

# CARLYNTON

## School District News



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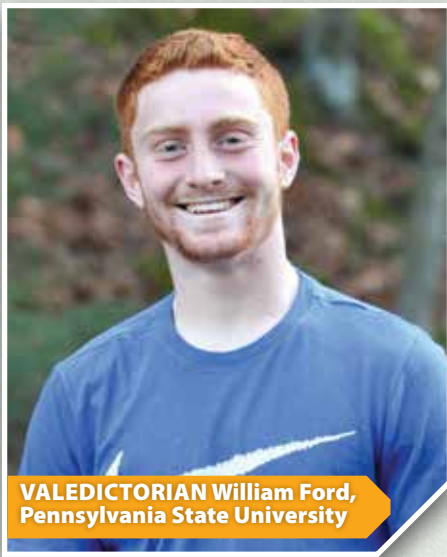
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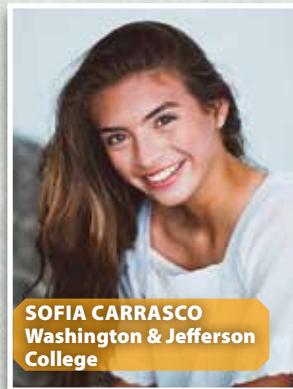
CARLYNTON





# TOP 10

## HIGH ACHIEVERS





# CONGRATULATIONS TO OUR GRADS

Hope June Aliano\*  
Amber Nicole Bayton  
Hannah Alexiss Bogats\*  
Stephanie Christine Bonifield\*  
Raymond James Bordenick  
Brandan Patrick Cantley  
Sofia N. Carrasco\*  
Mia Holly Caruso  
Andrew Ferguson Clark  
Anthony Michael DeLoe  
Hannah Christina Diulus\*  
Stuart Douglas Lynne Dougherty  
Jacob Bradley Elias  
Sage Sierra Figura\*  
Storm Brianna Figura\*  
Adam Edward Follmer  
William Thomas Ford\*  
Collin Avery Fox  
Nicolas K. Gould  
Denise Nichole Griffin  
Indya Marie Hainesworth  
Christopher Isaiah Harris\*  
Kalista Kay Heidkamp  
Devin Joseph Howells  
Angela Lynn Inwood  
Breanna Riley Jameson  
Wisdom Tunisia Cablé Johnson  
Hunter Scott Kephart  
Brandon Kyle King

Ian Alexander Kobistek  
Yaryna Korenovska\*  
Alexis Jordan Kowal  
Molly Maureen Kozy\*  
Madison Lindsay Kyle  
Jordan Christopher Lange  
Kellie Mae Lesniak\*  
Barry Monroe Lewellyn  
Kassi Frances Longstreth  
Meaghan Agatha Maloy  
Glenn Ruiz Marrero  
Mark Christopher Masdea  
Ian Thomas May  
Kylee Anna Merscher\*  
Courtney Aaron Mickens  
Antonio Robert Muñoz  
Kenneth David Niedbala II  
Paris Quaona Pane  
Zoey Lee Petrocelli  
Zachary Spencer Pifer  
Matthew Popichak  
Natalie Guo Quinn\*  
Mila Rind  
Makayla Nicole Rittmeyer  
Andrea Celeste Rivera Andino  
Rachel Alexandra Roach  
Emily Elizabeth Roessler  
Brandon James Rogers  
Pierce Virgil Sams

Jacob James Seitz  
Skyler Renea Sevacko\*  
Kamesha Desirae Simmons  
Michael Anthony Smith  
Tyler Samuel Smith  
Zachary James Smith  
Autumn Ciara Smutney  
Abbie Olivia Snizik\*  
Mahoganie St. Julien  
Justin Raymond Stengel\*  
Taylor Lynn Stevens  
Ziaire Teagle  
Diamond Marie Thomas  
Antonio Theodore Thompson  
Adam David Trombetta  
Shania Rose Turner  
Rebecca Jo Turske  
Lucas Charles Ulizzi  
Melinda Joanne Vistein  
Morgan Elizabeth Vonada\*  
Cheyenne Cyera Wells  
Lorin Lynne Welsh\*  
Gene Allen White Jr.  
Nathanial John Wilcox  
Janise Rene Williams  
Ashleigh Taylor Wilson  
Logan Richard Witwicki  
Patrick K.C. Nicholas Zekler  
*\* Members of the National Honor Society*

## THE GREATEST GIFT

*An excerpt of the closing remarks presented by senior class vice president Hannah Bogats*

**WE** have grown so much throughout the years and we can thank our classmates next to us, our teachers, our parents, and everyone else who has helped us get to this point in our lives.

Personally, Carlynton has given me numerous opportunities to express myself through student council, the basketball court or the soccer field. I have always felt I've had a voice, and more importantly, I was given the opportunity to participate in whatever my heart desired.

Carlynton to me is unique in that way. To be honest, I believe Carlynton has given me and every one of my classmates an advantage going forward. Sure it's not uncommon to hear comments about CHS like... "They are such a small school," or "They haven't won a game all season," and in some respects, both of those comments are or have been correct. But that's not how WE identify ourselves.

We have come to learn over the past six years in Carlynton is if you have a burning desire to participate in pretty much anything, from musical,

football, swimming or soccer, to name a few - even if you don't have a lick of talent - you can participate. You can make a difference. And you can leave your legacy long after you move on.

Those opportunities, presented to us from day one, opened the door to endless successes - and at times, failures. But to simply have the chance to be a part of something you may have otherwise dismissed as "unattainable" is one of the greatest gifts a school can give.

From the bottom of my heart and on behalf of the Class of 2017, I want to say "THANK YOU CARLYNTON." Thank you for this gift you have bestowed on all of us and will continue to reign down on our underclassmen for years to come.

But now Class of 2017, it is up to us to take on the challenges of life after high school and to use what we have learned. I am convinced if we tackle life the same way we tackled our time at Carlynton, success will be sure to follow. Use what our school has taught us and go after each and every opportunity presented. Always believe in yourself and your ability... no goal is too big... no accomplishment is beyond reach. Our school has groomed us to think this way and to expect great things.



## Honors, Scholarships and Awards:

House of Representatives Leader of Tomorrow

**Yaryna Korenovska**

Harry Quinn, Fred Zangaro and John Samsa Memorial Scholarship, \$1,000

**Kalista Heidkamp**

The Maggie Scholarship, \$5,000

**Yaryna Korenovska, Madison Kyle, Kassi Longstreth, Kylee Merscher, Justin Stengel, Zoey Petrocelli**

Carlynton Federation of Teachers AFT/AFL-CIO Textbook Grant, \$500

**Stephanie Bonifield, Chris Harris, Yaryna Korenovska, Mila Rind, Skyler Sevacko, Justin Stengel**

Carnegie Boys and Girls Club "Youth of the Year" Award  
**Lorin Welsh**

Peer to Peer Awards

**Anthony DeLoe, Indya Hainesworth, Hunter Kephart, Alexis Kowal, Meaghan Maloy, Tyler Smith, Justin Stengel, Diamond Thomas, Ashleigh Wilson**

Unified Indoor Bocce Team Awards

**Alexis Kowal, Meaghan Maloy, Tyler Smith, Justin Stengel, Diamond Thomas, Ashleigh Wilson**

Excellence In Advanced Placement Testing (Highest possible scores)

Calculus AB - **Will Ford**; AP U.S. History - **Sofia Carrasco, Storm Figura, Will Ford, Molly Kozy, Kelly Lesniak, Abbie Snizik**

700 Club (Scoring over 700 on the SAT)

**Stephanie Bonifield**, Reading; **Taylor Stevens**, Math; **Rebecca Turske**, Math and Reading; **Will Ford**, Chemistry, Math (perfect score on Math Level 2)

Perfect Attendance

**Hope Aliano**

Outstanding Achievement in Media/Broadcasting **Makayla Rittmeyer, Rachel Roach, Matt Popichak, Tyler Smith**

Linda Beck \$1,200 Scholarship

**Stephanie Bonifield**

Tech Crew Recognition

**Matthew Popichak, Tyler Smith, Stuart Dougherty**

Male and Female Scholar Athletes

**Will Ford, Sofia Carrasco**

Male and Female Athlete of the Year

**Logan Witwicki, Ashleigh Wilson**

Quint Athlete Award (participation in five sports)

**Natalie Quinn**

Marine Corps Scholastic Excellence Awards

**William Ford, Molly Kozy**

Semper Fidelis Awards for Musical Excellence

**Kalista Heidkamp**

Marine Corps Distinguished Athlete Awards

**Christopher Harris, Hannah Bogats**

Army Reserve National Scholar Athlete

**William Ford, Sofia Carrasco**

SHASDA Honors

**Alexis Kowal, Gene White**

2017 Trib Total Media Elite 100 Outstanding Young Citizens

**Will Ford, Sofia Carrasco, Stephanie Bonifield**

Nominees- **Rebecca Turske, Sage Figura, Storm Figura, Molly Kozy**

Eagle Scout Award

**Stuart Dougherty**

Esmark High School All-American Awards

**Will Ford, Sofia Carrasco**



Yaryna Korenovska received the esteemed Leader of Tomorrow Award during a senior banquet and recognition ceremony held May 23.

For lettering in five sports while maintaining academic excellence, **Natalie Quinn** received the Quint Athlete Award.



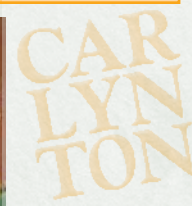
Recipients of the substantial Maggie Scholarship included **Yaryna Korenovska, Mila Rind, Kassi Longstreth, Kylee Merscher, Zoey Petrocelli and Justin Stengel**, pictured with teacher **Lisa Rowley** and Principal **Michael Loughren**.

The senior recognition ceremony gave honor to those dedicating time to special activities. **Alexis Kowal, Meaghan Maloy, Tyler Smith, Justin Stengel, Ziaire Teagle, Diamond Thomas and Ashleigh Wilson** were commended for contributions to the Unified Bocce team.



**Taylor Stevens, Stephanie Bonifield, Rebecca Turske and Will Ford** were recognized for scoring over 700 on the SAT. **Will Ford** attained a perfect score on a math portion of the SAT.





Featured speakers for the 2017 commencement ceremony included (clockwise) **senior class president Hannah Diulus, Valedictorian Will Ford, Salutatorian Storm Figura and class vice president Hannah Bogats.**

**1.** School board president **Jim Schriver** addresses the Class of 2017. **2.** **Nathaniel Wilcox, Zachary Pifer and Hunter Kephart** removed their caps during the National Anthem. The trio will honor our nation as they enter the armed services following graduation. **3.** Senior members of the girls and guys ensembles, led by choral director **Rebecca Chenette**, performed the Disney song from Hercules, "Go the Distance," during commencement. **4.** Teacher and father **Michael Kozy** shared a proud moment as he presented a diploma to daughter **Molly** and received an endearing hug. **5.** **Ziaire Teagle** abandoned his wheelchair with the help of teacher **Frank Zebrasky** and walked to receive his diploma while classmates gave a heartening standing ovation. **6.** As he receives his diploma, graduate **Courtney Mickens** exchanges handshakes and words of praise from **Principal Michael Loughren**. **7.** Caps flew into the air with triumphant shouts as the Class of 2017 left a final stamp of approval on their high school career. **8.** Gathering near the field house, parents anxiously waited to embrace their sons and daughters following the graduation ceremony. **Adam Follmer** was among many to be encircled with pride by his father **Jack Follmer**. **9.** The evening ceremonies were captured on cell phones and cameras as friends huddled with smiles to preserve memories.



# The Class of 2023



Carnegie Citizenship awardee Taylor Zaletski with parents Kelly and Joe.

## Sixth graders lauded at end of year ceremonies



Recipients of the Citizenship Award at Crafton Elementary are Holden Wilpula and Garin O'Leary.

### CARNEGIE ELEMENTARY

#### CITIZENSHIP AWARD\*

Taylor Zaletski

#### PRESIDENTIAL AWARD FOR ACADEMIC EXCELLENCE

John Bland	Chase Jones	Rebecca Walter
Chase Brandebura	Tanner Kephart	Taylor Zaletski
Skyla Brown	Austin Milliner	
Mary Dougherty	Jaidalyne Smith	

#### HIGH HONOR ROLL PLAQUES

(Earning high honors 3 out of 4 nine weeks)

Chase Brandebura	Chase Jones	Maryah Wren
Skyla Brown	Tanner Kephart	Taylor Zaletski
Mary Dougherty	Jaidalyne Smith	Elaine Zhang

#### HONOR ROLL AWARDS

(Earning any combination of high honors & honors 3 out of 4 nine weeks)

Emma Bailey	Shawn Heinrich	Alexis Rodgers
John Bland	Brady Holderbaum	Michael Sebrosky
Haylee Boggs	Evan McGee	Rebecca Walter
Connor Dunlap	Austin Milliner	Payton Welsh

#### PERFECT ATTENDANCE

Paige Gordon  
Elaine Zhang

#### SAFETY PATROL AWARDS

Lily Barber		Lyeneil Ward
Haylee Boggs	Tanner Kephart	Payton Welsh
Skyla Brown	Austin Milliner	Taylor Zaletski
Mary Dougherty	Aiden O'Leary	Elaine Zhang
Brady Holderbaum	Amani Smith	

#### ART RECOGNITION

Skyla Brown	Bridget Maloy
Shawn Curry	Maryah Wren

### CRAFTON ELEMENTARY

#### CITIZENSHIP AWARDS\*

Holden Wilpula and Garin O'Leary

#### PRESIDENTIAL AWARD FOR ACADEMIC EXCELLENCE

Simon Schriver	Georgie Gamble	Sydney Jarvis
Shea Plante	Alyse Crown	Bonnie Krivanek
Elena Johnson		

#### HIGH HONOR ROLL PLAQUES

(Earning high honors 3 out of 4 nine weeks)

Gavin Corrado	Sydney Jarvis	Holden Wilpula
Lilly Dobson	Elena Johnson	Alyse Crown
Colin Dugan	Shea Plante	Bonnie Krivanek
Georgie Gamble	Kendall Stark	Shelby Palmer
Peter Gargis	Chloe Williams	Simon Schriver

#### HONOR ROLL AWARDS

(Earning any combination of high honors & honors 3 out of 4 nine weeks)

Daniel Badger	Asher Henderson	Aniyah Beatty
Nijahlay Bey	Emily Mankin	T.J. Cantwell
Olivia Chapman	Nyiah McMiller	Victoria McIntyre
Abby Graner	Garin O'Leary	Lleyton Mullaney

#### SAFETY PATROL AWARDS

"Patrols of the Month"	February - Andrew Killen
September - Shelby Palmer	March - Maxwell Samangy
October - Garin O'Leary	April - Olivia Chapman
November - Alyse Crown	May - Kendall Stark
December - Chloe Williams	<b>Safety Patrol of the Year -</b>
January - Shea Plante	Shelby Palmer

#### CRAFTON-INGRAM ROTARY \$150 SAVINGS BONDS

Harley Osburn - Most Improved	Chloe Williams - Hardest Working
Shelby Palmer - Highest Grade	Max Samangy - Hardest Working
Point Average	

#### ART RECOGNITION

Sam Moose

\*The coveted citizenship award is presented each year to individuals who are responsible and dependable by continually being prepared for class, completing all assignments on time, volunteering to help others, maintaining strong ethics and showing respect to peers and teachers.

# Carnegie Elementary welcomes new principal



Mrs. Lauren Baughman

With ample knowledge and fortitude, **Lauren Baughman** is thrilled to be the new building principal and instructional leader of Carnegie Elementary School.

Mrs. Baughman began a career in teaching in 2002 as a middle school teacher in the Sto-Rox School District. Two years later, when family relocated to East Stroudsburg, Pennsylvania, she became an elementary teacher in the East

Stroudsburg Area School District. In September 2008, she was appointed Assistant Principal of East Stroudsburg Elementary, a newly constructed elementary school with a population of 800 students in grades K-5.

Mrs. Baughman brings years of experience as a teacher

and administrator. In the fall of 2012, after returning to the Pittsburgh area, she accepted the position of Elementary Principal and later Coordinator of Elementary Education with the Steel Valley School District. For the last two years, she has been the Elementary Principal at Fort Cherry Elementary Center in the Fort Cherry School District.

With an undergraduate degree in education from Edinboro University of Pennsylvania, Mrs. Baughman later secured a Master's in School Leadership and Principal Certification from Marywood University in Scranton.

Currently, Mrs. Baughman resides in Robinson Township with husband Patrick and two children, Alexis and Davis. Her husband is a high school principal with the Deer Lakes School District. In addition to spending time with family, she enjoys volunteering on several local committees.

Mrs. Baughman is excited for the school year to begin and the opportunity to meet staff, students and parents. Likewise, she looks forward to capitalizing on the great things already taking place in the school.

## Teachers in the spotlight

Hats off to high school English and theater teacher **Tonilyn Jackson** who received excellent reviews for her witty performance in *Clue, The Musical* this past summer. The Summer Company produced the musical which ran June 15-25 at the Genesius Theater on the campus of Duquesne University.

Crafton Elementary reading teacher **Susan Kosko** was recognized nationally by Scholastic Teacher magazine as a "Cool Teacher." A full-page article in the Summer 2017 issue summarized her involvement with environmental and humane education in the classroom as she works to motivate young readers.

High school social studies teacher **Timothy Patsko** traveled to Poland this summer with Classrooms Without Borders in preparation of a new course offering. The 10-day trip offered visits to death camps, Schindler's Factory and other historical sites that depicted the Jewish culture and heritage in Poland and the rise of anti-Semitism. The multi-

faceted curriculum comprising details of the Holocaust will be offered to students in January 2018.

Carnegie Elementary teacher **Scott Donnelly** spent a week immersed in space and STEAM education at the Honeywell Educators Space Academy in Huntsville, Alabama. Mr. Donnelly collaborated with teachers from 45 states and 33 countries to experience simulated moonwalks and space missions and a full range of other activities designed to motivate and encourage students in science, math and technology. Donnelly said he explored aerodynamics, designed heat shields, built landing devices and studied rocketry and thrust. Most rewarding was the fact that all teachers at the space camp possessed the common interest and desire to improve teaching skills. Mr. Donnelly said he will proudly wear his NASA flight suit on the first day of school and his classroom will be filled with evidence of his experience.

His mission will be a reminder of the importance of inquiry-based learning and will guide the approaches he takes in the classroom to prepare students for a future geared toward STEAM-related careers.



Mr. Scott Donnelly during a simulated space mission at the NASA space academy.



# MAKING HEADLINES

**NEWS** Third grader **Lucy Vetter** was the first place winner in the annual spelling bee sponsored by the Carnegie-Collier Rotary. The Carnegie Elementary student competed against 14 of her peers to win a \$100 gift card to Barnes & Noble Booksellers and the right to compete at a regional competition at Seven Springs Resort in June. **Isa Chaudhry** narrowly missed first place, taking second in the competition while **Yaashna Praveenkumar** took third. The finalists also received gift cards to Barnes & Noble.



Top spellers of the Carnegie Elementary spelling bee were Isa Chaudhry, Lucy Vetter and Yaashna Praveenkumar.

**NEWS** Gifted students once again put Carlynton on the map with victories at various local competitions. In early May, fifth graders **Caden Crow**, **Gabriel DiPietro**, **Aziz Qudratullaev** and **Bailey Vetter** captured first place at the Children's Choice Battle of the Books competition held at Soldier and Sailors Hall in Oakland. Third grader **Lucy Vetter**, fourth grader **Eva Miller**, fifth grader **Ella Snyder** and sixth graders **Mary Dougherty** and **Austin Milliner** took second place in the motivational reading challenge. Later in the week, fourth and fifth graders **Mason Glover**, **Sean Hart**, **Eva Milliner**, **Ella Snyder** and **Bailey Vetter** won third place at a literature festival held at Washington Elementary School.

**NEWS** In cooperation with the Pittsburgh Symphony Orchestra, five high school students participated in the Audience of the Future project during the school

year. The students planned a symphony orchestra performance at Heinz Hall incorporating marketing, production and multimedia elements which culminated in a grand concert on May 16. Those working on the project-based activity included seniors **Rebecca Turkse** (repertoire) and **Lorin Welsh** (marketing) and freshmen **Jamie Cabili** and **Maggie Reigle** (production) and **Haley Simcic** (repertoire).



collaborative and inquiry-based approach to educating students.

**NEWS** Crafton Elementary was the proud recipient of the 2017 STEM Excellence Pathway Award on behalf of the Carnegie Science Center. The school was recognized as a partner in STEM education for its practices in using a



Physical therapist Mary Butch got hands-on with students during a WiSE presentation.

The WiSE (Women in Science and Engineering) Speaker Series held for fifth grade girls of Carnegie Elementary introduced a number of career options to students this spring. Spearheaded by teacher **Scott Donnelly**, the series allowed the girls to meet, interact and be inspired by successful women

in a variety of STEM careers. This year's series kicked off with **Paige Kassalen**, an electrical engineer for Covestro, who encouraged the girls to speak up and voice opinions. Paige was the only American women on the Solar Impulse team to make the history-making flight around the world in 2016. Game Engineer **Ana Balliache** of Schell Games shared the importance of respecting one another's work and ideas while illustrating interactive games and applications. Other speakers in the series included **Chandler Fuller**, a software engineer for Google San Francisco, **Mary Butch**, a physical therapist, **Brenda Isaza**, an aeronautical engineer with Boeing and **Dr. Helen Boylan**, a Westminster College chemistry professor.



Students made solar-powered cars and tested them in front of the school during a presentation by Professor Helen Boylan from Westminster College.





Congratulations to freshman **Jaimee Cabili** for a first place victory at the Pennsylvania Junior Academy of Science state competition held at Penn State University in May. Jamie studied the effects of various environmental factors on plant tissue and presented her research before state leaders and scientists.



The 2017 Invention Convention hosted in the Carlynton high school cafeteria featured 41 students from eight local school districts who showcased unique and thought-out inventions. Fourth grader **Eva Milliner** was the high scorer of the day and won a gold medal for her invention, Doggy Tunes. Fifth grader **Wilson Choate** won a bronze medal for a "Goal on the Go" invention.



Eva Milliner with Doggy Tunes display at the 2017 Invention Convention.



Carnegie and Crafton elementary schools have been named and certified as Common Sense Digital schools for the second consecutive year. The award comes on the heels of librarian **Jill Rischell's** efforts to teach students to be safe and responsible digital citizens. Mrs. Rischell's diligence has resulted in fewer incidents of cyberbullying and a greater awareness of the dangers of the internet by revealing too much personal information by way of social apps.



Celebrating diversity and the ancestry of Crafton families, students at Crafton Elementary held Cultural Day to showcase their heritage. Every grade level was given the task of researching a region of the world and preparing presentations and activities to reflect a particular country. Posters, three-dimensional buildings, tri-folded displays and samples of foods were just part of the learning activity enjoyed by hundreds of visitors who took the time to explore the presentations in



Crafton Elementary first grader Antonio Ruiz makes some noise with a handmade African drum on display in a kindergarten classroom during Cultural Day.



Displays and samples of food and drinks from around the world were part of the cultural day celebration.

classrooms and hallways of the school's two upper floors.



The annual scholar-athletic celebration at the end of the school year recognized 109 students in grades nine through 12. Students who maintain honor or high honor roll status



Quad-Athlete Riley Post



Carnegie Elementary sixth graders purchased an aerial view of the school as a parting class gift. During the sixth grade recognition ceremony, Austin Milliner presented the framed photo to the school.

while participating in one or more sports are honored at the breakfast ceremony. Seventeen athletes received accolades for participation in three sports. Junior **Riley Post**, who lettered in cross country, soccer, swimming and track was honored as a quad-athlete and senior **Natalie Quinn** received the quint-athlete award for lettering in cross country, soccer, swimming, track and cheerleading.



With funding from a Ready to Learn Grant, the former high school library will be converted into a Maker Space with a series of work stations which will allow students to utilize creativity through real-world applications. The space will be modeled after the renowned Chicago Public Library Maker Lab. Fluency Project Coach Wendy Steiner visited the library last fall as well as local maker spaces in the Elizabeth Forward and Avonworth School Districts. Stations will include activities to engage all users across all core disciplines of the curriculum. In the works for this school year will be a model train station incorporating circuitry and engineering, a paint wall and a virtual reality paint design platform called Tilt Brush, a gaming area to foster game design and development, fashion design, silk-screening and more. Future plans includes the installation of a recording studio with podcasting capabilities, music and photography applications and a food lab to explore and create hydroponic gardens. The Chicago Public Library launched an Innovation Maker Lab in 2013 within the library's downtown library center to serve as a

Continued on next page >





# MAKING HEADLINES *continued*

testing ground for new ideas with high impact potential. Maker spaces engage in a hands-on, collaborative learning environment and allow students to share knowledge and resources to design and create in a variety of capacities.



Carnegie and Crafton elementary teachers and administrators will host kindergarten orientation August 14 and August 17, respectively, for parents and students who will begin kindergarten August 21. The meetings will begin at 6:00 pm in the schools' auditorium. Kindergartners will have a staggered start to the school year to ease the transition of the school day routine. During orientation, students will be assigned to a group of A, B or C. Group A will attend school on Monday, August 21. Group B will begin Tuesday, August 22, and Group C will have their first day of school Wednesday, August 23. Students will not attend school on Thursday, August 24. All kindergarten students will then report to school Friday, August 25 and will be assigned to homerooms.



A number of events will be hosted by the Carlynton Education Foundation this fall. The annual golf outing at Shadow Lakes Golf Club will be held Saturday, September 23. Registration information is available on the foundation website at [carlynton.org](http://carlynton.org). On Friday, November 3, the foundation will host its first Purse Bingo. The event will be held at Saints Simon and Jude Parish on Greentree Road. New this year, the foundation will begin sponsoring scholarships for students to attend leadership conferences and enrichment workshops to enhance learning at all grade levels.



Senior class officers for the 2017-2018 school year are Jessica Vogliano, Sydney Mollica, David Creely and Tayvel Hutchinson.



The photo opportunities were endless for the 18 students who traveled to the Yucatan of Mexico in June with a stop in the City of Izamal.



The travelers stand with teacher Stephen Vayanos before the El Caracol observatory temple, one of the many famous Mayan ruins toured by the group.

Nineteen Spanish Dual-Enrollment students traveled to the Yucatan of Mexico in June, visiting ancient and modern-day sites. The educational trip encouraged students to step out of their comfort zones to explore another culture. The visit included tours of the Mayan City of Chichen Itza, the ancient City of Uxmal where the students climbed the 100 foot Great Pyramid of Uxmal and the city of Izamal with its pyramid and colonial town painted only in yellow and white. Students also swam in a subterranean cenote in central Yucatan and visited the eco-archaeological theme park of Xcaret where they floated and swam in underground rivers. Some swam alongside dolphins or sharks and all enjoyed the beach and explored the various animals native to this part of the world. One evening included a performance depicting the history of modern Mexico and historic Mayan practices and games. The life-changing adventure included a stay in a hotel in the jungle, a visit to the cliff side ruins of Tulum, a scavenger hunt and shopping in the town of Playa del Carmen and swimming in the Caribbean Sea along the white, sandy beaches of the Maya Riviera. Spanish teacher **Stephen Vayanos** led the excursion with teacher **Tracy Post** and two parent chaperones.





# The National School Lunch Program offers free- or reduced-priced school meals

The National School Lunch Program (NSLP) is a federally-assisted meal program operating in public and nonprofit private schools throughout the nation. It provides nutritionally balanced, low-cost or free meals (breakfast and lunch) to qualified children each school day. The program is intended to safeguard the health and well-being of the nation's children and support domestic agricultural production.

School districts and independent schools that choose to take part in the lunch program receive subsidies and commodities



from the U.S. Department of Agriculture (USDA) for each meal served. In return, schools must serve lunches that meet federal requirements and must offer free or reduced price meals to eligible children. Qualified students could receive breakfast and lunch for free or at a reduced price (\$0.30 for breakfast and \$0.40 for lunch per day).

A child's eligibility for the NSLP is determined by Federal Income Guidelines and is based on a household's size and household's income.

Families who participated in the NSLP for the 2016-2017 school year must reapply at the beginning of the 2017-2018 school year. A new application must be completed each school year.

However, families who receive a letter prior to the start of the 2017-2018 school year indicating child(ren) has been directly certified for free meals do not need to submit an application.



Additionally, parents of students who attend Carnegie Elementary are not required to complete an application. The school qualifies for the Community Eligibility Provision. Nevertheless, parents are asked to list the names of students who attend Carnegie Elementary on applications.

Information about the NSLP will be sent home with students on the first day of school. If you do not receive an application, please contact Michelle Weaver (NSLP Facilitator) at 412-429-2500 (ext. 1103) or e-mail [michelle.weaver@carlynton.k12.pa.us](mailto:michelle.weaver@carlynton.k12.pa.us) to have an application sent to you.

Parents can also apply for the NSLP online via COMPASS (Commonwealth of Pennsylvania Access to Social Services) at [www.compass.state.pa.us](http://www.compass.state.pa.us). Parents applying for the NSLP through COMPASS, do not have to submit a paper application.

The Carlynton School District uses a computerized Point of Service (POS) system in our cafeterias. With this system, students have 100% anonymity as to the type of payment program used when purchasing school meals.

If a child is not eligible now, but there is a decrease in household income, a parent becomes unemployed, there is an increase in household size, or a family begins to receive Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF), you may reapply for benefits at anytime during the school year.

The Carlynton School District is an equal opportunity provider.

**Save the date! 2017**

**The first day of school for students is Monday, August 21, 2017.**



# RIGHT TO KNOW - CHILD FIND – FERPA

*This notice is sent annually to all addresses within the school district, both commercial and residential. In addition it is published on the district website.*

## EQUAL OPPORTUNITIES FOR PROTECTED HANDICAPPED STUDENTS

In compliance with state and federal law, the Carlynton 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. However, the district will request parent permission to complete an evaluation through IDEA, due to Child Find obligations, to consider the need and eligibility for Special Education placement. If determined that there is a significant educational impact, the district will then offer Special Education over a 504 Plan.

For further information, on the evaluation procedures and provisions of services to protected handicapped students, contact the Coordinator of Special Education and Student Services.

## RIGHT TO KNOW – CHILD FIND

The Carlynton School District is required by law to annually notify parents about the screening and evaluation processes, special education programs, privacy rights of parents and students, and Chapter 15/Other Protected Handicapped Students. The District uses the following procedures for locating, identifying and evaluating specified needs of school-aged children requiring special programs or services:

## INDICATIONS OF AND RISK FACTORS FOR DEVELOPMENTAL DELAY AND PHYSICAL, SENSORY, MENTAL, OR EMOTIONAL DISABILITIES

Some indications that your child may be a student with a disability, in order to meet the first part of the two-part definition are:

- Difficulty performing tasks that require reading, writing, or mathematics
- An emotional condition over a period of time which affects your child's ability to learn
- Consistent problems getting along with others
- Difficulty communicating
- Lack of interest in age-appropriate activities
- Resistance to change
- Difficulty seeing or hearing that interferes with the ability to communicate
- Health problems that affect educational performance, including attention problems

### IS MY CHILD GROWING AND DEVELOPING NORMALLY?

As parents/guardians, each of us undoubtedly asks this question of ourselves at times. On one hand, we do not want to be overly anxious parents and create problems where none exist. On the other hand, research shows that if there is a problem, the earlier the specialized help is provided, the better the outcome for children.

So, how do we really know if we should be concerned? The following information about expected developmental milestones and skills may assist parents/guardians in assessing this:

**6 MONTHS** Rolls from stomach, reaches for toys, transfers toy from one hand to other, looks for noise made near him/her, makes sounds for specific reasons (hunger, wet, etc.), helps hold bottle while drinking, plays with toes, pats mirror image, puts everything in his/her mouth, watches toys held in front of him/her and moved slowly

**1 YEAR** Sits without support, pulls self to stand, crawls on all fours, understands the meaning of No and Bye-Bye, repeats sounds made by others, feeds self cookies and crackers (may not be neat), plays "pat-a-cake" or "peek-a-boo", turns pages of magazine or book (more than one at a time), picks up small objects with thumb and index finger

**2 YEARS** Walks well, walks up steps – two feet on a step, speaks several words which are understandable and meaningful, refers to self by name, recognizes self in mirror,

feeds self with spoon, drinks from a cup, occupies self in play, plays with an adult (roll ball back and forth), builds a tower of four blocks, puts two words together, shows body parts (eyes, nose, and toes) when asked

**3 YEARS** Walks up steps – one foot for each step, walks on tiptoes, runs easily, unbuttons, unwraps candy, uses words to make needs known, speaks in three-word sentences:

"Mommy go home", undresses self, is toilet trained, helps adults by putting away toys and clothes, turns pages one at a time, recites nursery rhymes, imitates adults doing simple tasks

**4 YEARS** Tells stories, speaks clearly and can be understood by non-family members, dresses self with help, feeds self with fork, washes face and hands, gets along with other children, balances on one foot, builds a tower of ten blocks, copies a circle, matches some objects and colors

**5 YEARS** Hops on one foot, marches in time, catches a ball with their hands, brushes their teeth, cares for all toileting needs, follows two-step directions, points to shapes, names five colors, copies a square and circle, counts to four, shares and takes turns

Parents who have questions about their child's development or disability should speak to their family physician or health care provider, school district, or the Allegheny Intermediate Unity. With questions or concerns, please contact Dr. Rachel Andler, Director of Special Education and Student Services at 412-429-2500 x.3309.

## SCREENING AND EVALUATION

The District, as prescribed by Section 1402 of the School Code, routinely conducts screening of a child's hearing acuity in the following grades: kindergarten, one, two, three, seven and 11. Visual acuity is screened in every grade. Speech and language skills are screened in kindergarten and on a referral basis. Gross motor and fine motor skills, academic skills and social-emotional skills are assessed by classroom teachers on an on-going basis. Specified needs from all of these screening sources are noted within a child's official file.

Parents with concerns regarding their child may contact building principals at any time to request a screening or evaluation. Communication with parents and a student with a disability shall be in English or the native language of the parents. Screening information will be used by the Response to Intervention team (RtI) within the student's school to meet his/her specific needs or to document the need for further evaluation. If it is determined that a child needs additional services, the RtI will make adjustments relative to such things as the child's learning style behavior, physical inabilities and speech problems to be more in keeping with traditional classroom experiences. If a student does not make progress or it is determined that a child needs additional assistance, parents will be asked to give written permission for further individual professional evaluations.

After all of the evaluations are completed, a Multi-Disciplinary Evaluation Report will be compiled with parent involvement and include specific recommendations for the types of intervention necessary to deal with the child's specific needs. Parents are then invited to participate in a meeting where the results of the multidisciplinary evaluation will be discussed. If the student is eligible, an Individualized Education Program (IEP) will be developed for specialized services for the student. Parents are an integral part of the IEP Team and need to be physically present at the IEP meeting(s). The district will make every effort to insure parent participation. Parents are then presented with a Notice of Recommended Educational Placement, (NOREP) which they may approve or disapprove. If parents disapprove the recommended program, the parents may request a pre-hearing conference, mediation or a due process hearing.

Information about early intervention, parent rights, mediation or due process procedures, specific Special Education services and programs offered by the District, specific Gifted Education services, and the District's Educational Records Policy is available upon request from the building principal in the student's school. Parents may request that the District initiate a screening or evaluation of their child's specified needs at any time by contacting the building principal. Further information about these procedures may be obtained by calling the Coordinator of Special Education and Student Services.

## SERVICES FOR SCHOOL-AGE STUDENTS WITH A DISABILITY

The District provides a free, appropriate public education to special education students as set forth in the Federal Individuals with Disabilities Education Improvement Act (IDEIA), the Chapter 14 regulations of the Pennsylvania State Board of Education and the Chapter 16 PA Regulations governing gifted education. Child find activities and procedures extend to all school-age children

residing in the District including children attending private schools and home-schooled children. To qualify as a special education student, the child must be of school age, in need of specially designed instruction and meet eligibility criteria for mentally gifted and/or one or more of the following physical or mental disabilities as defined by Chapter 14: autism, deaf-blindness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech and language impairment, traumatic brain injury, deaf and hard of hearing, and visual impairment, including blindness.

The District utilizes identification procedures to ensure eligible students receive an appropriate education program consisting of special education and related services individualized to meet student needs. At no cost to the parents, these services are provided in compliance with state and federal law and are reasonably implemented to yield meaningful educational benefit and student progress. Special education services are founded to include related services (i.e. speech, occupational therapy, physical therapy, orientation and mobility therapy, psychological services, etc.).

To identify a student who may be eligible for special education services, various screening activities are conducted on an ongoing basis. Screening activities include the District-wide kindergarten screening program, review of group-based data (cumulative records, enrollment records, health records, report cards, ability and achievement test scores); hearing, vision, physical, a speech/language screening and student case review at Student Assistance Program (SAP) meetings when appropriate. The Response to Intervention team (RtI) at the elementary level, continually reviews student progress and intervenes as warranted. School district personnel and/or parents may refer a student for screening to the school principal at any time.

When screening results suggest a student might have a disability, the school district seeks written parental consent to conduct a multidisciplinary evaluation. Parents who suspect their child may be a student with a disability may request an evaluation at any time through a written request to the school principal. The letter should indicate the parent's reason for the request. Parents who suspect their child may be eligible for gifted education may request an evaluation through a written request to the school principal as well.

When a multidisciplinary evaluation determines a student is eligible for special education services, a report is sent to parents. Special education reports and records are considered confidential and are protected under the Family Educational Rights and Privacy Act and released only with written parental permission.

The extent of special education services and the location for the delivery of such services is determined by the Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP) team and are based on the student's identified abilities, needs, chronological age and the level of intensity of the specified intervention.

Parents may obtain additional information regarding special education services and programs and parental rights by contacting the child's school principal or the Coordinator of Special Education and Student Services.

## SERVICES FOR PRESCHOOL-AGE CHILDREN

Act 212, the Early Intervention Services Act, entitles all preschool age children with disabilities to appropriate early intervention services. Young children experiencing developmental delays or physical or mental disabilities are eligible for early intervention services. At-risk children are eligible for screening and tracking.

The Pennsylvania Department of Public Welfare is responsible for providing services to infants and toddlers through age two. Contact information: Allegheny County Assistance Office, 300 Liberty Avenue, Suite 301A, Pittsburgh, PA 15222, 412-565-2146.

The Pennsylvania Department of Education is responsible for providing services to preschool age children from age three until eligible for kindergarten. Contact information: Project DART, 475 East Waterfront Drive, Homestead, PA 15120, 412-394-5736.

Parents of children less than the age of kindergarten and at least three years of age and are considered to have developmental delays in the areas of cognitive, communicative, physical, social/emotional and self-help development can direct questions and concerns to the Coordinator of Special Education and Student Services.

## ENGLISH AS A SECOND LANGUAGE (ESL) LANGUAGE PROGRAMS FOR LEP AND IMMIGRANT STUDENTS

The Carlynton School District develops and provides a planned educational program for each student with Limited English Proficiency. These programs enable students to





meet academic standards and success in school. Each program will include:

- 1) Standards-based English as a Second Language instruction at the appropriate proficiency level;
- 2) Content area instruction aligned with academic standards and adapted to meet the needs of the student;
- 3) Assessment processes that reflect academic standards and instruction.

### HOMELESS STUDENTS

If you have lost your housing and now live in a shelter, motel, vehicle, camping ground, or temporary trailer; on the street, doubled-up with family or friends; or in another type of temporary or inadequate housing, your child might be able to receive help through a federal law called the McKinney-Vento Act.

Under the McKinney-Vento Act, children temporarily without a home or residence have the right to go to school, no matter where they live or how long they have lived there. If you have questions, please contact the District Registrar, at 412-429-2500 ext. 1125.

### CONFIDENTIAL EDUCATION RECORDS AND PRIVACY RIGHTS – FAMILY AND EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

FERPA protects a parent/student's rights and privacy with regards to educational records. The rights guaranteed under FERPA belong to the parent until the student turns 18, at which time the rights transfer to the student. Education records include all records maintained by the school regarding a student – this includes information transmitted via email between teachers and administrators. Education records do not include notes made by a classroom teacher that remain in the sole possession of the teacher or his/her substitute. FERPA prohibits the disclosure of educational records without prior written consent from a parent or eligible student.

Additional information regarding FERPA compliance can be found at: [www.ed.gov/policy/gen/guid/fpco/index.html](http://www.ed.gov/policy/gen/guid/fpco/index.html)

### NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- 1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School Principal a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- 2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School Principal, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

An exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [Note: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

### NOTICE FOR DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Carlynton, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Carlynton may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow Carlynton to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without prior written consent.

If you do NOT want Carlynton to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by **at the start of the school year**. Carlynton has designated the following information as directory information: [Note: An LEA may, but does not have to, include all the information listed below:] Student's name; Participation in officially recognized activities and sports; Address; Telephone listing; Weight and height of members of athletic teams; Electronic mail address; Photograph; Degrees, honors, and awards received; Date and place of birth; Major field of study; Dates of attendance; Grade level; and/or the most recent educational agency or institution attended.

### PROTECTION OF PUPIL RIGHTS AMENDMENT

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These rights include parents' right to be notified in advance, provided with all information pertaining to surveys, analysis or evaluations and the right to object to their child's participation.

Additional information regarding PPRA may be obtained at: [www.ed.gov/policy/gen/guid/fpco/ppra/index.html](http://www.ed.gov/policy/gen/guid/fpco/ppra/index.html)

### NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
  - 1) Political affiliations or beliefs of the student or student's parent;
  - 2) Mental or psychological problems of the student or student's family;
  - 3) Sex behavior or attitudes;
  - 4) Illegal, anti-social, self-incriminating, or

- demeaning behavior;
- 5) Critical appraisals of others with whom respondents have close family relationships;
- 6) Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- 7) Religious practices, affiliations, or beliefs of the student or parents; or
- 8) Income, other than as required by law to determine program eligibility.

- Receive notice and an opportunity to opt a student out of:
  - 1) Any other protected information survey, regardless of funding;
  - 2) Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
  - 3) Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect, upon request and before administration or use:
  - 1) Protected information surveys of students;
  - 2) Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  - 3) Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Carlynton School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Carlynton will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Carlynton will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Carlynton will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and will be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5901

**Any persons with questions regarding the contents of this notice are instructed to contact the Coordinator of Special Education and Student Services.**