

Carlynton School District

Annual Public Notice of Child Find Activities

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 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.afit.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 protected 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

Crafton Elementary

1874 Crafton Blvd.

Pittsburgh, PA 15205

Marsha Burleson, Principal

Carlynton Jr/Sr. High School

435 Kings Highway

Carnegie, PA 15106

Michael Loughren, Principal

Emily Skirtich, Assistant Principal

Pupil Services Department

435 Kings Highway

Carnegie, PA 15016

Mrs. Sara J. Hoffman

Director of Special Ed/Pupil Services