

CARLYNTON

School District News



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CARLYNTON

PIPPIN brings magic to the stage

Carlynton High School 2016 Spring Musical



Pippin, with an original 1970's pop score by composer Stephen Schwartz and original choreography by Bob Fosse, is the story of a young prince whose world is filled with compromise and doubt as he deals with the coming of age while trying to find meaning and significance in life. The musical was performed April 7-10 in the high school's auditorium.

Leading the cast was senior **Alex Pollak** as the Leading Player (narrator) and senior **John Oliver** as Pippin. Seniors **Jarod Latta**, **Caleb Staker**, **Marin Exler** and juniors **Morgan Vonada** and **Sofia Carrasco** also held significant roles in the show, with 33 ensemble members performing as "Players."

The musical's show-stopping Fosse-esque choreography and compelling songs, included "Morning Glow," performed powerfully by Pippin, and a robust "Glory" sung by the Leading Player. A buoyant duet with Pippin and the Leading Player, "On the Right Track," made you believe in happy endings. And Pippin bared his feelings in a rendition of "Extraordinary," when he sang, "Give me my wings, and don't make me think about ev'ryday things. They're so secondary, to someone who is very extraordinary, like me!"

Pippin's (**John Oliver**) journey through the story is guided by the charismatic Leading Player (**Alex Pollak**) who attempts to add magic (opening song, "Magic to Do") to the plot with promises of a grand finale. During the show, Pippin is influenced by his elusive father, King Charlemagne (**Jarod Latta**), and conniving stepmother Fastrada (**Morgan Vonada**) who secretly wishes Pippin to be more like her favored son, Lewis (**Caleb Staker**). Pippin flees to the forest to consult with his grandmother Berthe (**Marin Exler**), yet finds no comfort in her wise words.

After many failed attempts to find adventure and fulfillment ("Corner of the Sky"), the young prince meets and falls in love with Catherine (**Sofia Carrasco**), a widow and an "ordinary kind of women," as implied in her performance of "Kind of Women." Catherine and her son, Theo (**Mateo Carrasco**), cause Pippin to realize that the demand for something without flaw or compromise is not just self-defeating but

Opposite page:

1 Leading Player, Alex Pollak, opened the show with an enigmatic performance of "Magic to Do," promising a display of adventure, intrigue and romance.

2 The Players and Leading Player close out the first scene of "Magic to Do" in grand Fosse style.

3 Singing "Corner of the Sky," Pippin (John Oliver) expressed a passion to find an extraordinary calling.

4 Players Cristy Crawshaw and Brianna Oddi, with Leading Player Alex Pollak, performed the Manson Trio, inspired by the original Pippin Broadway performance that opened in 1972.

This page:

5 Returning from war with brother Lewis (Caleb Staker) and father King Charlemagne (Jarod Latta), Pippin struggles with the realization that he does not wish to be a soldier even though he believed it would offer excitement and adventure.

6 Pippin visits his grandmother, Berthe (Marin Exler) to seek advice. Despite his efforts to lead an extraordinary life, Berthe suggests that it's simply time to start living through the song, "No Time at All."

7 Pippin meets and falls in love with the widow Catherine (Sophia Carrasco). The couple shared a tender moment in "Love Song."

8 The Leading Player and Players bully and dare Pippin to partake in the grand finale by jumping into a magical box of fire to become one with the flame. "You will be an extraordinary part of history," proclaimed the Leading Player.

9 In another twist of the plot, stepmother Fastrada believed she could "Spread a Little Sunshine" by plotting the murder of her husband King Charlemagne and opening the path to the throne for son Lewis.

10 In a turning point for Pippin, he stands united with Catherine and Theo, defying the governing Leading Player who furiously threatens to stop the show because this is not the finale he had plotted.

11 As the cast returns to a reprise of "Magic to Do," The Leading Player grooms Theo as the next prince. The musical ends with Pippin and Catherine looking on, only to realize that Theo, like all of us, will have to wrestle with his own demons and make his own choices in order to find his corner of the sky.

12 In the final scene, as Pippin and Catherine turn to leave the stage, young Theo (Mateo Carrasco) remains alone and sings a verse of "Corner of the Sky." The action suggests that at the heart of the plot is a cycle which will now continue with Theo.



ultimately self-destructive. Having experimented with every possible path to fulfillment, he feels humbled, and realizes the most fulfilling life may be found by settling with Catherine.

The Leading Player, who suddenly realizes Pippin is falling for Catherine and defying his script by not partaking in his plan for a grand finale, becomes furious and calls off the show, telling the Players and even the orchestra to pack up and leave. The story ends dramatically with Pippin, Catherine, and her son alone on an empty, dark and silent stage, and the Leading Player yelling, "You try singing without music, sweetheart!" At this moment, Pippin recognizes that he has given up his extraordinary purpose for the simplest and most ordinary life of all, and he is finally a happy man.

In 2013, Pippin saw a revival on Broadway, with director Diane Paulus merging a circus-inspired theme to feature an acrobatic troupe of performers (originally the Players). The storyline remained the same, with Pippin struggling to decide whether he should settle down and pursue a peaceful life or continue to make magic with the dazzling acrobats. The musical won four Tony Awards, one for Best Revival. The show is now touring nationally while its run on Broadway prevails.



In the Spotlight

Humane Teacher of the Year

Crafton Elementary reading specialist **Susan Kosko** has been selected as the 2016 Humane Teacher of the Year, a national gold winning award presented for her commitment to humane education. The accolade recognizes Mrs. Kosko for motivating students to act on behalf of animals through inspiring lessons in the curriculum.

Mrs. Kosko's involvement with the Dolphin Project, Reading with Rover, habitat gardens and her association with the Audubon Society are credited to student growth in reading fluency and writing skills. Kosko employs these strategies in the classroom to stimulate and cultivate a love for reading.

The Dolphin Project has been used as an effective teaching curriculum as students engage with a team of marine biologists off the Gulf Coast of Florida. Students use Livestream or Skype to learn about dolphins and other sea life while reading and researching to learn more. The impact has been vast. A few years back, students raised monies to rescue Seymour, a dolphin entangled in fishing line. The story was later captured and filmed by a crew from the ABC syndicated show, "Sea Rescue."

Reading with Rover brings dogs and their owners into the classroom for read-aloud sessions. The activity has effectively encouraged students to read and nurtured an affection for all animals.

A habitat garden planted on school grounds, in cooperation with the Audubon Society, includes flowers, plants and bushes to attract birds and wildlife. The garden is designed in the shape of a cougar paw and students are involved in the tasks of weeding, mulching and watering. In the classroom, they read about the plants, flowers and wildlife in the garden. The Audubon Society provides access to Skypes sessions with rangers from Yellowstone National Park and the Grand Canyon.

The Humane Society of the United States has bestowed this award annually



With the help of Sarah, a Boykin Spaniel, Susan Kosko works with young readers Taylor Froehich, Tristen O'Leary, Dakota Darnley and Rylee Booher as they enjoy the book *Buddy Unchained* by Daisy Bix and Joe Hyatt. Sarah and her owner, Ed Henke, are active members of the Reading with Rover program.

since 1981, applauding outstanding teachers who consistently incorporate humane education into the curriculum and encourage students to get involved in community service for animals. The Society was particularly impressed by Kosko's propensity to touch on a wide range of issues affecting wildlife and pets by way of a reading program.

As part of the award, Mrs. Kosko will receive a scholarship to the Certified Humane Education Specialist credentialing program.

STEPP Award Winner

High school health and physical education teacher **Lisa Rowley** was awarded the 2016 STEPP Award from the Local Task Force on the Right to Education in Allegheny County. STEPP or the Scott E. Follmer Memorial Student, Teacher and



STEPP Award Winner
Lisa Rowley

Exemplary Practice or Partnering awards recognizes the outstanding support of children receiving special education services.

Mrs. Rowley was nominated for her endeavors in inclusionary

practices for student with disabilities in the junior-senior high school. She was honored at a ceremony in May.

A strong proponent of Peer to Peer education and the Unified Bocce team, of which she facilitates, she is also commended for her contributions to the Best Buddies program. Under her guidance, the Carlynton chapter of Best Buddies has received the honor of Best Buddies of the Year for the second consecutive year.

Making a Difference

District Superintendent **Dr. Gary Peiffer** has been accepted into a state-wide superintendent's academy that will study educating and meeting the needs of students struggling with poverty. One hundred superintendents from across the Commonwealth will participate in this academy. The two-year commitment will consist of intensive study of research involving case studies of effective practices and programs from the United States and the world to improve educational opportunities for students in need.

Dr. Peiffer traveled to Harrisburg for the first Academy session May 15-17 to meet and strategize with other superintendents and educational leaders on this topic. These sessions will be held regularly over the next two years in the summer, fall and spring.

Cultural Days Embrace Diversity

Dr. Peiffer hopes to be able to implement effective instructional and outreach programs studied at the Academy within the district over the next several years to benefit students.

Dr. Peiffer will also travel June 26 to July 4 to Poland as part of an educators study seminar on the Holocaust with the intent to develop a Holocaust semester course at the high school. The development of a Holocaust curriculum is recommended by Act 70 of 2014, which strongly encourages schools to offer instruction in the Holocaust, genocide, and other human rights violations. This is being done with the goal of developing a curriculum that provides students with an understanding of the importance of the protection of human rights and the potential consequences



**Superintendent
Gary Peiffer**

of unchecked ignorance, discrimination, and persecution. This opportunity is being offered through Classrooms Without Borders. Other teachers and students from the Greater Pittsburgh and West Virginia areas will also be participating in the study tour. Among the places in Poland the group will visit are Warsaw and Krakow, as well as the Treblinka Extermination Camp, Majdanek and Auschwitz concentration camps, Kazimierz Dolny, Lublin, Schindler's Factory and the Wieliczka Salt Mines.

Dr. Peiffer will study Jewish culture and heritage in Poland, the rise of anti-Semitism and the impact of the Holocaust on that culture. He will examine the effects on the greater population as well as those individuals who suffered and those who survived. He will also have the opportunity to meet with survivor Howard Chandler in the town of Wierzbnik and will follow in his footsteps as he relates to his journey of terror to life today.

Following his return, Dr. Peiffer, a former history teacher, intends to work with teachers **Laura Begg** and **Jamie Sonnie** to develop a multifaceted Holocaust curriculum which will then be offered to students as an elective. Dr. Peiffer hopes to be able to implement the course in the 2017-2018 school year.



In May, students from Carnegie and Crafton elementary schools held Cultural Days to recognize the birthplaces of pupils, parents and ancestors. Every grade was assigned a country or region to research. Assignments required each grade to locate the country on a map, discover the official language, population, currency and type of government. Carnegie students tackled the countries of Italy, Africa, Iraq, the Ukraine, Poland, India, Ireland and Asia. Crafton Elementary students researched regions, including Western Europe, Africa, Latin America and the Caribbean, Eastern Europe and the British Isles, while fifth graders were asked to explore the ancestry and culture of Native Americans.

Carnegie Elementary has been hosting a Cultural Day since 2013 when Principal **Carla Hudson** perceived the event as an approach to embrace diversity within the school and the community. The program was correlated with the district's Olweus anti-bullying program, which encourages impartiality and tolerance.

In addition to learning about the location and statistics of countries or regions, students explored the various holidays and celebrations, as well as customary foods, the arts, the structural design of buildings and the style of dress or fashion and textiles. Projects included following recipes to prepare and sample different foods, constructing two and three-dimensional buildings with cardboard to display architecture and learning dances and music specific to a particular culture. The Culture Day preparations allowed each grade level to reap a broad introduction to the culture and customs of a particular nation.

On Culture Day, held May 13 at Carnegie Elementary and May 14 at Crafton, some classes presented videos or PowerPoints to illustrate what was learned, while other classes displayed their work throughout the room and presented an oral summary of their research. With a replicated passport in hand, students and visiting parents could "travel the world" by exploring every classroom to observe the results of hard work and discover the varied culture of many countries.

Carnegie Elementary included residents of the community, dressed in customary garb, who demonstrated dances or shared artifacts specific to a native country. Students were showcased performing the tarantella, an Italian dance, and the Ukrainian Hoka.

Cultural Day builds positive identities and a respect for differences by weaving diversity into the fabric of children's lives. The event is an important educational experience and a step in helping youngsters accept, understand and value the rich and varied world in which they live.



Clockwise from top left: Parent Anpriece Hart performs a traditional African dance; Crafton fifth graders Garin O'Leary and Kaylee Shipley offered samples of Eastern European foods to visitors on Cultural Day; Using watercolors, second graders Hayleigh Werner and Emily Steiner of Carnegie Elementary painted drawings they made after studying Ukrainian architecture; Carnegie kindergarten students Aarna Pendey, Natalie Daugherty, Grace Turko, Milina Eitel and Dalanney Tate gathered in the auditorium with classmates to learn the Italian tarantella; Crafton Elementary third graders designed Molos to illustrate the textile art created by the Kuna Indians of Panama.



MAKING HEADLINES



Read Across America, celebrated at the elementary schools in early March, brought guest readers, story tellers and performers to the schools to promote reading. Activities throughout the week included the interactive storytelling of actor/singer **Tim Hartman**, who kept students on the edge of their seats, to the imagination of **Kim Adley** as the Queen of Hearts, who pulled youngsters from the audience to include in a story of fantasy. In classrooms, students Skyped with peers from elementary schools in other states as part of the Global Read Aloud project. Dr. Suess-themed riddle challenges, art projects and spirit days completed the week which culminated with Family Reading Night, involving parents and siblings in reading scavenger hunts, crafts and book fairs. Read Across America is a national celebration to honor the birthday of the late Dr. Suess and an endeavor to help all children realize their potential as skilled readers.



Tim Hartman from the Pittsburgh Children's Museum included Kendall Stark, Jayce Kohler, Lucas Beltz and Simon Schriver in a story of adventure that allowed each student to act out a given part as the storyline progressed.



As an Art Exploratory project-based learning assignment, some Carnegie sixth graders delved head-first into a venture to design and sew fashionable head coverings for eight-month old **Addiline Hudson**, daughter of Principal **Carla Hudson** and husband Paul. "Addi" was born with a condition called craniosynosis. Surgery was held to place two expanders in her skull. The expanders protrude through the skin and are visible near her ears. Students first studied the skull and learned more about Addi's condition and the surgery. Designing hats on paper, choosing fabric and learning to sew were all part of the project. Through patient

trial and error, several clever hats were fashioned for Addi. **Timmy Smith** and **Arionna Lemon** documented and presented the project to members of the school board at a meeting in March. Addi was present to model the stylish new hats.



High school students in grades nine to 12 were randomly selected to participate in a gender bias and STEM study to determine if there is a gender gap in STEM, both in careers and in the number of girls enrolled in related college courses. Conducted by Jessica Kaminsky of Hear Me, an initiative of the CREATE Lab at Carnegie Mellon University, pupils were individually interviewed to discuss their knowledge of STEM learning and skills and gather opinions to define whether boys choose more STEM-related careers than girls. The teens were also asked to submit ideas to decrease the impact of bias in this particular area. Junior **Lauren Welsh**, during the interview, said she sees more girls than boys in her advanced classes. "I believe that either gender can achieve, it just depends on the motivation of the individual," she shared.



Junior Lauren Welsh is interviewed by Jessica Kaminsky of the CREATE Lab at Carnegie Mellon University. Students were able to offer their thoughts on gender bias in regards to STEM-related careers.



In February, several Carlynton upperclassmen had the distinct opportunity to collaborate with students from Keystone Oaks, South Fayette and Quaker Valley to design the courtyard of the Energy Innovation Center (formerly Connelley Trade School) in the Pittsburgh Hill District. Seniors **Cristy Crawshaw**, **Angalik Jones**, **Destinee Latimer**, **Ajanae Lowry**, **Ban Majed** and **Darryl Porter**, juniors **Angela Inwood**, **Rachel Roach** and **Wisdom**



Teams from Carlynton, Keystone Oaks, Quaker Valley and South Fayette submitted a three-dimensional rendering for a courtyard design to be constructed at the Energy Innovation Center in Pittsburgh.

Johnson, sophomore **Tashe Earle** and freshman **Cory Ragland** formed the Carlynton team. Four meetings were held at Parkway West Career and Technical Center for students from all schools to brainstorm, discuss and begin the design process. As the process continued, students used Google Docs and Google Slides to share their work from respective schools, adding comments and suggestions. A final presentation was held at Parkway in March, with the teams from each school prepared to showcase their contributions to the project. Carlynton students opened the meeting with an introduction of the project and the history of the building and the area. Quaker Valley pupils presented a budget to illustrate the costs of the overall project. The team from South Fayette exhibited artwork of the finished design and Keystone Oaks students used CAD to submit three-dimensional, colored renderings. Senior **Cristy Crawshaw** said the courtyard design represented the city with its rivers and bridges and its development of the steel industry. Students used green or eco-friendly materials and included an outdoor seating area. "This was the best team-building experience I have ever been involved with," Cristy said. The design project was coordinated by Norton Gusky of Carnegie Mellon University who is an advocate for blended learning through the use of technology.



The Carlynton Education Foundation recently awarded six Teacher Enrichment Grants to fund classroom projects. The \$300-500 grants were distributed following a review of applications. Carnegie Elementary second grade teacher **Mary Campbell** plans to use

the grant monies to purchase alternative classroom seating to accommodate all learners. **Scott Donnelly** and **Erin Cummings**, Carnegie fifth grade teachers, will use the award to support a fifth grade field trip to Washington, D.C. in May. Crafton Elementary music teacher **Mark Priore** will purchase authentic African drums to develop and implement cultural learning activities. High school English teacher **Wendy Steiner** plans to purchase Belkin splitters and headphones to expand the use of existing technology in the classroom. And high school Spanish teacher **Steven Vayanos** will secure the Pulitzer Prize winning "Enrique's Journey" as a supplemental resource in his classes. The educational foundation will continue to support teachers through enrichments grants on a rolling basis as well as providing individual scholarships to graduating seniors.

NEWS Crafton Elementary students were treated to a "Healthy Hands, Healthy Kids" assembly to promote good personal hygiene habits. The presenter, Brad Langerman of Steratore Sanitary Supply, introduced youngsters to the world of germs and explained how they are spread. A "germ machine" was used to illustrate proper hand washing. "Hand washing is the number one way to stop the spread of infection," Langerman said. Sanitizing supplies were later distributed to all classrooms for cleaning hands and desktops.



Third grader Reilly McGee places her hands in the "germ machine" to detect germs.

NEWS Senior **Alex Pollak** was crowned Mr. Carlynton at the 2016 Mr. Carlynton pageant which featured singing and comedy amid a circus-inspired theme. The curtain opened to a choreographed dance with all 13 contestants sporting Mr. Carlynton t-shirts, followed by introductions. A talent segment, wheel of chance, trivia challenge and a formalwear fashion show completed the program, which raised funds for the senior class and the junior-senior prom. Senior **Sam Oliver**, an audience favorite, won the People's Choice Award. The Mr. Congeniality award went to senior **Jamass Khant**.

NEWS For the second consecutive year, the Carlynton Unified Bocce team advanced to the state championship tournament in Hershey, Pa. The team, consisting of seniors **Alexa Crown** and **Kylie Gillis**, junior **Tyler Smith**, sophomore **Ziaire Teagle**, freshman **Patrick Carlson** and eighth grader **Zachariah Spragg**, placed first in Allegheny County and second in the state, earning a silver medal after falling to Neshannock High School in a close match. Unified Bocce includes individuals with and



Monika Karpa was named the 2016 Best Buddies Officer of the Year. A sophomore, Monika has been effective in implementing new and fun activities for members of the Best Buddies organization.

without disabilities and works to build bonds between the two by way of the Best Buddies program. For the second consecutive year, Carlynton Best Buddies was named Chapter of the Year. Sophomore officer **Monika Karpa** was selected as Officer of the Year for her work in coordinating Best Buddies activities.

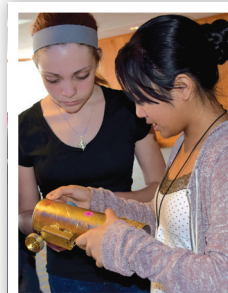
NEWS Congratulations to the recently elected 2016-2017 school year student government officers, President **Morgan Vonada**, Vice President **Molly Kozy**, Secretary **Skyler Sevacko** and Treasurer **Will Ford**. Student officers are responsible for managing and coordinating the events sponsored by student government, some of which include the student parking permit process, maintaining and operating the student store and planning and synchronizing the Homecoming parade and field activities. The officers also oversee meetings with sophomore, junior and senior classroom representatives to address concerns of the student body.

NEWS Senior **Cristy Crawshaw** has earned the highest award in Girl Scouting, the Girl Scout Gold Award, for completing a project to serve her community. Last summer, Cristy created and facilitated the first Dogapalooza in the Carnegie Park Dog Park, an event that brought hundreds to the grounds to take advantage of many offerings, including vendor booths selling dog treats, clothing,

collars and leashes; discounted nail trimming and micro-chipping; dog licensing, canine care and accessories. Dogapalooza also featured a costume contest for dogs with prizes awarded in a variety of categories. The successful undertaking was an example of Cristy's willingness and commitment to develop a plan and see it to completion.

NEWS Duquesne University ballroom was the site of the annual Battery Car Race, a STEM challenge that included over 75 cars designed by students from 16 area schools. Eight 20-meter lanes were plotted on the ballroom hardwood with masking tape, where cars raced in heats. The event, held twice within a two week period included a sixth grade division in the first week and a junior high competition nine days later. Students used balsa wood or other lightweight materials to build the cars. Designers received a kit with wheels, axles, a motor and a switch box to hold two Double A batteries. The car's design had to meet the requirement of stowing a 16.9 ounce bottle of water in a top compartment. In addition to creating the car, students were required to document the construction process, provide a detailed sketch and include a list of materials used in the design. Carlynton students finished with high scores in the competition. **Azjia Gardner, Pierce Greiner** and **Audrey Robb** advanced to the final round of the sixth grade division

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Eighth graders Maggie Reigle and Jaimee Cabili ready their car for the competition. The girls, along with teammate Alexandria Cross, accepted top award for Most Creative Car Design.



Ready at the starting line, seventh grader Jonah Hunt gives the thumbs up to a friend at the opposite end of the course. The blue wedges were used as starting blocks and were raised to release the car at the signal.



MAKING HEADLINES *continued*

with **Mason Glover**, **Sean Hart**, **Michael Kozy**, **Lukas Prepelka** and **Owen Schriver** acquiring Honorable Mention. In the junior high event, a team of **Jaimee Cabili**, **Alexandria Cross** and **Maggie Reigle** were honored for Most Creative Car Design; **Jonah Hunt** and **Ben Carothers** cleared the semi-finals to advance to the final round and **Eric Burcham** and **Anthony Scheers** received Honorable Mention.



The elementary schools take great pride in showcasing student work. Displays of classroom projects are often found on tables in hallways or hanging on walls. Also brightening the walls is student artwork, sometimes self-portraits, landscapes or collages in a variety of mediums, one creation after another. Earlier this year, Carnegie Elementary art teacher **Diane Criste** observed third grader **Eddie Wilson**, a student who participates in adaptive art, making strides in

the art room, an area that was once a challenge. To recognize his efforts, Mrs. Criste designated a portion of a wall outside the art room as "Eddie's Gallery" to display his artwork. The gallery has provided positive reinforcement for Eddie and continues to keep

him engaged in art class where he is now illustrating great pride in his work. Weekly, Eddie takes great care to craft a unique piece of art to add to this special gallery.



The Carlynton High School gymnasium was the site of music, laughing and dancing on the morning of St. Patrick's Day as students from nine neighboring high schools gathered for a STARS event. STARS, or Schools Together with Athletes Reaching Success, is a school-based organization intended to provide meaningful relationships and activities for students with and without physical and intellectual disabilities. The gathering was arranged and organized and hosted by the Carlynton Best Buddies group.



Crafton Elementary kindergarten students in **Amy Rynn's** classroom looked forward to visits from drama artist Barbara Russell who came to the school bi-weekly for eight weeks in partnership with Gateway to the Arts, a division of the Pittsburgh Cultural Trust. Using developmentally-appropriate arts techniques, students participated in character roles using their voices, movement and imagination to act out stories such as *I'm a Frog* by Mo Willems and *We're Going on a Bear Hunt* by Michael Rosen and Helen Osenbury. Mrs. Rynn credited the sessions as a rich experience for her students. "We had a tremendous amount of fun being frogs, traveling with a little blue truck or going on a bear hunt all without leaving the confines of our classroom," she said. The Wolf Trap Institute for Early Learning through the Arts contributed to funding for the early childhood activity which introduced new approaches to enrich the curriculum and increase student participation in the classroom.



On April 6, well-known author and storyteller Jonathan Auxier met with seventh graders in the high school library. Auxier spoke of his experiences as a child that led to becoming a writer. As a teen, he



Author Jonathan Auxier spoke to seventh graders in April, performing a number of yo-yo tricks while sharing his thoughts about developing the characters and manuscript for a book.



Following an informative discussion, Auxier signed a copy of his book for Rose Talmonti and other seventh graders.

traveled the country as a yo-yo professional and he demonstrated a number of tricks while sharing the processes he used to develop manuscripts, most taking years to complete. Pupils in **Zeffie Carroll's** reading classes were well-prepared for the session after reading Auxier's most known book, *The Night Gardner*, as an assignment. Auxier underscored the importance of reading. "Somewhere, there is a book out there for you. It's your job to find a special book that speaks to you. It will change who you are," he said. Following a question and answer series with students, Auxier signed copies of his books for those interested. **Jamie Sonnie**, high school librarian, arranged the visit with Mr. Auxier, which was subsidized by the Box Tops for Education Fund.



The winter sports season was polished off with the varsity girls' basketball team advancing to the WPIAL semi-finals and the first round of the PIAA state tournament, where they fell short to Karns City. Senior guard **Abigail Greiner** and junior **Ashleigh Wilson** (forward) and **Diamond Thomas** (guard) were named to the All-Section basketball first team. Abigail also was named and played for the area Round Ball Classic team. Varsity boys' basketball seniors **Manny Burton** and **Tarik Isak** were named to the Finest 15 in the section. In swimming, the varsity girls' swim team finished the season 9-3. The 200 medley relay team of freshman **Katie Kozy**, juniors **Natalie Quinn** and **Eva Zenk** and senior **Nicole Stengel** set a school record and placed first in the conference during a MAC conference meet in February. At the same meet, the 200 freestyle relay team of **Katie Kozy**, junior **Juliette Lopez**, **Nicole Stengel** and **Eva Zenk** also set a new school record. In all, 17 boys and girls varsity swimmers qualified for the WPIAL championships and most broke personal best or team relay records at the meet held on the University of Pittsburgh campus. This past season, seven members of the varsity wrestling team made the play-offs. Senior **Adam Corner**, juniors **Ian Kobistek**, **Jacob Seitz** and **Logan Witwicki** and freshmen **Elias Ward**, **Justin Wilson** and **Todd Westerhoff** qualified for the section tournament. Logan Witwicki, section champion, advanced to the Regional tournament for the third consecutive year, finishing fourth. Gymnasts **Madison Crown**, **Daphne Kalimon** and **Sydney**



The Minibots, comprised of Nick Cindrich, Elana Heffner, Nick Hunter, Marco Moorby, Basem Majed, Rodrigo Corral, Xavier Helbig and Chris Mozurak won first place for Best Design at a VEX Robotics competition in February.



Two high school teams competed in their first VEX Robotics competition held at North Allegheny High School in February. The Minibots, with junior high team members **Nick Cindrich, Rodrigo Corral, Elana Heffner, Nick Hunter, Basem Majed, Marco Moorby** and **Christopher Mozurak** won first place in the competition for Best Design of a robot. The Atom Smashers, with senior high teammates **Stephanie Bonifield, Emmanuel Corral,**

Sam Knabel, Brendan Small and **Elias Ward** ranked ninth out of 29 teams represented at the competition. The teams were molded from a robotics club that meets after school on a weekly basis with the support of technology teacher **Bill Harris**. The competition provided experience and an opportunity to discover the world of game-based engineering where STEM concepts are put to the test.

Franchick competed at the WPIAL gymnastics championships, advancing to the state tournament held at Moon High School. Bowling team members **Dean Chubarov** and sister **Stormy Chubarov**, both seniors, and **Brandon Cantley**, junior, advanced to regionals. Out of 74 bowlers, Dean finished in tenth place, advancing to the Singles State Championship where he captured ninth out of 24 state finalists.



As the spring sports season kicked off in March, tennis player **Luke Phillips**, a junior, was named to the United States Tennis Association Junior Leadership Team. In the fall, the football team will see some new faces with changes to the conference. The team will face opponents from Avonworth, Brentwood, East Allegheny, Serra Catholic, South Allegheny, Steel Valley and Vincentian Academy.



In an effort to raise awareness among youth about hunger issues, students at Carnegie Elementary took a stand by conveying messages concerning hunger on paper plates and sending them to legislators in Washington, D.C. The project was facilitated by art teacher **Diane Criste** and cafeteria aide **Andrea Sevacco**, who is a local community food bank representative. The action was taken on the heels of Congress

allowing the Child Nutrition Reauthorization Bill to expire, an assistance program that provides school breakfast and lunch assistance as well as meals for summer and after-school programs.



Learning about hydraulics and pneumatics may not be a typical classroom lesson for junior high students but seventh grader **Martial Delrosario** and eighth graders **Jaimee Cabili, Maggie Reigle** and **Olivia Robb** proved they could step up to the plate in a recent Fluid Power Challenge. The girls were awarded a second place trophy for their engineering skills and portfolio of a mechanism designed to move objects by pushing water in a syringe through plastic tubing. The girls worked for weeks after school



Olivia Robb, Martial Delrosario, Jaimee Cabili and Maggie Reigle, pictured with trophy and hydraulic mechanism in hand, captured second at a Fluid Power Challenge.

to construct a prototype using fluid power technology. After carefully documenting the construction process of their design, the team was required to start from scratch at the competition, hosted by the Carpenters Training Center, by rebuilding the mechanism on site. During a two-minute challenge, teams used hydraulics and pneumatics to move a weighted object from one platform to another, while engineers from area companies served as judges. Some 120 students from 16 local schools participated in the challenge, sponsored by Wojanis Supply of Coraopolis.



Junior **Stephanie Bonifield** was

awarded a full scholarship to attend the U.S. Space and Rocket Center Camp in Huntsville, Alabama. The scholarship includes tuition, room and board and meals for a six-day camp program. Stephanie submitted a written, detailed description of a science experiment, two essays and a

mission patch design to be considered for the camp. The Space Camp experience will present real-world applications in math, science and technology and Stephanie will have the opportunity to take part in space missions aboard an International Space Station simulator, complete astronaut training simulations and build and launch rockets. Stephanie, who is interested in becoming an astronaut, will depart June 12 for the week-long experience. "Space Camp, at its core, aims to stimulate the next generation to become engineers, scientists, inventors and astronauts," Stephanie said. "I want this chance to be inspired, to be around other people like me, and to actively challenge myself and pursue my dream." Stephanie has already begun checking out colleges, with Grove City College and Embry Riddle Aeronautical University at the top of her list. She plans to major in Mechanical or Aerospace/ Astronautical engineering.

Stephanie Bonifield will travel to Huntsville, Alabama this summer to attend U.S. Space and Rocket Center Camp.



A numbers of students in the district are supporting efforts to conserve water through the Barrels by the Bay non-profit organization in cooperation with the Three Rivers Project. High school science teacher **Elizabeth Jones** incorporated the

Continued >



MAKING HEADLINES *continued*

barrel painting project within the Peer-to-Peer science curriculum. The elementary gifted education students at Carnegie and Crafton, with teacher **Cynthia Eddy** and parent Deneen Underwood, are also using the 50-gallon rain barrels as canvases and a conservation endeavor. Barrels by the Bay provided the barrels, paints and brushes as well as a curriculum for students to learn about Pittsburgh's three rivers and how storm water runoff issues can be minimized through the use of rain barrels. The Carnegie barrel will be placed behind the school to capture rain water from downspouts for watering the courtyard vegetable and herb garden during the summer months. The high school and Crafton Elementary barrels will be placed in Crafton Park and used to water crops in the Crafton Community Garden.



Junior Ziaire Teagle offers support to senior Hannah Phillips as she paints a design on a 50-gallon water barrel.



Peer-to-Peer classmates proudly displayed the finished water barrel, which incorporated the handprint of every student on the back side of the container.



The National Honor and National Junior Honor Societies assisted Meals on Wheels by preparing over 100 non-perishable meals to be used in an emergency situation. The meals contained soup, instant macaroni and cheese, fruit or applesauce, a cookie and a bottle of water. Students worked after school to complete the project, one of several community service projects undertaken during the school year.



Freshmen **David Holderbaum** and **Alawna Mallory**, eighth grader **Elizabeth Duffy** and seventh graders **Martial Delrosario** and **Zachary Holderbaum** were selected to participate in the Pennsylvania Music Educators Association annual chorus festival held April 8 at Trinity High School. The students were selected by audition and chaperoned by choral teacher Rebecca Chenette. The festival combines over 150 students from local school districts who rehearse and perform in a grand concert before family and friends.



Carnegie and Crafton elementary third graders recently took part in spelling bee contests sponsored by the local Rotarians. In mid-April, seven Crafton Elementary youngsters set out to compete against peers from St. Philip School in Crafton and Burkett Elementary in the Montour School District. Hosted by the Crafton-Ingram Rotary, the bee was held in the Crafton Community Center.

After numerous rounds of challenging words, three Crafton Elementary students captured the top spots. **Charlie Burcham** finished in first, as the Crafton Elementary spelling champion, with **Shaunte Deluca-Turner** in second and **Mateo Carrasco** in third. The students received \$100, \$50 and \$25 savings bond, respectively. The Carnegie Elementary spelling bee, sponsored by the Carnegie-Collier Rotary, was held in early May in the school's



The top three spelling bee winners from Crafton Elementary included Mateo Carrasco, Charlie Burcham, champion, and Shaunte Deluca-Turner.



With a goal to promote awareness and tolerance, Carnegie Elementary sixth graders LaJuan Turner, Tyler Masdea, T'Rell Gibbs, Jaila Haygood-Calhoun, Arionna Lemon, Neena Aguon and Mary Duffy inspired classmates to support those with autism.



In April, Carnegie Elementary Soon-to-be-Best Buddies volunteered to be buddies to students in the Autistic Support classroom. As a reverse-inclusion activity, sixth graders paired with younger students to play games, lead activities and model appropriate behavior. The interaction fostered friendships, team work and tolerance for one another's differences. As a result, the sixth graders joined in supporting an annual fundraising drive during Autism Awareness month in April by selling puzzle pieces for a dollar or \$5. During a morning gathering in the auditorium, **Neena Aguon**, **Mary Duffy**, **T'Rell Gibbs**, **Jaila Haygood-Calhoun**, **Arionna Lemon**, **Tyler Masdea** and **LaJuan Turner** stood before the student body to describe familiar traits of autism and present a short video.

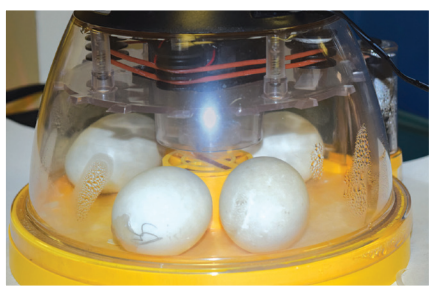
Crafton Elementary students also supported the autism fundraising campaign. The money raised collectively, over \$600, was then donated to the Pittsburgh Autism Society.



Carnegie Elementary top spellers included champion Ira Tendulkar flanked by Dakota Stanton and Eva Mattucci.

auditorium. Fifteen third graders stepped up to the microphone, one-by-one, to carefully spell words they had practiced in the classroom and at home. **Ira Tendulkar** took first place, and **Dakota Stanton** and **Eva Mattucci** finished in second and third. Carnegie finalists were awarded \$100, \$50 and \$25 gift cards to Barnes and Noble Booksellers and Learning Express Toy Store. Charlie and Ira, spelling champs, traveled to Seven Springs Resort in May, all expenses paid, to compete in a regional bee.

NEWS Fifth graders at Crafton Elementary, with teachers **Noreen Kelly** and **Amanda Meyers**, jumped at the chance to incubate and hatch duck eggs in the classroom. With the help of parent Ann Gargis, whose son Peter is in Mrs. Kelly's classroom, an incubator was loaned to the school and seven eggs from Metzger Farms were carefully placed inside the round, plastic home. During a 28-day incubation period, the eggs were turned daily. Mrs. Gargis visited the classroom to candle the eggs with students who learned about embryonic development. Of the seven, only five eggs showed embryos. Within a few weeks, the eggs began to rock and roll inside the incubator, and the first of four Swedish ducklings hatched. The birth stirred much excitement and a box to shelter the newborn, with a heat lamp attached, became a phenomenon. The following day, three more ducklings hatched. Teachers **Gretchen DeRoss** and **Susan Kosko** took on a parenting role, helping students create feeding stations



A small, round incubator housed five Swedish duck eggs for some 28 days.

for the young ducks to receive nourishment. One duckling, born with a malformed leg, was taken to a local veterinarian to receive treatment. The fifth egg, a Pekin duck, did not hatch. The fifth graders developed an understanding of biology through the direct experience with the life cycle and nurturing of the ducklings. The fast-growing birds were safely transported to Hopewell Park for release.



The first of the five ducklings to hatch created quite a stir at the elementary school. Fifth grader Peter Gargis held the duckling close for a photo.

NEWS Nearly 50 students from Carnegie and Crafton elementary schools participated in the April 30 Kids of Steel race in connection with the Toyota of Pittsburgh Kids Marathon. The one-mile run was the culmination of a cardiovascular exercising regime over a four-month period while students tracked steps to meet a required equivalent of 25.2 miles. According to the Pittsburgh Marathon website, participants preparing for the Kids of Steel run were to calculate 15 to 20 minutes of heavy-breathing exercise as one mile. Physical education teachers **Susan Brossman** and **Josh Ficorilli** worked with students to meet the goal. The routine also included nutrition and active lifestyle training. The final one-mile leg of the

race, which kicked off at PNC Park and finished on the Boulevard of the Allies, equated to a full 26.2 mile marathon. Miss Brossman, Mr. Ficorilli, Crafton guidance counselor **Stephen Hope**, teacher **Adrienne Monaghan** and a number of parents accompanied the students on the mile run, held the day before the Pittsburgh Marathon. Members of the Carlynton high school cross-country team also took part in the marathon by running a relay. Senior **Marin Exler** ran 4.4 miles in the first leg of the race, handing the baton off to junior **Kylee Mersher** who ran 4.7 miles. Next up, sophomore **David Creely** covered 6.2 miles, passing the baton to junior **Sofia Carrasco** who ran 6.7 miles before handing off to junior **Natalie Quinn** who completed the last 4.4 miles of the marathon. It was quite an experience, they admitted, saying they were buoyed by the cheering people lining the course. Several district teachers also participated in the marathon. Carnegie Elementary teachers Susan Brossman, **Erin Cummings** and **Jaylynn Leslie** ran the half and **Dan Hahn** ran a relay with a group of friends.



Proudly wearing their marathon shirts to school the day after the race are relay-ers Marin Exler, Kylee Merscher, David Creely, Sofia Carrasco and Natalie Quinn.



Carnegie and Crafton elementary Kids of Steel runners, near the starting line by PNC Park, with teachers Josh Ficorilli, Stephen Hope, Adrienne Monaghan and Susan Brossman.

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 suspected 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, unbuns, 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. Hillary A. Mangis, Coordinator 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 disabilities 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

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

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.

Save the date! 2016

June

- 07 Carnegie Sixth Grade Recognition
- 08 Crafton Sixth Grade Recognition Ceremony
Last Day of School for Students
- 10 Class of 2016 Commencement Ceremony

2016-2017 Calendar Preview

August

- 22 First Day of School for Students

September

- 05 School Closed for Labor Day
- 22 Open House, Elementary Schools
- 23 Teacher In-Service Day

October

- 13 Open House, Junior-Senior HS
- 14 Teacher In-Service Day

November

- 11 School Closed for Veteran's Day
- 24-28 Thanksgiving Holiday Break

December 21-January 2

Winter Holiday Break

To view the 2016-2017 school year calendar in its entirety, visit carlynton.k12.pa.us>Quick Links>School Year Calendar