

An Enchanted HOMECOMING

The dreaded pandemic cast a shadow over student gatherings and celebrations over the last two school years. Teens were forced to abandon customary social gatherings, longing for the day when life could return to some semblance of normal.

Enter October 2021. Plans to revive the traditional homecoming celebration became a reality. Led by sponsor Cynthia Eddy and a student committee with a vision, a court was selected and announced, and preparations were made for a parade, pep rally and semi-formal dance.

Homecoming kicked off with spirit days, making way for a week to wear pajamas or crazy socks or crocks to school, among other themed days for students in all grades to sport unique and fun attire. An outdoor pep rally held on a Friday afternoon provided spirited games and races, highlighted by the announcement of the homecoming king.

Later that evening, the marching band led a parade down Washington Avenue in Carnegie as student organizations, riding in decorated trucks or marching along, waved and tossed candy to the crowds. At the center of attention was the homecoming court, who cruised the avenue in stylish convertibles. The parade ended at Honus Wagner Stadium, where the court was introduced before the kick-off of the football game between the Cougars and South Side Beaver. At half time, members of the court were again presented and the homecoming queen was announced as cheers erupted from the stands.

The following evening, a semi-formal homecoming dance was held in a new Carnegie venue, the Panko Room. Outfitted in flattering dresses and sharp-fitting suits, students were magically transformed into young men and women and charmed by an enchanted forest setting with flickering lanterns, dancing lights and mossy centerpieces of dendrobium orchids and curly willow. Though masks were required, the teens removed them to enjoy appetizers and a catered dinner. It wasn't long before everyone was on their feet, dancing to pounding music spun by a dee-jay or enjoying the cool outdoors under tents set up with giant Jenga and Connect Four games.

As Homecoming 2021 came to a close, students carried with them the memories, captured in their hearts and preserved by the cameras on cell phones, grateful they had the chance to enjoy the activities the classes before them could not.

Congratulations to the
2021 Homecoming
Queen, Miss Mia Higbee and
King, Mr. Amadou Diallo!





1. The 2021 Homecoming King and Queen, Amadou Diallo and Mia Higbee.

2. A spirit week launched the week of homecoming celebrations and concluded with an outdoor pep rally on Friday where the court was showcased in a number of fun challenges. The final contest tested speed and precision to see who could wrap up a partner in toilet paper.

3. Senior Tyler Masdea led the Cougars onto the field prior to the start of the homecoming game against South Side Beaver. Photo by Ginger Hites.

4. Michael Kozy and Gwen Kalimon abandoned their parade ride at the end of the route to join other court members as they walked to the stadium.

5. The Cougar marching band led the parade down Washington Avenue, performing along the route.

6. During halftime of the game, a jubilant Mia Higbee beamed in astonishment as her name was announced as the 2021 Homecoming Queen. Photo by Ginger Hites.

7. Homecoming King Amadou Diallo and court member Mia Higbee joined other members of the court by riding in the parade in convertibles. Photo by Ginger Hites.

8. The full homecoming court huddled together following the coronation as family and friends snapped photos.

9. Court members Lukas Prepelka and Ellie Exler were among those featured in the parade, smiling for friends and family as they rode in the procession.

10. Emma Younger and Audrey Robb enjoyed the homecoming parade, tossing candy to those on the sidewalks. Their escorts, Bryce Rodriguez and Pierce Greiner, key players of the football team, did not participate in the parade since they were prepping for the game.

THE 2021 HOMECOMING COURT:

Ellie Exler	Amadou Diallo
Mia Higbee	Pierce Greiner
Gwen Kalimon	Michael Kozy
Audrey Robb	Lukas Prepelka
Emma Younger	Bryce Rodriguez

Cougar Connection

PROMOTING COMMUNITY, EXCELLENCE AND CHARACTER

STUDENTS AS LEADERS

Last fall, officers for the Class of 2022 were elected by peers to lead the way for the senior year. **Emma Younger** was named president of the class, joined by elected vice president **Alexis Jones**, secretary **Savannah Caruso** and treasurer **Dominic Henke**. During the summer, the officers collaborated to design and order senior t-shirts and planned school-year activities, including the opening day senior tailgate and breakfast.

In September, candidates ran for the offices of senior high student government, and formal elections were held. Receiving a majority vote of confidence from peers, **Emma Younger** was elected president and eagerly accepted the additional responsibilities. **Ellie Exler** was selected vice president, and **Katherine Fox** and **Audrey Robb** were nominated secretary and treasurer, respectively.

Senior class officers and student government officers are two separate entities. Senior class officers represent only the senior class, while student government officers are committed to acting on behalf of the entire student body. They develop and coordinate school activities, present proposals for the betterment of student conditions through collaboration with administration, encourage and develop student leadership among peers, and represent the school in the communities.

As senior class and student government president, Emma Younger admits she has big shoes to fill. She hopes to use her rank to revive student activities and clubs that faded due to the pandemic. "This year, I am going to take advantage of the time we have to host fun events and create an atmosphere that everyone feels comfortable in," she said, adding, "These are opportunities to make the memories we missed out on. I already see the change in the students who are showing up to sporting events and signing up for

organizations. I cannot wait to see where this year takes us."

Supporting the role of student government leaders are elected class representatives. **Aiden Forrest**, **Azjia Gardner**, **Alexis Jones**, **Gwen Kalimon** and **Sarah Pallus** are senior class representatives. **Alyse Crown**, **Mary Dougherty**, **Isabella Garcia** and **Shelby Palmer** are representing grade 11, and **Joann Hussain**, **Carson McGee** and **Leslie Rwigyama** are serving as tenth grade representatives. These students will assist the officers in all endeavors, serving as a liaison between student government and the grade levels.

Because of the restrictions of COVID-19, the elections for middle school student government leaders have been delayed. Nonetheless, sponsors and teachers **Christine Garland** and **Anthony Istik** polled students in grades seven to nine to explore some COVID-friendly activities for the middle school teens to foster school pride. Traditional events such as the Sadie Hawkins Dance and Swim/Gym Nights will be swapped for socially-distanced movie nights in the auditorium, outdoor activities and seasonal door decorating contests. When restrictions are eventually lifted, more activities will be planned, including the annual Spring Fling semi-formal.

It is important for students to experience leadership opportunities in a school setting, to learn the art of building relationships, to define a



Senior class officers Alexis Jones, Savannah Sevacko, Emma Younger and Dominic Henke hosted a first-day-of-school tailgate and breakfast for the senior class.



A group of students lead cheers at a girls' volleyball game. Student leaders have led themed-dressed up nights for students to gather and support their peers at nearly all athletic events.

collective mission and achieve tasks effectively. Leadership roles also provide an opportunity to recognize and display valuable communication and interpersonal skills. As student leaders, individuals develop the skills to competently guide, motivate and influence others to work together to achieve goals and build student morale.

Teacher **Elizabeth Jones** serves as sponsor of the senior class while working with class officers to coordinate senior activities. The senior high student government organization is facilitated by teacher **Laura Begg** who mentors the officers and representatives to promote activities to benefit the student body as a whole.

▲ A poem entitled "Fell a Victim" by Carlynton junior **Elena Johnson** was awarded first place and selected above hundreds of other student submissions in the Pittsburgh area for publication in the 2021 Ralph Munn Creative Writing Anthology. A journal of the Carnegie Library of Pittsburgh, the anthology includes high caliber short writings and poetry written by Allegheny County high school students. The works featured in the anthology were selected by local creative writing professors and published authors. The Ralph Munn Creative Writing Contest is held annually to salute the legacy and career of Ralph Munn, who held the position of Directorship of Carnegie Library of Pittsburgh from 1928 to 1964. Elena penned the poem in a Scholar's English class as a sophomore.

Fell a Victim

*Running shoes slap the sidewalk,
Drips of sweat fall
grazing the green grass
freshly trimmed and so meticulously cared for.
Paced breathing of a man*

*Enjoying his afternoon jog,
A strong man with deep skin.
He admires cerulean skies
and welcomes the warm glow of the Georgia sun*

*A pickup truck comes to an abrupt stop
next to the jogging man
who is too late
to catch a glimpse of what waits for him.
Gunshots pierce the afternoon calm*

*Death carried by men with pale complexions
is stricken upon the jogging man.
Red corrupts the formerly green
for color warps the public eye.
I feel that true sentiment is a delicacy*

*When tragedy is commonplace
"What a shame."*

— Elena Johnson

▲ Crafton Elementary Principal **Marsha Burleson** applied for and received a grant for sixth graders to explore the STEM skills of coding and animation. In partnership with the Amazon Future Engineer and Project STEM, the program will expand computer science programming for students. Through hands-on learning and thoughtful lessons, the Amazon Future Engineer initiative aims to inspire youngsters to explore real-world projects and discover paths that lead to careers in the computer science field. The grant will

provide three years of onsite professional development for the elementary teachers to investigate the content and pedagogy of computer science education. Customized workshops, ongoing model teaching and coaching, curriculum and lesson plans are designed to ensure the sustainability of the program. Students will benefit from virtual field trips and tours, robotic activities, challenges that include decoding and building an app and classroom chats with professionals from Amazon.

▲ This past summer, Carnegie Elementary teacher **Scott Donnelly** joined 35 other educators from across the US at Teacher AirCamp, a four-day professional development session in Dayton, OH. The challenging curriculum and carefully designed experiences showcased a variety of options available to students in the STEM fields, and illustrated the principles of STEM, which can be infused into almost any lesson to enhance the learning process. Highlights of AirCamp for Donnelly included flying a two-seater prop plane above Greene County, OH, alongside a pilot, coding mini-drones to complete an obstacle course (which will be implemented in the classroom this year), holding a falcon on his arm and observing the physics birds use to fly, and visiting Huffman Prairie, the location of the first Wright Brothers mechanical flight.



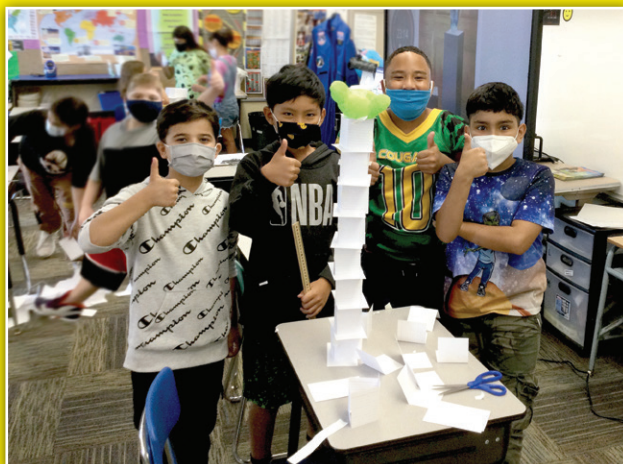
A falcon rests on the protected arm of teacher Scott Donnelly, who studied the bird to observe the dynamics of physics used naturally by a falcon when it flies.



The summer AirCamp also gave Donnelly the chance to fly a single-prop plan over Greene County, OH.

ENGINEERING DESIGN CHALLENGE

Carnegie Elementary fifth graders **Yamen Al Ajwe, Won Paing Nyan, DeAndre Peterson** and **Hamzah Alnahhas** were tasked with building a tower to at least 24 inches tall, using only paper. The engineering design activity challenged students to build a structure that would carry the weight of a stuffed animal for at least 10 seconds. The small group activity encouraged creative thinking, collaboration and problem-solving as students used simple materials to process and design a solution to an engineering problem.



▲ The Cougar Marching Band, supported by its unrivaled booster organization, hosted a band festival at Honus Wagner Stadium in September. The festival featured rousing performances by bands from the school districts of Allderdice (Pittsburgh Public), Chartiers Houston, Chartiers Valley, North Hills, Peters Township, West Jefferson Hills, West Allegheny, West Mifflin and of course, Carlynton. The event saw a record attendance and all proceeds will be directed to reduce the cost of a trip to Disney World in March, when the band will perform in the Magic Kingdom.



Small but mighty, the Cougar Marching Band kicked off the festival with the National Anthem. The band also wrapped up the evening, performing a medley of favorite Disney songs, in anticipation of the trip to Disney World in the spring.



The West Mifflin marching band featured popular music of the 1970's with colorful flag twirlers and majorettes who flashed a peace sign at the end of every song.



Following opening ceremonies, the dynamic North Hills marching band took the field to execute a well-choreographed performance.

Creating a Welcoming Environment

The District has partnered with Literacy Pittsburgh to provide free adult English classes to the parents and guardians of immigrant and refugee children of the District. Classes are held at Carnegie Elementary School with four, 90-minute sessions per week. Instruction is designed for low or beginning learners to the more advanced. Child care is provided by high school student volunteers who are members of the National Honor Society.



Educator David Temple assists Noor Hassan as she writes in an instructional workbook.



ESL teacher David Temple looks over the notes of Ahmad Alhadan to confirm the correct spelling of the words learned earlier in the class.

David Temple, a 25-year veteran ESL (English as a Second Language) teacher from Brooklyn, New York, is leading the interactive English lessons. He holds a Master's degree in TESOL (Teaching English to Speakers of Other Languages). Following retirement, he lived in Taiwan for nearly 10 years before moving to Beaver County to be closer to family.

Over two dozen adults are participating in the free classes by eagerly taking notes, asking questions and competing in

mini-challenges by writing sentences on the chalkboard. The adult students are a true melting pot, immigrating from Columbia, Ecuador, Egypt, Iraq, Libya, Myanmar, Syria, Turkey, Uzbekistan and Venezuela.

Literacy Pittsburgh provides the adults in the class with a free textbook and workbook. The materials are purchased in part through funding from the Pa Department of Education. Donations from individuals, corporations and foundations help to meet the growing demand for materials.

Second grade teacher **Donald Alexander** was instrumental in bringing the Literacy Pittsburgh program to Carnegie Elementary School. Noticing a desire among colleagues to create a more welcoming environment for the school's growing population of non-English-speaking parents, he reached out to Gisele Fetterman, Pennsylvania's Second Lady, and she connected him to Literacy Pittsburgh. Fetterman, who has partnered with Carnegie Elementary to provide support to immigrants, refugees and the building's Chill Room, is a frequent visitor to the school.



Paing Nyan and fellow students in the evening English class are fully engaged and eager to learn the language.



Although the adults were given a 10-minute break, Nargiz Pardaeva and Yulduz Iskulova, formerly of Uzbekistan, remain in the classroom to review the words presented earlier in the session.

Coding and **RACING** with Amazon

Eighteen high school students enrolled in Brittney Nocera's and Ryan Gevaudan's Engineering and Architecture classes traveled to the Carnegie Boys and Girls Club in October for an inspiring Day of Inquiry and a DeepRacer Challenge, sponsored by AWS (Amazon Web Services).

The day-long event gave students the opportunity to participate in an AI (Artificial Intelligence) technology workshop that focused on building 21st century skills. Amazon developers worked alongside the teens, teaching them to code in preparation of a contest later in the day with AWS DeepRacers. A cloud-based 3D racing simulator, the DeepRacers are a fully autonomous race car. Students learned to write code to program the self-driving cars using two training algorithms. The coding instructed the DeepRacer to navigate the track, telling it when to turn and when to go fast or slow. A graphical user interface interacts with the car and its cameras to view and track, and control throttle and steering, in a simulated environment.

Following a lunch of pizza, chips, an apple and a drink, the racing challenge began. A course was laid on the gym floor of the club. Working in teams, students raced the programmed DeepRacers around the course. An electronic leaderboard kept score. Medals and certificates were awarded to the top racers. Seniors **Belal Alradi** and **Austin Cairns** placed first in the competition; the freshman team of **Quinland Delrosario**, **Grace Prepelka** and **Olivia Thompson** captured a close second.

Miss Nocera, who accompanied the students to the event, expressed gratitude to AWS and the Carnegie Boys and Girls Club for the opportunity the day presented to students. While students are able to experience similar lessons in the classroom on a fundamental level and at a lesser scale, the Day of Inquiry provided the chance to see and learn how AI technology is used in the real world.



Justin Marks of AWS led one of the technology workshops for students at the Day of Inquiry event, held at the Carnegie Boys' and Girls' Club. Photo by Phil Light.



Ready to race, Olivia Thompson uses a programmed console to guide the car while Grace Prepelka and Quinland Delrosario walk behind the moving DeepRacer to ensure it stays on the track.



Seniors Belal Alradi and Austin Cairns were the champions of the AWS-sponsored event, based on speed and accuracy of their programmed DeepRacer. Photo by Phil Light.

ALUMNI *in the spotlight*



The District is proud to salute two alumni, Sean Rogers and Brian Alfred.

A 1998 graduate of Carlynton, **Sean Rogers** released his first book, titled "Refactored: My Attempt at Breaking into Tech During the Rise of Coding Boot Camp," earlier this year. In a funny and poignant memoir, Rogers shares why some of life's hard knocks led him to enroll in a coding boot camp at Tech Elevator Pittsburgh, a career-prep program for aspiring software developers. In the novel, Rogers shares his experience in the boot camp and practical tips for coding, mingled with a heartfelt narrative that reveals his own personal experiences and those of other individuals enrolled in his class. The recommended read is available at Barnes & Noble, Amazon and Target.com. Rogers is now a successful software developer for Kit Check, a pharmaceutical and medication management company, and continues to pursue his passion as a writer. Look for a second book to hit the shelves early next year.

The streets of Carnegie are a little brighter thanks to the many murals painted on building walls and bridges. One of the newest additions on East Main Street is a tribute to the late jazz artist, Richie Cole. The mural was painted by 1992 graduate **Brian Alfred**. Now a successful New York City artist, Albert's work can be found at the Guggenheim Museum and the Whitney Museum of American Art. Collections of his work are also on exhibit in the San Francisco



Artist and alumnus Brian Alfred returned to his hometown of Carnegie earlier this year to paint a mural of legendary jazz artist, Richie Cole. Cole made his home in Carnegie following a long and celebrated career, most notably as a musician with the Grammy-winning vocal group, The Manhattan Transfer.

Museum of Art and museums in Australia and Europe. Alfred is a tenured art professor at Penn State University, where he graduated with a Bachelor of Arts in 1997 before heading to graduate school at Yale, earning a Masters of Fine Arts. He is celebrated for his podcast, "Sound and Vision," known as one of the top visual arts podcasts in the world. Alfred credits retired Carlynton art teacher Janice Schwilm for guiding him to pursue the arts. More about Albert's work can be explored at brianalfred.net.

HOMETOWN HERO

Crafton Elementary and the Sprague family of Crafton joined efforts to recognize sixth grader, **Ivan Buriak**, as a Hometown Hero.

In early September, a group of students riding home from school on a bus were dropped off at the wrong stop. Detecting fear and noticing some tears among the youngest, Ivan rallied the students and walked them to his grandmother's home nearby. There, the students were able to call their parents.



Ivan Buriak with Rich, Ashley and BreeLyn Sprague

To honor and celebrate Ivan's quick-thinking and kindness, Rick and Ashley Sprague wanted to reward him with a gift of appreciation. The Sprague's daughter BreeLyn, a second grader, was one of the students on the bus. As classmates gathered in the school's auditorium, joined by the Sprague family, Ivan was surprised when he was recognized and presented with four tickets to a weekend Pirate game, a parking pass and money to buy refreshments. "We wanted to repay kindness with kindness," said Mrs. Sprague. Ivan was overwhelmed by the gesture and said he had a great time at the Pirates game.



Ivan Buriak, pictured with his sister, Nora, enjoyed a beautiful evening (and a victory!) at the Pirate game.

▲ The Carlynton Education Foundation held a golf outing at The Club at Shadow Lakes in Aliquippa on October 2 with 80 golfers, of which 16 were alumni. The event raised over \$10,500 for the non-profit, tax-exempt 501©3 organization that was founded in 2015 to fund educational programs, special projects and activities that add enrichment and value to the education of Carlynton School District students. To date, the foundation has



Carlynton alumni and friends Mike Rynn '95, Eric Rumberger, Brian Francis '95, and Dennis Schwartzmiller '97 get ready to head out to the course on the morning of the foundation golf outing.

funded over \$100,000 in grants and projects. In early November, the foundation held a designer purse bingo, raising additional funds for educational programming. Plans are in the works to host the renowned Taste of Carlynton event in late April at Chartiers Country Club. To learn more about upcoming foundation events, be sure to visit carlynton.org/.



Graduates of Carlynton's Class of 2009, Jordan Steiner and Mike Kiplagat, enjoyed a morning of golf at the outing. Alumni who participated in the event said it was rewarding to support the foundation, knowing the proceeds will benefit students.

▲ A trek to Crafton Park on an unseasonably warm October day made way for a day of science for Crafton Elementary sixth graders. Students rotated through stations to experiment with common, every day components to create chemical reactions, led by Covestro scientist Steve Reinstadtler. At another station, James Falba of the Carnegie Science Center engaged the sixth graders in a tower building contest using pipe cleaners and a catapult engineering design project using crafting sticks.

The highlight of the day was a rocket launching activity. Using launch sets and model rockets assembled in the classroom, students took turns and waited patiently as parent volunteers inserted the booster engine into the rocket.

Anticipation was apparent as each student stepped up to a launch pad, called out a countdown, and hit the launch button to watch the rocket soar into the sky, then softly fall to the ground with a parachute.

The altitude the rocket traveled was traced by a group of students on a "tracking team" who used an altitude tracker, and the launched rockets were recovered by a "recovery team" who stood safely in the distance to retrieve the rockets once they fell to the ground.

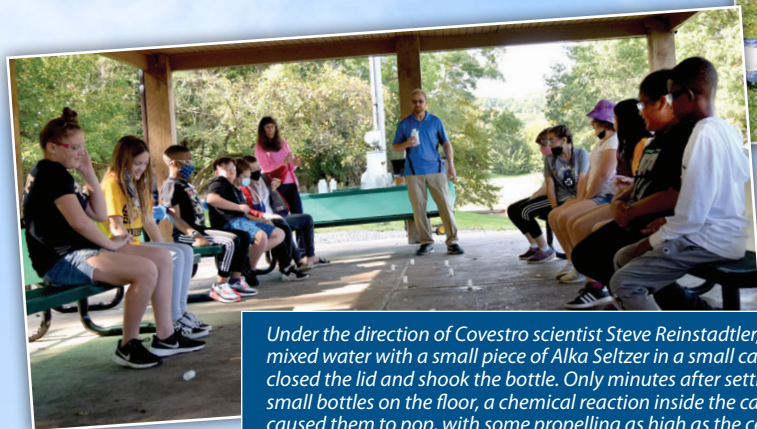
Thanks to teachers Bridget Ward and Maria Wisser, and a number of parent volunteers, the day will be one the students will remember as a highlight of their sixth grade year.



A revolving team of trackers took their responsibility seriously, tracking the altitude of the rockets as they soared into the sky.



Teacher Bridget Ward assists Lexi Schmidt as her rocket lifts off and the recovery team waits in the distance to recover the missile.



Under the direction of Covestro scientist Steve Reinstadtler, students mixed water with a small piece of Alka Seltzer in a small canister, closed the lid and shook the bottle. Only minutes after setting the small bottles on the floor, a chemical reaction inside the canisters caused them to pop, with some propelling as high as the ceiling of the pavilion.



Emma Merscher and Ava Kimberling had the chance to test their engineering skills at a station that challenged them to build a tower and a catapult out of simple materials.



A model rocket zooms off the launch pad, creating a trail of smoke, much to the satisfaction of sixth grader Winston Bonnet. Photo by Ginger Hites



Following the rocket launch, the owners of the rockets that ascended the highest into the sky were recognized. Third place went to April Kanai, the first place winner was Ava Tegge and the second place finisher was Greta Schriver. Photo by Ginger Hites

WELCOMING NEW EDUCATORS



ABBY IFFT – **Secondary Special Education.** Miss Ifft comes to the district with several years' in the classroom under her belt. She graduated from Slippery Rock University and gained experience as an emotional support teacher in a charter school that serves at-risk youth. Miss Ifft hopes to use her education and experience to redirect the lives of those who struggle with physical, mental, behavioral and emotional issues, and is already making a positive impact as a teacher at the junior-senior high school.



LENORA EMANUELSON – **Secondary Music/Chorus.** With a Bachelor of Music in Education from Seton Hill University and a Masters in Music Education from Kent State University, Mrs. Emanuelson comes to Carlynton from a parochial school where she taught music, chorus and band, and directed the spring musicals. She is very excited to grow the choral programs at Carlynton and to share her love and talent of music with students.

ROBIN EWING – **French.** Joining the staff at the secondary level in early November, Ms. Ewing has been teaching at the high school and collegiate level for years, including instructional opportunities within universities in France. More about Ms. Ewing will be shared in the next issue of InCarlynton.



SAVE THE DATE!

It won't be long before we hit the halfway point of the school year! Be sure to mark your calendars for these important upcoming dates:

NOVEMBER

- 02** Teacher In-Service Day; no school for students
- 03** National Honor and National Junior Honor Society Induction Ceremony
- 11** Veteran's Day Holiday; schools are closed
- 16** Distribution of Report Cards
- 25-29** Thanksgiving Holiday; schools are closed

DECEMBER

- 02-05** Fall Play – The Best Worst Christmas Pageant Ever* JSHS Auditorium, 7:00 p.m. (12/5 – matinee performance at 2:00 p.m.)
- 24-31** Winter Holiday Break; schools are closed

JANUARY

- 03** Back to school following holiday break
- 17** Martin Luther King Jr. Holiday
- 21** End of first semester
- 31** Distribution of Report Cards



*Don't miss this year's fall play, opening in the high school auditorium on December 2 and running through December 5! *The Best Worst Christmas Pageant Ever* tells the story of the Herdman children, who are the worst kids in the history of the world. Based on the book by Barbara Robinson, the comedy will reveal how the six Herdman siblings, played by students **Daniel Badger, Mateo Carrasco, Colin Dugan, Elena Johnson, Danielle Smith** and **Natalee Windhorst**, find themselves at the center of a local church Christmas pageant. The play explores the theme of giving others a chance to prove themselves in spite of one's assumptions and will delight families with children ages five and up. Tickets will be sold online (carlynton.k12.pa.us) and at the door; \$10 adults, \$5 students.

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 the 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 yearly 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.aui3.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 written 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:

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

Mrs. Sara J. Hoffman, Director of Special Ed/Pupil Services