health office. When possible, medication should be spaced so that the time of dosage does not occur during the school day. The nurse is available Monday-Friday from 8:00 a.m. to 4:00 p.m.



Guidelines for Keeping Your Child Home from School

Please make sure that your child has completely recovered from an illness before returning to school. Do not send your child to school if he/she has been ill the night before or the morning of school. Fever, vomiting, diarrhea, persistent cough, skin rash, and contagious infections are reasons to keep your child at home. The school asks that students are symptom free, including fever free, for 24 hours before returning to school. Please report any/all communicable diseases to the office when you call in absences.

Head lice are always a potential problem when children are together in any group setting. Please inspect your child's head regularly. Contact the health office if you need specific information.

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.

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 Intermediate School. The PTG provides many activities, assemblies, and field trips for the students. They work closely with the administration and teachers to provide a well-rounded educational experience for all students.

Learn more about participating through the PTG webpage at <http://www.cvsd.net/3/Department/16>

Food Service

Chartiers Valley uses the PrimeroEdge system. PrimeroEdge account numbers are issued to each student for their own individual use. Students may not use another student's account. Please remember to use the prepayment envelopes provided.

Every morning from 8:30-8:55 a breakfast program will be offered at the Intermediate School. Students who wish to eat breakfast must report to their homeroom first. Students may use the funds in their accounts for breakfast. All food must be consumed in the cafeteria only and no food will be allowed to leave the cafeteria.

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.

Chartiers Valley School District participates in the National School Lunch Program. Under USDA guidelines, families may qualify for free or reduced meals. Applications are available on line at www.cvsd.net under the Food Service page. Or you can complete them online at www.schoolcafe.com or www.compass.state.pa.us/compass.web/Public/CMPHome.

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 e-mail notifications.

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

1. Go to <http://schoolcafe.com> and click "Create an Account"
2. Create an account
3. Prepay



We realize that students and parents occasionally forget to prepay. Letters are sent home with students whose lunch balances are negative at mid-month. At the end of each month, letters are sent home with students stating their account balance. Report cards are withheld from parents/students with outstanding lunch balances at the end of each quarter. If you would like to see what your child is purchasing with their lunch funds, please call 412-429-2255 to request an account history.

If you wish, you may block the sale of additional food items beyond the basic lunch ("extras"). Please call 412-429-2255 and the cafeteria will add a "no extras" message to your child's account that will alert the cashier to prevent the purchase of extras. Notations on each child's account are valid for one school year only. Please be sure to request "no extras" each year as needed.

If you have any further questions, please refer to the nutrition policy newsletter or feel free to call the Food Service Director at any time at 412-429-2255.

Behavior in the Cafeteria

Respect for others and others' property will be demonstrated in our cafeteria at all times. Respect for cafeteria aides, food servers, and cashiers is required. The same appropriate manners expected in any public eating area should be demonstrated at all times in the cafeteria. Noncompliance with these expectations will result in a cafeteria time out or other disciplinary actions (e.g., loss of recess, assigned cafeteria seat, after-school detention, etc.).

Upon arrival in the cafeteria, students must be seated at their assigned homeroom tables. The cafeteria is divided into sections, with a cafeteria monitor assigned to each section. One classroom per section

will be permitted to enter the various food lines when authorized by the cafeteria monitor in that section.

Students are expected to dispose of their trash in the receptacle provided when prompted by the cafeteria monitors. It is expected that the cafeteria will be left in a clean and orderly condition for the next group of students. Students are not permitted to leave the cafeteria during the lunch period unless excused by a monitor, teacher or administrator. All food must be consumed in the cafeteria.

Recess

All classes have a supervised thirty-minute recess period. Playground monitors are assigned to supervise recess.

Students are reminded to listen carefully to and respect our playground monitors. Weather permitting, outdoor recess activities will be planned. On days of inclement weather, indoor activities will be offered. The school will provide all playground equipment. If the temperature is above the freezing mark, and weather is appropriate, students will go outside for recess. Please remind your child to dress appropriately for these days. Students are not permitted to bring playground items from home.

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 parent/guardian of the search, reason for the search, and the findings of the search.

Lost and Found



Students are encouraged to look for items they may lose in the “Lost and Found” area near Door 2 (morning student drop-off). 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 are disposed of at the end of each week.

Telephone Calls

Except in cases of emergency, students will not be excused from class to use the telephone. A call log will be maintained in the school office to indicate when students have used the office telephone. The classroom teacher will be the first level of screening to determine if a request to call home is necessary; if so, the student will be given a telephone pass. Once in the office, a secretary will provide the assistance necessary to make the call. Students are reminded to be responsible and bring materials to school prior to his/her arrival.

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 are not recommended.



Non-Instructional Items and Electronic Devices

Toys (including Rainbow Looms and Rubix Cubes), games, cards (including Pokemon), iPods, etc., are items not used for instructional purposes are not permitted at school and will be confiscated by school personnel. These items are not appropriate for bus, classroom, or recess activities.

Students are prohibited from using personal communication devices, including cell phones, during the school day on district property and buses. Such devices must be turned off and kept in the student's locker/backpack. Any device found out throughout the school day will be confiscated by school personnel.

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.

For more information on electronic devices, please refer to School Board Policy 237 (Electronic Devices), which can be found on the district's website.

Lost or Damaged School Materials and Textbooks

All students are required to pay full replacement costs for any textbook or school materials that were lost or damaged while assigned to the student. The following are examples of materials that students are responsible for returning in good condition: textbooks, library books, music instruments, calculators. Students and parents will be required to sign a textbook accountability form at the start of the school year. All financial obligations related to damaged or lost textbooks and/or school materials must be met before report cards will be released.

VII. STUDENT CONDUCT

Authority

There is no division of authority among members of the staff at the Intermediate School. Members of the Central Office staff (connected to the IS) are also authorized to reprimand or correct Intermediate School 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 the Appendix section of this handbook. After reviewing it carefully, along with the Weapons, Drug and Alcohol, and Tobacco policies summarized below, please provide the necessary signatures on the signature form and return it to school. 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.

Information about Hazing can be found in School Board Policy 247, which can be found on the district's website.

Weapons Policy

The Chartiers Valley Board of School Directors has adopted a very strict Weapons Policy. Federal and state laws require public schools to follow prescribed action including the possibility of expulsion and police notification for instances where students use, possess or distribute weapons or dangerous instruments in school. A weapon is defined as any object, device, or instrument which, through its use, is capable of threatening or producing bodily harm or which may be used to inflict self-injury. This policy also prohibits "weapon-like" items. These are classified as any item that has the appearance of a weapon (i.e. toy gun, rubber knife).

Please closely review a copy of this policy, which is included in the Appendix section of this handbook.

Drug and Alcohol Policy

Students and parents are strongly advised to carefully review the school district's Drug and Alcohol Policy. Violators are subject to the consequences stated in the policy. Please refer to School Board Policy 227 on Drugs and Alcohol for more information, which can be found on the district's website.

Tobacco Policy

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 on Tobacco, which can be found on the district's website.

School Bus Rules and Safety Procedures

All bus students have an assigned bus for the school year. Students only ride the bus to which they have been assigned. 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. This form is available in all school buildings, on the school and district website under the Parent Resources tab, and in the Transportation Department. Change of buses for single days will not be honored.

To ensure that our buses are safe for everyone, the bus driver is responsible for maintaining order on the school bus. Drivers must concentrate all of their 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 away from 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 books near the roadway.
- Wait until the bus comes to a complete stop before trying to enter. Board without pushing/shoving, 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.



Leaving the bus:

- Remain in your seat until the bus comes to a full stop.
- Leave the bus in an orderly manner and do not loiter near or around the bus.
- Be sure that you have all books, athletic wear, instruments, etc. before exiting.
- 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).

More information can be found regarding School Board Policy 810 on Transportation by visiting the district's website or by contacting the Transportation Department at 412-429-7012.

School Bus Misbehavior Will Not Be Tolerated. You Risk Losing Your Riding Privilege.

Listed are some of the reasons that a student may receive a bus suspension or other disciplinary action.

- Using obscene language
- Throwing objects in or out of the bus. (Also subject to littering charges)
- Fighting on the bus
- Smoking on the bus
- Lighting a fire of any object on the bus
- Extending any part of the body out of the bus
- Distracting bus driver's attention in any unnecessary way
- Failing to remain seated
- Causing a disturbance on the bus
- Displaying disrespect or defiance to the bus driver or other riders
- Boarding/departing the bus at an unassigned stop

- Riding a bus to which you are not assigned without authorization from the principal
- Eating or drinking on the bus. The sale of food products is prohibited
- Live pets are not permitted on the bus
- Tampering with the emergency door or other bus controls; Opening and closing the front door is prohibited by anyone other than the driver
- Damage done to seats or other bus equipment must be paid for by you and/or your parents; Restitution or immediate arrangements thereof, must be made before resuming riding
- Any other violation that may fall under the CVSD Code of Conduct

Any littering from the bus or behavior posing a threat to the safety, health or well-being of the driver or another student while enroute may also become the jurisdiction of the local police, resulting in fines or citations. These costs, if issued, will be the responsibility of the student and his/her parents.

Computer Tampering, Vandalism Policy

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 more information, please refer to School Board Policy 815.1 on Computer Tampering/Vandalism, which can be found on the district's website.

Internet Etiquette

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, which can be found in the Appendix section of the handbook, will remain in the student's file for one school year.

Bullying Prevention Program and No Place for Hate

The bully prevention program at CVIS is modeled after the Olweus Bullying Prevention Program (OBPP) and the No Place for Hate initiative (NPFH). Olweus is one of the most researched and best-known bullying prevention programs available today. With over thirty-five years of research and successful implementation all over the world, OBPP is a whole-school program that has been proven to prevent or reduce bullying throughout a school setting by being proactive rather than reactive when responding to social and behavioral issues.

A key part of the program is classroom meetings held at least once per rotating cycle. These efforts are designed to improve peer relations and make the school a safer and more positive place for students to learn and develop. With the ultimate goal for students to become part of the solution.

Chartiers Valley School District will continue to participate 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, 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 Bully Prevention is to allow students to feel safe and secure at school and to utilize appropriate 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 Olweus Bullying Prevention Program, please visit the Olweus website at www.clemson.edu/olweus 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.

Bully Prevention 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, CVIS also utilizes School-Wide Positive Behavior Interventions and Supports.

School-Wide Positive Behavior Interventions and Support

Chartiers Valley Intermediate School participates in School-Wide Positive Behavior Intervention & Support Program (SWPBIS). It is our goal at CVIS 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.

CVIS recognizes that intermediate school is a time when students begin to take on more responsibility and make important choices about their academics and behavior. We recognize that students can make mistakes, but can best learn from them through solid guidance and support from our school and your home. The connection between school and home is an integral part of our students’ success and achievement.

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.

School-wide Expectations

- **Decision-making is part of life.**
- **Decisions always have consequences.**
- **Following the school rules will help you make good decisions.**
 1. Be Respectful
 - a. Line basics
 - b. Hands to self
 - c. Appropriate talk
 2. Be Responsible
 - a. Have necessary materials
 - b. Give best effort on all activities
 3. Be Reliable
 - a. Do the right thing, even when no one is looking
 - b. Uphold anti-bullying promise

CVIS Disciplinary Notice

When necessary, a disciplinary notice will be used to inform parents of disciplinary incidents involving their child. Administrators or teachers will complete the appropriate notice and it will be sent home with the students involved. Parents are asked to sign and return the notice to school after reviewing it with their child. For more severe disciplinary actions, a phone call will be made to the parent/guardian.

Support from Home

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, procedures and practices, you are ensuring the ultimate success of your child and all other students as well.

VIII. Intramural Sports

All students may participate in various intramural sporting events throughout the school year. These activities are scheduled during



INTRAMURALS

evening hours. Transportation must be provided by the parents. Activities to be scheduled may include: hockey, basketball, and track. More information concerning each activity will be sent home as these activities are scheduled or posted on the CVIS website. Proper student conduct is expected for continued participation in any intramural activity as all school rules still apply during these activities.

VIII.

**District Policies
(APPENDIX)**

XI. Child Find Annual Notice

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 Dr. Amy Wodnicki, Director of Student Services at 412.429.2638 throughout the school year.

NOTICE OF SPECIAL EDUCATION SERVICES AND PROGRAMS

Child Find
Chartiers Valley School District
Dr. Amy Wodnicki
2030 Swallow Hill Road
Pittsburgh, PA 15220
412.429.2201 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 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.

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.

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.

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
Dr. Amy Wodnicki
Director of Student Services
2030 Swallow Hill Road
Pittsburgh, PA 15220
412.429.2201 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 Dr. Amy Wodnicki at 412.429.2201.

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 steps 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, resource services, part-time 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.

SURROGATE PARENTS (34CFR 300.515)

General. 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 Pupil Personnel at 412.429.2639. (Authority: 20U.S.C. 1415(b)(2)).

XII. Title 1 Notice

Parent Right to Know Information as Required by The Elementary and Secondary Education Act (ESEA) [Section 1112(e)(1)(A)] and the Every Student Succeeds Act [Section 1112(e)(1)(A)]

August 22, 2018

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

Your child attends Chartiers Valley 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 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 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 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 Elementary and Secondary Education Act of 1956 (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 Julie Franczyk at Chartiers Valley Intermediate School at 412-429-2233 or email me at jfranczyk@cvsd.net.

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](#).

XIII. 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: Angie Potthoff, 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

XIII. Student Accident Insurance

In accordance with School Board Policy 221, 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.

CHARTIERS VALLEY

INTERMEDIATE SCHOOL

Inspiring excellence.

BOARD OF EDUCATION

Tony Mazzarini; President

Mark Kuczinski; Vice President

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CENTRAL OFFICE ADMINISTRATION

Johannah Vanatta, Ed. D., Superintendent

Scott Seltzer, Assistant Superintendent

Amy Wodnicki, Ed.D., Director of Student Services

Scott Kelly, Chief Technology Coordinator

INTERMEDIATE SCHOOL ADMINISTRATION

Julie Franczyk, Principal

Stephanie Faith, Assistant Principal