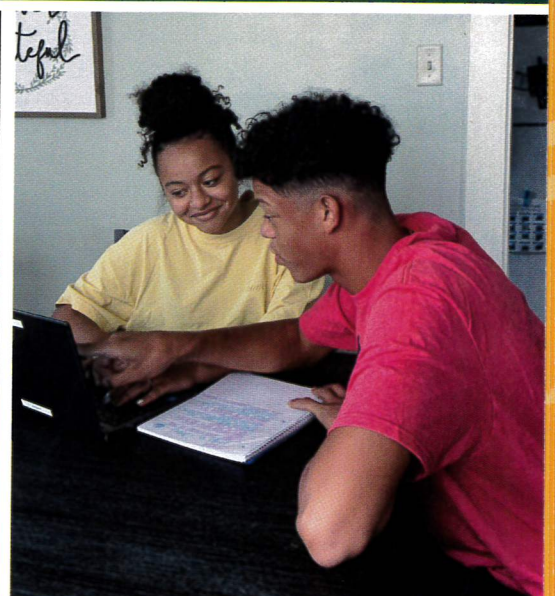


CARLYNTON

School District News



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CARLYNTON

CONNECTING REMOTELY

Elementary teachers engage students in a virtual environment

Every student in the Carlynton School District received a Chromebook to begin the school year remotely. In spite of the Coronavirus pandemic and the disruptions it has caused, students quickly adapted to a virtual learning environment with the use of technology and the support of devoted educators who were determined to inspire students in interactive classes.

Educating students remotely at the elementary level requires creative ingenuity on the part of the teachers, allowing youngsters to interact rather than sitting in front of a computer screen for hours on end. Teachers incorporated hands-on lessons, show-and-tell, story time, journaling and virtual enrichment activities. Weekly lesson plans included opportunities for students to respond to

questions in a discussion board format to encourage collaboration and idea sharing.

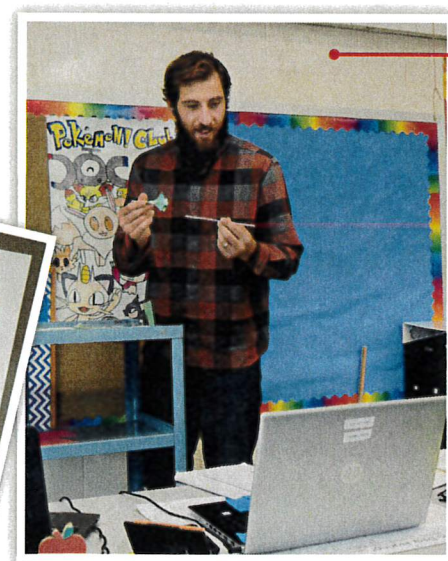
Schools even provided the chance for students to participate in an online assembly with the Josh and Gab Show, an entertaining and interactive presentation designed to impart an anti-bullying message.

Teachers also employed a proactive outreach approach to let students know they were available to help them work through the unfamiliar experience of learning online. A simple "you've got this!" offered encouragement and prompted accountability as students completed and submitted assignments.

The COVID-19 outbreak, coupled with the decision by the District to begin the school year remotely, caused uncertainty and anxiety for parents and students. But one thing was certain: Teachers pursued the best practices to serve their students, no matter the circumstances.



Crafton Elementary third grader Jasmine Robinson shares a photo from a classroom project. As a segment to a plant growth and development lesson, teacher Jessica Bigler asked students to dissect a lily and identify the parts of the flower.



New to Carnegie Elementary, sixth grade teacher Jordon Roussos had students create paper rockets and airplanes to test the scientific principal of aerodynamics by making an observation, forming a hypothesis, analyzing data and drawing a conclusion.



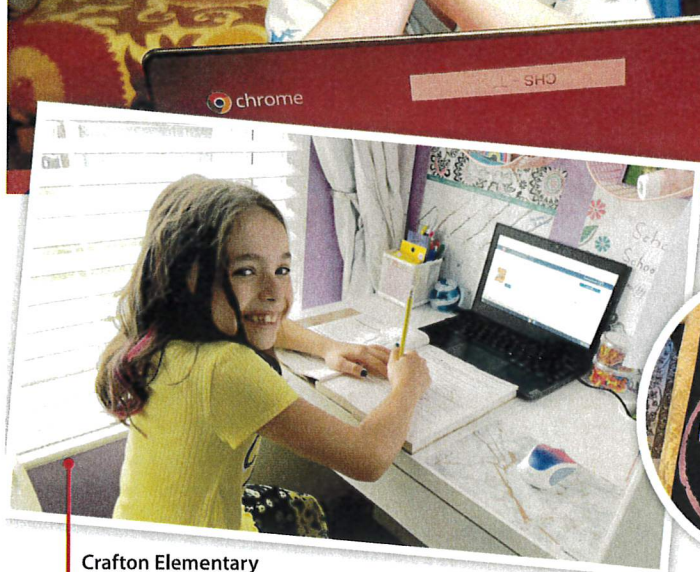
Second grader Ivy Foreman enjoys the convenience of learning from home as she participates in class in her pajamas.



The first day of school for Crafton Elementary siblings Aiden, Parker and Jacob Mangan was an exciting one as the youngsters logged into Google Classroom with Chromebooks received from the school.

Crafton Elementary first grader Gavin Trosky listens attentively as his teacher, Jill Rishell, reads a story.

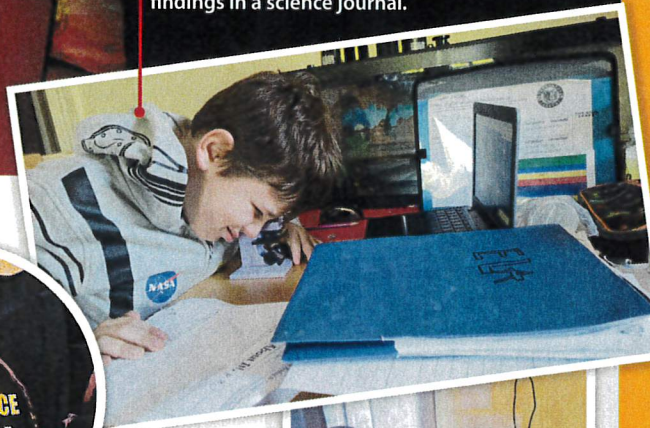
Fifth grader Jacob Younger uses a microscope to examine a specimen. Carnegie Elementary teacher Scott Donnelly provided "STEM at Home Kits" to students to guide them through the Microworlds science module. The kits included a microscope and students learned to make slides with transparent tape using specimens found in the home, then observed and recorded their findings in a science journal.



Crafton Elementary third grader Giada Huber-Matteo smiles as her mom snaps a photo while she participates in a remote class.



The Crafton Elementary PTA surprised teachers with tee shirts on the first day of remote learning, a gift that was warmly received and appreciated by staff. The shirts read: "Teaching from a distance, still making a difference."



Third grader Elijah Gibbs takes part in a remote music lesson using a recorder. Carnegie Elementary music teacher Russ Pedersen says the mock instrument increases fine motor skills as students become acclimated to fingering and reading music.

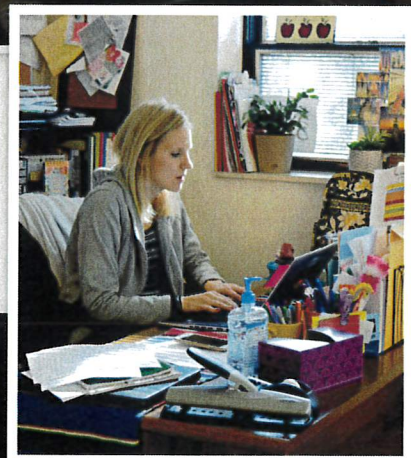


Carnegie Elementary sixth grader Sophia Chapman meets online with music teacher Russ Pedersen for a clarinet lesson. Mr. Pedersen uses the program "Smart Music" to allow students to submit assignments and record themselves as they practice. He said he is finding his students to be more attentive and focused in the one-to-one online sessions.

Carnegie Elementary student Mariah Freeman joins an interactive Google Classroom in Julie Lewis' fourth grade reading/English-Language Arts class. In this photo, students were discussing the question of the week: "How do your actions affect others?"



Colorful artwork and completed assignments adorn the wall behind Harshitha Uday, a first grader at Carnegie Elementary. Harshitha uses a quiet work space in her home to Google Meet with her teacher and classmates.



Crafton Elementary learning support teacher Katelyn Neal offers additional support to learners in grades four to six.

INVESTIGATIVE

What Teens Are Saying About Remote Learning



English teacher Kristen Fischer interacts with students online from her classroom. A majority of teachers are reporting to school daily to work from multiple laptops, promethean boards and other technology.



Junior Madisen Albert gives her pup a hug before starting the school day remotely. Madisen uses a quiet workspace in a sunny corner of her bedroom as a classroom.

It's been said that you don't know what you have until it's gone. That statement can be true for the hundreds of Carlynton School District students who have been waking up since March to travel to school by walking across the expanse of their bedroom or to a nearby room to a desk or workspace.

The Coronavirus pandemic has caused a disruption to life in general, and especially for teens who have grown accustomed, whether they like it or not, to signing on to a computer every weekday morning from home for remote learning.

When the school district made the decision in July to begin the 2020-2021 school year remotely, every student received a Chromebook and a tote bag with consumable items, such as workbooks, textbooks and supplies.

The school year began as teachers across the District resolved to engage and motivate students in interactive virtual classrooms by conveying coursework through an internet connection. Offices hours provided additional support to students who could learn synchronously or asynchronously.

In September, the high school morning announcements broadcast team decided to offer a survey to peers to discover how they have been coping with the remote learning process.

Of the 229 responses from middle schoolers and upperclassmen, the things students missed the most about school had a common theme: friends, teachers, the socialization, extracurricular activities, and even the "chicken bowl" sold at lunchtime in the cafeteria.

Several students admitted they enjoy being able to work at home, at their own pace, and in a stress-free environment. "I don't have to worry if my clothes are matching," offered one anonymous responder. And another confessed she has always preferred working digitally to using paper and a pencil, adding



Bill Palonis, high school biology teacher, teaches an online class. Mr. Palonis, who typically offers a number of labs to foster creative thinking, said he cannot wait until the empty desks in his classroom are filled again by students.

SURVEY:

that she appreciates the opportunity to create and save everything to a laptop. Others were grateful to work at home to avoid the virus or the chance to review recorded classes in the event they missed something during a scheduled class.

Yet, others recounted the challenges of learning from home. Topping the list was unreliable internet and the ability to lose focus or get easily distracted. Students said they missed being able to sit in a classroom and have conversations with teachers in class.

"If you had told me a few months ago that I would be praying to go back to school, I would've laughed in your face," said one student. "Now I would do anything to be back in class, taking notes, walking to my next class, working with partners and having lunch with friends."

Another teen said he missed the immediate feedback between teachers and students in the classroom. "Since we have to worry about muting and unmuting ourselves, the virtual classes often don't reflect the actual class dynamic we experience when physically sitting in class," he commented in the survey.

The traditional school setting is not something most students ever thought they would miss. In truth, the majority of the survey responders said they valued the opportunities presented in school, and never considered it might be taken away.

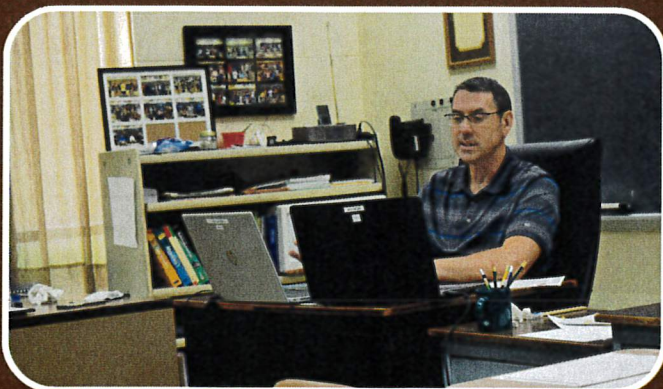
Some students plan to take full advantage of remote learning and have expressed a desire to continue in that model for the remainder of the school year. For those who are weary of learning online, the option to return to school to connect with friends and teachers will be cause for celebration.



Eighth grader Eva Milliner leans on older brother Austin, a sophomore, for support in completing an online assignment.



Senior Sara MacMurdo took advantage of the warm September weather to set up her workspace on the outside deck of her home.



High school calculus and statistics teacher Michael Kozy uses two laptops to teach the advanced courses remotely and converse with students.



Senior Maggie Morvay says she enjoys the opportunity to learn remotely at home without the distractions of school, even though she misses her friends. Given the choice, she says she will continue remote learning for the full school year.

SAFETY MEASURES IN PLACE FOR STUDENTS

In the midst of the evolving COVID-10 pandemic, the Carlynton School District has taken a great deal of effort to balance the educational, social and emotional needs of students along with the health and safety of students and staff.

In conjunction with the District's health and safety plan and funding through the Federal CARES Act, the District has been able to purchase supplies and take other necessary measures to ensure the safety of students and staff when pupils return to a traditional classroom model.

MASKS AND FACE SHIELDS:

As required by state order, masks or face shields are required to be worn by all staff and students while in a school building and/or a sporting event. When students are eating or drinking, they will be permitted to remove the mask. Mask breaks will be safely provided throughout the day as directed by classroom teachers. Due to generous donations, the District has an ample supply of masks and face shields on hand to provide to students as needed.



Signage, using the acronym COUGAR, hangs in the hallways of the junior-senior high school and offers reminders to students to be COVID-conscious by following preventative guidelines to mitigate the spread of the virus.



Sanitation stations have been strategically placed in hallways in all buildings to allow students to sanitize hands often.

PHYSICAL DISTANCING:

Regardless of the instructional model – hybrid or traditional, students will be physically distanced to the greatest extent possible while they are in school. In a hybrid model, work stations and lunchroom seating will be separated by at least six feet. In a traditional model, work stations and lunchroom seating will be separated by at least four feet. To help keep students physically distanced during mealtimes, the District purchased additional furniture and plans to use other locations within the buildings in addition to cafeteria space.

CLEANING AND SANITATION:

The frequency and depth of the cleaning schedules in our schools has been enhanced using EPA certified cleaning agents. No-touch flush equipment has been installed in bathrooms and the number of bottle filling stations with disposable cups has been increased in all buildings. Water fountains have been disabled. Electrostatic sprayers are being used frequently throughout the day and also during evening cleaning shifts. Hand sanitizer and cleaning wipes are available in every classroom and at strategic locations throughout each building.

TRANSPORTATION:

Parents who are able to provide their own transportation to and from school will help to decrease the number of students using District transportation. Students are asked to distance themselves from others at bus stops and will be encouraged to fill the bus from back to front upon boarding. Members of the same household are urged to sit in the same seat. Student parking permits will be free of charge at the high school, however, students will still be required to register their vehicles.

GENERAL HEALTH:

We urge all parents to screen their child before sending them to school. Checking for the most common signs and symptoms of COVID-19 is very important, such as fever, fatigue, cough and shortness of breath. Temperature screenings will be

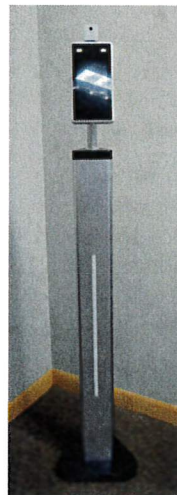
conducted upon entering all buildings in the morning and may be conducted prior to lunch periods. Students or staff members exhibiting signs or symptoms of COVID-19 will be escorted to the health office for further evaluation and isolation.

Signs are posted throughout the buildings that reinforce safety procedures to decrease the chance of spreading the virus. Directional arrows will be used in hallways to minimize congestion. Scheduled hand washing breaks will be arranged at the elementary level and will be encouraged at the secondary level.

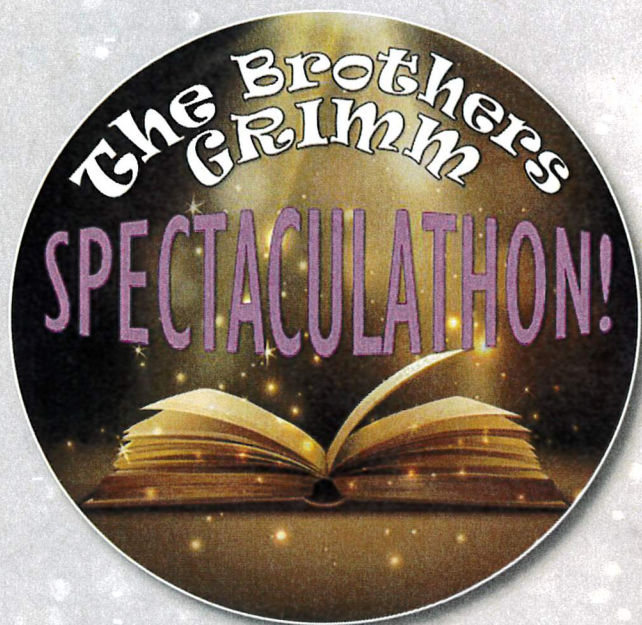
Weighing the risks and benefits of in-person school for children requires the cooperation of all by following these rules and guidelines to foster a safe and secure learning environment. The district petitions all students, staff and families to practice preventive measures. Such actions will support a safe school and will enable our buildings to be opened and remain open.



Drinking fountains in all buildings have been converted to personal bottle-filling hydration stations with disposable cups.



Digital Temporal Forehead Thermometers will greet students as they enter the buildings. These temperature screening devices will read the temperature of a student when he/she stands within three feet of the device. The device will also recognize and warn individuals who are not wearing a mask or face covering.



Brothers Grimm Spectaculathon! 2020 Fall Play Goes Virtual

Students around the country were disappointed to miss out on important milestones last spring as the Coronavirus swept the nation. Carlynton students were among those who had no choice but to cancel the beloved spring musical. After a hiatus, the arts are making a comeback through virtual streaming!

Seventeen students will take the screen December 3 through 6 to present Don Zolidis' *Brothers Grimm Spectaculathon!* The talented cast will perform the comedy from the comfort of their own homes and bring it to yours! This hilarious storyline endeavors to take on all 209 fairy tales from The Brothers Grimm in a fast-paced effort, combining the classics of *Cinderella* and *Hansel and Gretel* to the more obscure stories like the *Devil's Grandmother* and *The Girl Without Hands*. The performances promise wonderfully funny moments around every corner as students in grades 9 through 12 navigate the twists and turns of this combined fairy tale. The students are thrilled to have the opportunity to perform once again, especially in such a unique format.

The cast will be given costumes, props, and even virtual backgrounds to use during the performances, and rehearsals are being held virtually every Monday and Wednesday.

To better accommodate so many changes, this year's cast will not be required to raise funds for the production and are instead encouraged to focus on remote learning. However, cast and community members are able to purchase "ads" which will be displayed in a slide show during the show's intermission. Carlynton's fall play recognizes the investment and commitment of our yearly sponsors through their assistance in purchasing program ad space or purchasing unique radio-style commercials which were played as announcements in the auditorium during intermission.

More information about this year's play will be available on the district website as we approach the December performance dates.

The cast of the *Brothers Grimm Spectaculathon* is comprised of:

Daniel Badger: Dirt Merchant, Father, Dwarf 2
 Haylee Boggs: Rapunzel, Wolf
 Savannah Caruso: Elf Cobbler, Princess
 Alyse Crown: Crab Person 2, Actor 2, Devil's Grandma, Grandma
 Georgie Gamble: Devil 2, Cinderella
 *Robby Good: Hansel, Dwarf 1, Doctor
 Brady Holderbaum: Giant's voice, Prince 3, "Plant"
 *Zack Holderbaum: Narrator 2, Prince 1, King
 Elena Johnson: Narrator 1

Carson McGee: Rumpelstiltskin, Girl Without Hands
 *Sophie McKinney: Talking Fish, Witch 2
 *Maggie Morvay: Enchantress, Snow White, God's Voice
 *Grey Perino: Frog Prince, Walt, Woodcutter
 *Rose Talmonti: Devil 1, Mother, Little Red
 *Gina Ulizzi: Girl, Gretel, Host
 *Evan Walker: Actor (Step sisters, Step Mother, Herald, Mac, New Cinderella), Prince 2, Crab Person 1
 *Natalee Windhorst: Witch 1, Fisher Girl

*Senior cast members



Cast mates of the Brothers Grimm Spectaculathon! gathered remotely in September with the show's director, Tonilyn Jackson, for a read-through of the script.

THE Chill PROJECT

As students of Carnegie Elementary return to the building, they will notice a transformation to the room that once housed the computer lab. Now that all students have Chromebooks for use in class, the former computer lab has been converted to an exciting new space, dubbed the Chill Room.

The Chill Room is designed to be a safe place where students can go to relax and manage stress. If a youngster is having a bad day or needs some time to regroup from anxiety or emotions that have gotten out of control, they can visit the Chill Room.

Social and emotional learning, along with preventative measures, has become a priority in schools. The Chill Room is designed to reduce stress and anxiety and to create a mindfulness or awareness of one's own actions. Evidence-based coping skills will be shared with all youngsters to build a conscious resilience. The room

offers dim lighting, comfortable seating, relaxing music and the rippling sound of water from a small waterfall.

Thanks in part to Allegheny Health Network and generous donations secured from Walmart, PNC Bank and the Carnegie-based Standard Ceramic Supply Company, the Chill Room will be staffed with a school-based therapist, a licensed clinical supervisor and clinician, and a medication manager. These professional counselors are trained to help students identify and manage stress and anxiety using practiced, preventative measures. The project will be supervised by Dr. William Davies of The Chill Project and Jefferson Counseling on behalf of AHN.

"I am very excited to have the Chill Project at Carnegie Elementary! Every student will have an opportunity to visit



A small waterfall and sign welcomes students to the Chill Room at Carnegie Elementary School.

the Chill Room through a preventative skill-based curriculum," said Sara Hoffman, Director of Special Education and Pupil Services. Students will use the room in a variety of ways: walk-in appointments, scheduled breaks, check-ins and small groups.

The capable staff of the Chill Room will provide consultation to administration and teachers and will visit classrooms for meaningful discussions with students. Additionally, teachers will benefit from resources and professional development so they can learn effective skills and techniques. School-based outpatient therapy will also be available should students need further assistance.

IMMUNIZATION



OUTREACH



The Ronald McDonald Care Mobile parked in the Crafton Elementary playground lot to provide vaccines to residents of the community.

The District, in cooperation with the UPMC Ronald McDonald Care Mobile, offered the flu vaccine and other immunizations to children, teens, adults and senior citizens of the district. The Care Mobile set up at Carnegie Elementary School on September 24, providing the flu vaccine and other vaccinations to 35 individuals. The following week, the Care Mobile immunized over 40 community residents when it stopped at Crafton Elementary School.

The Ronald McDonald Care Mobile also offered all required immunizations for children (DTap, MMR, Polio, Tdap, Varicella, Hep B and MCV).

In October, the Care Mobile rolled onto the property of the Carlynton Junior-Senior High school and vaccinated nearly a dozen individuals.

The Care Mobile accepted all forms of insurance and Medicaid. In collaboration with UPMC Children's Hospital of Pittsburgh, and Ronald McDonald House Charities of Pittsburgh and Morgantown, Inc., the Care Mobile extended no out-of-pocket cost for medical care to children.

School district nurses **Trina Howells** and **Sharon Keruskin** coordinated the efforts of the Care Mobile visits and welcomed families at each location to ensure their needs were met.

The Carlynton School District uses the following procedures for screening, identifying, and evaluating specific needs of school-aged students requiring special programs or services. These procedures are described in this notice as required by law.

The district meets the health screening requirements as described in Section 1402 of the School Code. The district routinely conducts screenings of a child's hearing acuity in following grades: Kindergarten, 1, 2, 3, 7, and 11, and other grades according to need. Visual acuity is screened in every grade. Height and weight data are collected every year at every grade level and Body Mass (BMI) is calculated. Visual acuity, hearing acuity, height and weight screenings are conducted throughout the school year at the child's home school. School nurses work with the private schools located within the district's boundaries to provide required screenings. Dental exams are offered in each school year for all grades at the respective schools. Physical exams are offered each year in grades Kindergarten, 6 and 11, as well as scoliosis screenings in grades 6 and 7. Gross motor and fine motor skills, academic skills, and social-emotional skills are assessed by classroom teachers on an on-going basis. Other screening activities include but are not limited to the review of cumulative group-based achievement and ability data, health and attendance records, grades, and information shared by the parents. Specified needs from all of these screening sources are noted within the child's official file.

School records are always open and available to parents, and only to school officials who have a legitimate "need to know" information about the student. Information from the records is released to other persons or agencies only with appropriate authorization that involves written signed permission by parents.

Screening information will be used by the Student Assistance Team within the student's school to meet his or her specific needs, or to document the need for further evaluation. Student Assistance Team services are provided to students in grades K-12. The pre-referral process identifies those students at-risk for academic or behavioral needs and includes parental involvement in making determinations as to whether a student may benefit from intervention services. Individual student plans are developed and monitoring of specific goals with data to determine student progress and efficacy of interventions are put into place. If a student is not making sufficient progress, a referral for evaluation may be issued by the school district or a parent may request a multi-disciplinary evaluation at any time.

The Multidisciplinary Team consists of parents, teachers, a certified school psychologist, other related service personnel, and persons familiar with the student's educational experience and cultural background. The evaluations conducted by the Team must be sufficient in scope and depth to provide information about the student's academic functioning, adaptive and social behavior, learning problems, strengths, information obtained by the Student Assistance Team, and information from the parents. After all evaluations are completed, an Evaluation Report (ER) will be compiled and include specific recommendations for the types of interventions necessary to meet the student's specific needs. This evaluation will be completed and a report sent to the parents within 60 calendar days. Parents are then invited to participate in a meeting where the result of the evaluation will be discussed.

If the student meets the criteria for the presence of a disability and need for specially designed instruction, an Individualized Education Program (IEP) will then be developed for specially designed instruction for the student within 30 calendar days. The IEP team must consist of: the student's parent(s), special education teacher, regular education teacher(s), and local education agency representative (LEA). The building principal, Director of Special Education/Pupil Services will serve as the chair/LEA. School psychologists and other specialists, as needed, will attend when appropriate.

Prior to the initiation of services, parents will be presented with a Notice of Recommended Education Placement, which explains the services and educational placement recommendations. Parental consent must be obtained before providing initial special education and related services. The Procedural Safeguard Notice describes the parents' rights and options if they disagree with the individualized program presented.

When screening results suggest a student may be eligible for Gifted Education, the school district seeks parental consent to conduct a multidisciplinary evaluation. Additionally, a parent may request a multi-disciplinary evaluation at any time. The initial evaluation is summarized in the Gifted Written Report (GWR) and used by the Gifted Individualized Education Program (GIEP) team to develop the GIEP. After the initial evaluation, students identified as mentally gifted are reevaluated before a change in educational placement is recommended or under recommendation of the GIEP team. The Notice of Recommended Assignment (NORA), signed by the parent, gives the school district permission to provide services.

Services for Eligible School-Age Students

The Carlynton School District provides a free, appropriate, public education to eligible students. To qualify as an eligible

student, the child must be of school age, in need of specially-designed instruction, and meet eligibility criteria for one or more of the following physical or mental disabilities, as set forth in the Individuals with Disabilities Education Improvement Act and Pennsylvania State Regulations: Autism, Deaf-Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, or Visual Impairment including Blindness.

The Carlynton School District provides a full range of placement options and services to eligible students. Options in the district range from supportive intervention in the regular classroom to itinerant, supplemental, or full-time levels of intervention, depending on the student's needs. Inclusive intervention practice of the general education curriculum and classroom with supplementary aids and services are the first step in the continuum of placement options. Other placement options to meet the student's needs may include, but are not limited to services secured from the Intermediate Unit, another school district, an approved private school, or a private licensed academic school program. Placement options provide for a free and appropriate public education (FAPE) for all eligible students. The District also provides related services such as, but not limited to: transportation, speech and language therapy, physical therapy, occupational therapy, nursing services, psychological services, social worker services, paraprofessional support, and personal care assistant services.

The following programs are currently provided within the District: Learning Support, Life Skills Support, Emotional Support, Autistic Support, Blind or Visually Impaired Support, Deaf and Hearing Impaired Support, Speech and Language Support, and Gifted Support. The small number of students who cannot be accommodated in the public school setting can receive services in an approved private school setting or other licensed facilities at school district expense. The Carlynton School District intends to serve students at the home school or within the district before considering other placements.

Services for Students Identified as Homeless and/or Foster Care

The Carlynton School District follows all protections outlined in the McKinney Vento Homeless Education Act related to ensuring that any child identified as homeless or in foster care has equal access to the same free, appropriate public education as provided to other children. The District implements child find activities for other students in addition to those identified as homeless or in foster care such as wards of the state, highly mobile children, and migrant children in order to provide equal access to evaluations and services. Further information may be obtained by contacting the District's Pupil Services Department at 412.429.2500.

Services for Students in Nonpublic Schools

Parents of non-public school students who suspect that their child has a disability and is in need of special education may request a multidisciplinary evaluation through a written request to the District's Pupil Services Department. Parents can obtain further information by contacting their child's school principal or the District Pupil Services Department at 412.429.2500.

Services for Preschool Age Children

Act 212, the Early Intervention System 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 including screening, evaluation, individualized education program planning, and provision of appropriate programs and services.

The Pennsylvania Department of Public Welfare is responsible for providing services to infants and toddlers, defined as children from birth through two years of age. Contact the Alliance for Infants and Toddlers at 2801 Custer Ave. 2nd Floor, Pittsburgh, PA 15227, 412.885.6000 or www.aift.org.

The Pennsylvania Department of Education is responsible for providing services to preschool age children from three to five years of age. Contact Project DART of the Allegheny Intermediate Unit at 475 E. Waterfront Dr., Homestead, PA 15120, 412.394.5736 or www.aiu3.net.

The Carlynton School District ensures that all students transitioning from early intervention programs to kindergarten or first grade programs within the District are transitioned without disruption of services. Parents of children entering school age programs are notified of the District's transition activities, which occur before kindergarten registration of each year. The District follows the federal and state regulations pertaining to the evaluation process and based on identified needs, subsequent documentation and provision of special education and related services.

Information Regarding Signs of Developmental Delays and Other Risk Factors for Parents to Look for that May Indicate the Possibility of a Disability

Act 212, the Early Intervention Services System Act, entitles all preschool children with disabilities to appropriate early intervention services. Young children experiencing

developmental delays or physical or mental disabilities and their families are eligible for early intervention services including screening, evaluation, individualized education program planning and provision of appropriate programs and services. Potential signs of developmental delay and other risk factors that could indicate disabilities and the possibility that a child is an "eligible young child" could include:

Potential signs of developmental delay and other risk factors that could indicate the presence of a disability may include:

- By the age of 3: not saying many words; not using 2 or 3 word phrases and sentences; not walking; awkward gait (walking); drooling; not answering "show" or "what" questions; and/or not using utensils to feed self;
- By age of 4 (all of the above included): not toilet trained; difficulty with directional words (in, on, under, out); not playing with other children, not able to draw a circle, cross or imitate a vertical line; not able to understand the child's speech most of the time; difficulty following simple two-step directions (e.g., pick up the paper and put it in the garbage);
- By the age of 5 (all of the above included): unable to answer "where" questions; unable to recall details from a story; not drawing a person with at least 6 parts; immature speech patterns (me instead of I), not able to hop forward with one foot without support;
- Other warning signs at any age: little or no eye contact, over/under sensitivities to pain, light, noise; hand flapping; no awareness of space (always bumping into other people or things); awkward hand or foot positioning; won't touch or eat certain textures; child no longer can do things he/she used to do; developed normally, then stopped; echoes what is said; plays with toys inappropriately (e.g., watches wheels spin on the car, but does not play with the car).

The Carlynton School District ensures that all students transitioning from early intervention programs to kindergarten or first grade programs within the District are transitioned without disruption of services. Parents of children entering school age programs are notified of the District's Transition activities, which occur before kindergarten registration of each year. The District secures permission to evaluate, conducts an evaluation, and develops an Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) in accordance with the timelines required by state mandates.

The Pennsylvania Department of Public Welfare is responsible for providing services to infants and toddlers, defined as children from birth through three years of age. For more information, contact:

Alliance for Infants
2801 Custer Avenue
Pittsburgh, PA 15227
412-885-6000

The Pennsylvania Department of Education is responsible for providing services to preschool children from ages three through five. For information, contact:

Allegheny Intermediate Unit
Project DART
475 E. Waterfront Drive
Homestead, PA 15120
412-394-5739

Protected Handicapped Students/Chapter 15

The Carlynton School District, in compliance with state and federal law, Section 504 of the Rehabilitation Act of 1973, and Chapter 15 of the Pennsylvania Public School Code, will provide to each protect handicapped student without discrimination or cost to the student or family, those related aids, services, or accommodations which are needed to provide the student 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 or diagnosis, which substantially limits or prohibits participation in or access to an aspect of the school program. These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

For further information on the evaluation procedures and provisions of services to protected handicapped students, contact the Pupil Services Department at 412.429.2500.

Confidentiality of Student Records

The Carlynton School District and its employees are required by Federal Law and State and Federal Rules and Regulations to protect the rights of students including confidentiality of personally identifiable information for all students in accordance with state and federal law and the District's student records policy. The foundation of these rights comes from Federal legislation entitled, Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendments). There are State Rules and Regulations dealing with regular and special education students' rights and privacy. All students are covered by the State Regulations

contained in Chapter 12 known as Students' Rights and Responsibilities.

The basic premise of the above-mentioned laws, rules, and regulations is that information about students cannot be disclosed without written parental consent. There are different categories of information: Educational Records, Personally Identifiable Information, and Directory Information. Educational Records consist of information directly related to students which are maintained by the educational agency. Personally Identifiable Information includes the student's name, the name of the parent or other family members, a personal identifier or a list of personal characteristics that would make the student's identity traceable.

Educational Records and Personally Identifiable Information cannot be disclosed or released without student parent consent, or if a student is over 18, without student permission.

There is certain information that can be released without consent, which is called Directory Information. Directory Information means information contained in the educational records of a student which would not generally be considered harmful or an invasion of privacy if disclosed. The School District designates what information is labeled as Directory Information. It shall include the following: the student's name, address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

Disclosure of information means to permit access to or the release, transfer, or other communication of educational records, or the personally identifiable information contained in these records, to any party, by any means, including oral, written, or electronic means. This means that information about a student cannot even be shared in conversation without permission. This also applies to other Carlynton personnel who do not have an educationally relevant reason to possess knowledge of a student.

Written parental consent is necessary for disclosure of Personally Identifiable Information and Educational Records. The consent must: (1) specify the records that may be disclosed; (2) state the purpose of the disclosure; (3) identify the party or class of parties to whom the disclosure may be made. Furthermore, the Carlynton School District must maintain a written record of disclosure for the parents to inspect in case information has been released.

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

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

Non-Discrimination Policy

The Carlynton School District will not discriminate in its education programs, activities, or employment practice, based on race, color, national origin, sex, sexual preference, disability, age, religion, ancestry, union membership, or any other legally protected classification. Announcement of this policy is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, and Sections 503 and 504 of the Rehabilitation Act of 1973.

Employees and participants who have an inquiry or complaint of harassment or discrimination, or who need information about accommodations for person with disabilities, should contact: Office of the Superintendent, 435 Kings Hwy, Carnegie, PA 15106, 412.429.2500, or the Director of the Office of Civil Rights, Department of Health, Education, and Welfare, 400 Maryland Ave., S.W., Washington, D.C., 20202-1100.

Carnegie Elementary

301 Franklin Ave.
Carnegie, PA 15106
Lauren Baughman, Principal

Carlynton Jr./Sr. High School

435 Kings Highway
Carnegie, PA 15106
Michael Loughren, Principal

Crafton Elementary

1874 Crafton Blvd.
Pittsburgh, PA 15205
Marsha Burleson, Principal

Pupil Services Department

435 Kings Highway
Carnegie, PA 15106
Sara J. Hoffman, Director of Special Ed/Pupil Services