

# CARLYNTON

## School District News



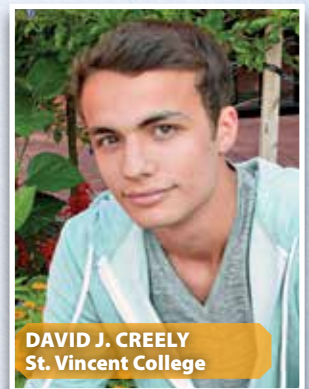
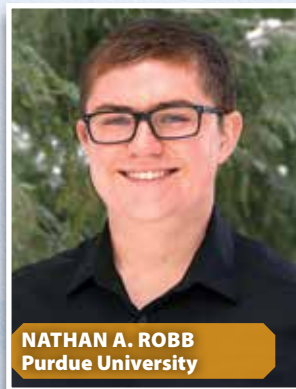
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# HATS OFF TO THE CLASS OF 2018



THE  
TOP 10





## 2018 GRADUATES

Nicole Grady Auen\*+  
Jazmine Rocelle Barekzai  
Elizabeth Renee Behage\*  
Renee Denise Bernard  
Nathan Joseph Bickus~\*  
Jaden Shareef Haygood Calhoun  
John Patrick Cantwell  
Robert Harry Chapman  
Erin Jane Christman  
Olivia Denise Cindrich\*  
Michael Todd Connolly+  
Emanuel Eduardo Corral-Hays  
David James Creely  
Kaitlyn Jean Crowell  
Hunter James Crown  
Dominic Carl Darenkamp  
Giona Pauline Darenkamp  
Eliana Marie Davis  
Alexander David DeFaria+  
Justin Ryan Dietrich  
Tashe-Ann Saneisha Earle+  
Keegan Rae Egenlauf  
Blair Summer Finlay\*  
Sydney Louise Franchick\*  
Ian Patrick Matthew Gallagher  
Liam Rodriguez Gleason\*  
Madeline Clair Graner  
Kailey Hepburn  
William Louis Howells+  
Isabella Mae Huehn  
Tayvel Lamont Hutchinson  
Amiyah Symone Jackson+  
Owen Allen Kalimon^\*  
Monika Karpa\*

Brianna Lynne Koval  
Joshua Reid Koval  
John Robert Lacher  
Rebecca Elizabeth Lamb\*  
Alexis Morgan Linn+  
Juliette Isabella Lopez  
Bellaire Larae Lowry  
Irina Yaroslavia Lutsiv\*  
Kevin James MacMurdo\*  
Saman Majed  
Rayla Kristine Catherine Mallory+  
Max James Mangum  
Alexis Michelle Martin  
Yeraldin Martinez-Marrero  
Kurtus Alan Mastandrea  
Brooke Lynn McKissick  
John Daniel McMonagle II  
Karlee Mae Melia  
Mason Thomas Melko  
Robert William Mentz  
Brayden Jae Moehring+  
Sydney Morgan Mollica\*  
Kayla Marie Moorby  
Abigayle Riley Musta  
Logan Paul Neihoff  
Cory Jacob Neil  
Anashaly Normandia-Aguilar  
Zackary James Oddi  
Maricela Mariela Pastor-Gonzalez  
Armonti Pendleton  
Aliya Marie Penn  
Riley Jacob Post+  
Shawna Ann Prael\*  
Shayna Marie Prael

Devin James Ragland  
Shanique Isabelle Reid\*  
Nathan Alexander Robb\*  
Trevor Anthony Ruta+  
Kolyn Blake Schneider+  
Jonah Hogan Schriver\*  
Autumn Marie Shaffer  
Anthony Christifer Signorelli  
Arieona Kalay Smith-Purdue  
Sean Louis Steding  
Hannah Rose Stack\*  
Kaytlin Rose Stevens  
Piper Rae Stevens\*  
Alexis Rose Stewart  
Najire Taylor  
Xavier Teagle  
Meisha Nicole Turner  
Noah Casey Twiss  
Jessica Lynne Vogliano\*  
Tara Elizabeth Wade  
Nicholas Wayne Weiblinger  
Olivia June Wertz  
Christian James Wichelns  
Gabriel Jonathon Wilcox\*  
Angelo Tyler Wilson  
Jonathan Michael Wischmann  
Carly Marie Wuenstel  
Morgan Nicole Yesko  
Hannah Louise Young  
Michael Christian Zacchera  
Izabella Angel Zenone\*

Valedictorian^ Salutatorian~  
National Honor Society\* Entering Military +

## SCHOOLS OF CHOICE

Allegheny College  
American University  
Bella Capelli Academy  
Community College of Allegheny College  
Community College of Beaver County  
California University of PA  
Carlow University  
Case Western Reserve University  
Chatham University

Clarion University  
Duquesne University  
Florida Gulf Coast University  
Gannon University  
Grove City College  
Indiana University of PA  
Kent State University  
LaRoche University  
Lebanon Valley College

Louisiana State University  
Mercyhurst University  
Ohio University  
Ohio State University  
Otterbein University  
Penn State University  
Pittsburgh Technical College  
Purdue University  
Robert Morris University

Rosedale Technical College  
Slippery Rock University  
Triangle Tech  
St. Vincent College  
University of Akron  
University of Northwestern Ohio  
University of Pittsburgh  
Westminster College  
West Penn School of Nursing



## Recognition, Awards and Scholarships

**Achievement in Journalism Award** – Blair Finlay and Tara Wade

**Art Appreciation Award** – Meisha Turner

**Athletes of the Year** – Arieona Smith-Purdue and Hunter Crown

**Carnegie Boys and Girls Club Youth of the Year Award** – Olivia Cindrich

**Carlynton Federation of Teachers \$500 Textbook Grant** – Owen Kalimon, Tara Wade, Gabriel Wilcox, and Izabella Zenone

**Certificates of Allegiance** – Riley Post, U.S. Navy Nuclear Power School; Nicole Auen, Army National Guard; Michael Connolly, U.S. Marines; Alexander DeFaria, Army National Guard; Tashe-Ann Earler, Army National Guard; William Howells, U.S. Marines; Alexis Linn, U.S. Army Reserves; Trevor Ruta, U.S. Air Force; Kolyn Schneider, U.S. Air Force; Amiyah Jackson, National Guard; Rayla Mallory, Air Force Reserves; Brayden Moehring, Marine Reserves

**Congressional Leader of Tomorrow Award** – Jessica Vogliano

**Director's Award for Band** – Hannah Stack

**Dramatic Awards** – John Cantwell, Kaitlyn Crowell, Dominic Darenkamp, Blair Finlay, Owen Kalimon, Briana Koval, Sydney Mollica, Riley Post, Armonti Pendleton, Trevor Ruta, Piper Stevens, Najire Taylor, Xavier Teagle, Tara Wade, Olivia Wertz, Izabella Zenone

**Excellence in Advance Placement Testing Award** – Olivia Cindrich, Sydney Franchick, Liam Gleason, Owen Kalimon, Kurtus Mastandrea, Riley Post, Piper Stevens, Olivia Wertz, and Izabella Zenone

**Gay-Straight Alliance Leadership Recognition** – Kaitlyn Crowell

**Girl Scout Gold Award** – Blair Finlay

**High School Consortium Award** – Xavier Teagle and Carly Wuenstel

**John Philip Sousa Award** – Riley Post

**Linda Beck Memorial Scholarship \$1,250** – Izabella Zenone

**Maggie Scholarship \$5,000** – Nicole Auen, Isabella Huehn, Saman Majed, and Irina Lutsiv

**Media Achievement Award** – John Cantwell, Kurtus Mastandrea, Jonah Schriver, and Tara Wade



**Dom Panucci of the Carnegie Boys and Girls Club presented the Youth of the Year Award to Olivia Cindrich during a senior recognition ceremony in May.**

**Parkway Career and Technical Center Honor Society Award** – Dominic Darenkamp and Keegan Egenlauf

**Parkway Career and Technical Center Honor Roll** – Cory Neil, distinguished, Dominic Darenkamp, high honors, Keegan Egenlauf, honors

**Peer Mentorship Recognition** – Robert Chapman, Olivia Cindrich, Eliana Davis, Sydney Franchick, Tayvel Hutchinson, Monika Karpa, Kolyn Schneider, and Jessica Vogliano

**Peer to Peer Award** – Ian Gallagher, Isabella Huehn, Brooke McKissick, and Autumn Shaffer

**SAT 700+ Club** – Elizabeth Behage, Nathan Bickus, Kurtus Mastandrea, Riley Post, Nathan Robb, and Hannah Stack

**Scholar Athletes of the Year** – Sydney Franchick and Owen Kalimon

**Senior Class Officer Recognition** – Jessica Vogliano, president, Tayvel Hutchinson, vice president, Piper Stevens, secretary, and Sydney Mollica, treasurer

**Senior Government Leader Award** – Olivia Cindrich, president, Elizabeth Behage, vice president, Shawna Pahl, secretary, and Nicole Auen, treasurer

**Service Above Self Interact Award** – Alexis Martin, Shawna Pahl, Shanique Reid, Hannah Stack, Olivia Wertz, and Izabella Zenone

**SHASDA Overcomer Award** – Saman Majed and Sean Steding

**The Journey Award** – Jack Lacher

**U.S. Marines Scholastic Excellence Award** – Gabriel Wilcox

**U.S. Marines Semper Fidelis Award for Musical Excellence** – Riley Post

**U.S. Marines Distinguished Athlete Award** – Eliana Davis and Riley Post



**Seniors Hannah Stack, Elizabeth Behage, Nathan Bickus, Kurtus Mastandrea, Riley Post, and Nathan Robb received the 700 Club Award for scoring over 700 points on the Scholastic Aptitude Test (SAT).**







**1.** Senior class president Jessica Vogliano led a senior pray during a baccalaureate service held in the lower studio of the Carnegie Free Library and Music Hall.

**2.** A candle lighting ceremony during the baccalaureate service served as a symbolic reminder to graduates, illustrating the value of an education through the illumination of the mind.

**3.** Prior to commencement, graduates gathered in the gymnasium before lining up for the precessional. Kneeling are Noah Twiss and Brayden Moehring; standing: Michael Zacchera, Carly Wenstel, Cory Neil, Keegan Egenlauf, John McMonagle, Michael Connolly and William Howells.

**4.** Jonah Schriver and Gabriel Wilcox lend a hand to Christian Wichelns, helping his cap to stay in place.

**5.** Class officers Piper Stevens, Sydney Mollica, Tayvel Hutchinson, Jessica Vogliano, salutatorian Nathan Bickus, and valedictorian Owen Kalimon stand as classmates enter the auditorium and fill the stage.

**6.** During the commencement ceremony, senior choral and ensemble members shared the spotlight with underclassmen while performing "You'll Be in My Heart" from the Disney movie *Tarzan and Jane*.

**7.** While processing into the auditorium, Isabella Huehn offers a wide grin when spotting family members in the audience.

**8.** Salutatorian Nathan Bickus addressed peers and the audience as one of several keynote speakers for the commencement ceremony.

**9.** School board president Jim Schriver had the honor of presenting a diploma to his son Jonah, and followed the presentation with a proud hug.

**10.** Superintendent Gary Peiffer applauds as Kaitlyn Stevens receives a diploma from Principal Michael Loughren.

**11.** Class officer Tayvel Hutchinson offered closing remarks to peers, bringing smiles and a roaring round of applause with his comments.

**12.** With diploma in hand, Piper Stevens moves the tassel of her cap, a tradition that defines a transition from high school senior to graduate.

**13.** After singing the Carlynton Alma Mater at the close of the ceremony, senior members of the ensemble gleefully toss graduation caps into the air.

**14.** Following the ceremony, families gathered outside the auditorium for photos. Graduates Dominic and Giona Darenkamp share a twin moment while being photographed by mom.

**15.** A very proud Kathy Bennett receives a big hug from grandson Max Mangum.

**16.** The Prahls sisters, Shawna and Shayna, proudly display their diplomas while standing with their sister and brother-in-law.



# Making way for new beginnings

**A**t the close of the 2017-2018 school year, sixth graders at Carnegie and Crafton elementary schools were honored in separate ceremonies to celebrate a rite of passage. Soon to be seventh graders, students reflected on events and happenings of elementary school, sharing stories, fond memories, and

successes. References were made to a future on the hill at the junior-senior high school, where they will come together as the Class of 2024.

Special recognition was given to all students during the ceremonies, with awards presented for duty as patrol sponsors, art and musical excellence, and

more. A number of individuals received special recognition for academic excellence, attendance and citizenship. The ceremonies ended with separate picnics at Carnegie and Crafton Parks. Trusting in the magic of new beginnings, the sixth graders gathered with teachers for a congratulatory send off with an expectancy of things to come.

## CARNEGIE ELEMENTARY

### CITIZENSHIP AWARD

Caden Crow

### PRESIDENTIAL AWARD FOR ACADEMIC EXCELLENCE

Caden Crow  
Gabriel DiPietro  
Seth Kerr  
Peter Klein  
Jacob Moldovan

James Salyards  
Ella Snyder  
Bailey Vetter  
Julia Zayats

### SPORTSMANSHIP AWARD

Gabriel DiPietro

Maura Weiland

### PERFECT ATTENDANCE

Mahavishnu Dutta

Vishnupriya Dutta



▲ Carnegie Elementary student Caden Crow was the recipient of the revered Citizenship Award. He is pictured with Principal Lauren Baughman and Superintendent Gary Peiffer.

## CRAFTON ELEMENTARY

### CITIZENSHIP AWARDS

Zoie Rolly  
Nicholas Weimer

### PRESIDENTIAL AWARD FOR EDUCATIONAL EXCELLENCE

Wilson Choate  
Peyton Delrosario  
Marco Feeney  
Mason Glover  
Sean Hart

Elena Johnson  
Chikamso Orji  
Hunter Paolino  
Jacob Stiffler  
Nicholas Weimer

### PERFECT ATTENDANCE

Chloe Parker  
Chikamso Orji

Nicholas Weimer  
Abigayle Tomaszewski

### SAVINGS BONDS WINNERS

Wilson Choate  
Sean Hart

Chloe Parker  
Hunter Paolino



▲ Nicholas Weimer and Zoie Rolly were the proud recipients of the Citizenship Award for Crafton Elementary School, presented during the recognition ceremony. (Photo contributed by Tonya Weimer)



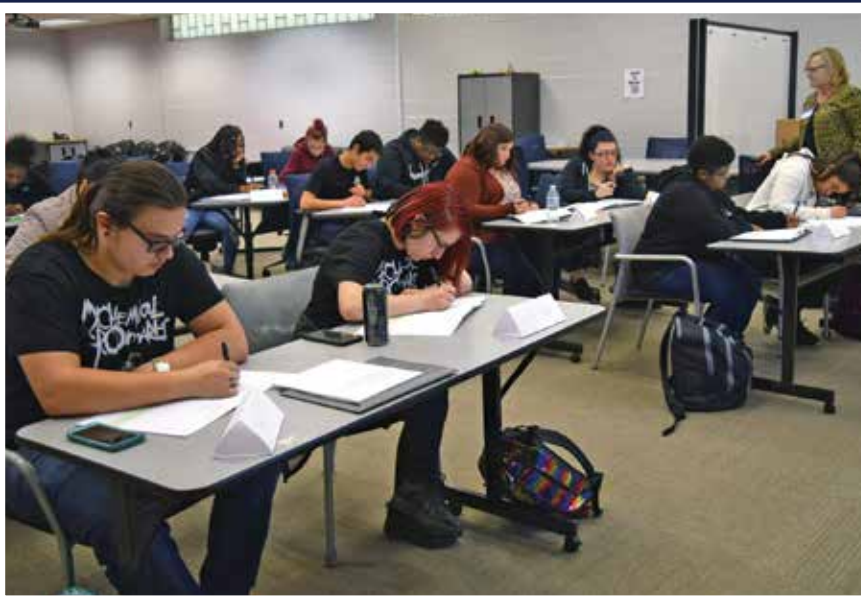
▲ Carnegie Elementary sixth graders were applauded by underclassmen and teachers who lined the hallway as they made their way to the auditorium for the recognition ceremony.

# Equipping students for the workforce

Name it. Claim it. Aim it. These simple words delineated a road map for 17 Carlynton High School seniors this past semester. Through a series of courses held in the Cougar Collaboration Center, the teens were encouraged to brand their individuality, ascertain strengths, and recognize potential. Jerlene Mosley, an educational consultant for Gallup, led one of five sessions. She used action words like communicate, compete, focus, and maximize to inspire and strengthen mindsets. "This is the first step in creating a strong, powerful, and unforgettable personal brand," she said.

The motivational session was held in union with The High School Consortium, a program piloted by FedEx, PNC Bank, and UPMC to provide career-readiness for seniors who are uncertain about plans after high school. The curriculum is designed to equip students with the skills and knowledge necessary to apply for employment immediately following graduation.

Through a series of interactive lessons, The High School Consortium promoted leadership growth, resume building, and self-image, as well as lessons in financial wellness. It



During one of the High School Consortium sessions, Jerlene Mosley (upper right corner), an educational consultant for Gallup, motivated students to "brand" themselves by discovering hidden talents and setting goals.

provided students with tips on how to dress and present oneself when interviewing for a job and offered onsite visits to the three companies.

Josh Stewart of the PNC Bank Human Resources Department is one of several individuals overseeing the consortium. He said the idea to offer the high school program came out of the need to fill essential entry-level positions. "This is a push back from the 'go to college' mantra. We see over-qualified college graduates who have to take a step back to move forward," he remarked. "We recognize that businesses need to be developers of talent, not just consumers," Stewart added, acknowledging that the program is attempting to fill that role.

In its pilot year, The High School Consortium included students from five local high schools. Seniors from Elizabeth Forward, McKeesport, Steel Valley, and the Woodland Hills school districts, in addition to Carlynton, acquired the skills to become gainfully employed after high school. Job opportunities with the three companies included bank teller, customer service representative, patient access coordinator, and package handler, among others. Starting salaries were projected at \$11-\$15 an hour and most included medical, retirement and tuition reimbursement packages with room for growth and promotion within the company.

Guidance counselor **Scott Canty** expressed excitement over the opportunity the consortium provided for students. "This is targeting hard working students who aren't planning to go to college and giving them skills for a career path," he said. In mid-June, a "Super Day" was held for all participants of the consortium. Interviews were held for open positions and numerous students from the five school districts were hired.

The lessons learned through The High School Consortium are giving students a jump start to a variety of career paths. Teens are gaining valuable interview preparation skills and discovering hidden talents and strengths as they strive for success in the workplace.



Senior **Anthony Signorelli** and others participants of the High School Consortium took part in mock interviews with human resource specialists from FedEx, PNC, and UPMC, one of several sessions designed to support career-readiness.



# Trout in the Classroom

Imagine the task of counting, separating, and sorting some 600 chicken eggs.

Now, consider the size of a pin head and envision the challenge of counting, separating, and sorting 600 fish eggs, or more specifically, brook trout eggs. This seemingly impossible task, in partnership with the statewide Trout in the Classroom project, was facilitated by teacher **Maureen Berlingeri** and carefully completed by 25 students in a ninth grade biology class.

On October 31st, the trout eggs arrived in a temperature-controlled Styrofoam container from the Benner Springs Hatchery near State College. Students used eye droppers and small plastic spoons to quickly separate white, non-viable eggs from shiny black eggs and then carefully transported the delicate eggs to a 120 gallon tank filled with spring water and maintained at a temperature between 35 to 55 degrees.

From that point forward, students were vigilant to monitor and care for the brook trout. Each morning, they performed a series of steps to verify the chiller and air pump were working properly, the water level was correct, and the filter was running properly. They scrutinized water temperature, pH balance, and levels of ammonia, nitrites, and nitrates. Sustaining a correct balance was vital. Some 90 fish were lost over a weekend when the nitrate levels unexpectedly spiked.

The cold water environment for the fish was sustained with a chiller, pump, carbon filter, air stones, and hoses, all purchased with the help of DonorsChoose.org and grant money. The water in the tank was changed weekly and several students assisted Mrs. Berlingeri with the intricate task.

*Carlynton high school's participation in the Trout in the Classroom program was made possible through a unique partnership between the PA Fish and Boat Commission and PA Council of Trout Unlimited. This partnership, coupled with assistance from local conservation organizations, was created to introduce Pennsylvania students to cold water resources and their importance to all communities. The partnership also provides brook trout eggs, trout food, technical assistance, curriculum connections, and teacher workshops each year.*



Five months later, nearly 80 brook trout survived in the aquarium. While it seems a small number in comparison to the original shipment of eggs, the biology class is among a few dozen of the 110 participating schools in Pennsylvania to sustain living trout. Many schools lost the entire lot to a fungus called cotton wool disease.

The living brook trout were released into a stream at McConnell's Mill State Park, a state-approved waterway, in late May. A field trip to the park provided the





opportunity for all biology students to witness the release and explore the park and historic mill. At the time, the fish were about the size of the pinky finger on an adult hand. Barring any natural dangers or predators, they will grow to 10 inches in length by summer 2019.



Trout in the Classroom is sponsored by the Pennsylvania Fish and Boat Commission. The project and curriculum is correlated to Pennsylvania's science and math standards as well as environmental and ecological standards. In the classroom, students have learned by observing and monitoring the ecosystem of the cold water trout, identified the lifecycle of the fish, recognized the brook trout as an "indicator species" for healthy cold water streams, and discovered the conditions necessary for brook trout survival in a classroom aquarium.

Teachers **Bill Palonis** and **Wendy Steiner** provided support and insight for this first year exploit. Mrs. Berlinger also credits custodian **Greg Gazella** and his knowledge of fish for providing vital tips and assistance. Berlinger and Gazella expended many hours to monitor the brook trout during evenings, weekends, and holidays.

Raising trout in the classroom was an engaging, hands-on activity that enabled students to connect to real-life water quality, fish and wildlife issues and problems, and has inspired them to seek solutions. Hatching eggs in the classroom and watching fish develop generated enthusiasm among students and also fostered a sense of stewardship for the planet. Plans are in the works to continue the program into the 2018-2019 school year with a goal of sustaining a larger number of living brook trout for release into a stream next spring.

*Opposite page, clockwise from top left:*

- Ela Aydin was among the freshmen biology students to unpack and separate the hundreds of fish eggs after delivery to the high school.
- On a daily basis, Kevin Zhang and other classmates monitored the aquarium to ensure proper water temperatures and chemical balances.
- The fingerling brook trout in the aquarium.
- Biology teacher Maureen Berlinger led the way to a cold water stream at McConnell's Mill State Park as students carefully transported Styrofoam containers filled with the fingerlings.
- Students used a pitcher to slowly transfer water from the stream into the container of fish, allowing time for the brook trout to grow accustomed to a slight difference in temperature. In the bottom right corner, Kathleen Perino uses a thermometer to confirm a smooth transition.

*This page page, clockwise from top:*

- The brook trout were slowly released into the stream, a proud yet poignant moment for those who spent months nurturing the fish in the classroom aquarium.
- Following the release of the trout, students broke into two groups for a tour inside the historic mill and a venture along the moss-covered hiking paths of the park.

## Academic Acceleration Program

The district has adopted a new program for the 2018-2019 school year that is geared to promote the maximum academic, social-emotional, and physical potential of all students. The program will seek to meet the intellectual and developmental needs of the student population by offering an instructional protocol for subject/course and grade level acceleration.

The academic acceleration program is a modification of the regular curriculum to enable any student to progress at a faster pace or rate to complete a given course in less time, or at an earlier age. While the district has been able to differentiate instruction for faster learners in the past, this protocol will provide a more formalized process for advancement.

Acceleration opportunities will include the opportunity for an individual to move through the curriculum at a faster pace, receive advanced grade placement in a core academic area, and obtain college credit while enrolled in high school for core academic areas.

The protocol for advancement will consider only subject area/grade level acceleration when the needs of a student cannot be met through classroom differentiation. Single subject acceleration will only occur when a student is performing at least one or more years beyond grade level expectations and is demonstrating readiness two years above the assigned instructional level.

Multiple criteria will be considered in the decision making process and will be a team decision of the District Acceleration Committee, comprised of the classroom teacher(s), building level administrator, building level guidance counselor, and other representatives on a case-by-case basis. The social/emotional learning needs of the student will also be taken into consideration in determining subject area acceleration. If the student has a GIEP, the GIEP team will assemble with parents for a determination.

More information regarding the academic acceleration program will be available at the start of the school year from building principals and guidance counselors. The program falls under Chapter 4 and Chapter 16 regulations and will be monitored to ensure the greatest opportunities for students.

## SAVE THE DATE

<b>AUGUST 8</b>	<b>Seventh Grade Orientation, 6 p.m.</b>
<b>AUGUST 14</b>	<b>Carnegie Elementary Kindergarten Orientation, 6 p.m.</b>
<b>AUGUST 16</b>	<b>Crafton Elementary Kindergarten Orientation, 6:30 p.m.</b>
<b>AUGUST 15-17</b>	<b>In Service / Clerical Days for Teachers</b>
<b>AUGUST 20</b>	<b>First Day of School</b>
<b>SEPTEMBER 3</b>	<b>Labor Day, No School</b>
<b>SEPTEMBER 13</b>	<b>Open House, Elementary Schools</b>
<b>SEPTEMBER 14</b>	<b>In Service Day</b>
<b>SEPTEMBER 28</b>	<b>Homecoming</b>
<b>OCTOBER 11</b>	<b>Open House, Junior-Senior High School</b>
<b>OCTOBER 12</b>	<b>In Service Day</b>
<b>NOVEMBER 2</b>	<b>Distribution of Report Cards</b>
<b>NOVEMBER 6</b>	<b>In Service Day</b>





# MAKING HEADLINES

## EMBODYING DIVERSITY



Members of the high school Culture Club painted ceiling tiles to symbolize the flags of countries represented by the original homeland of students. The tiles will be placed in the ceiling of the hallway near the foreign language classrooms and serve as a reminder of the diversity of the student body that makes up Carlynton. The painted ceiling tiles represent the flags of Syria, Iraq, Jamaica, Ukraine, USA, and Nigeria.



Members of the Carlynton Junior-Senior High School Cougar Marching Band traveled to sunny Florida this past spring to perform in Disney World. Marching along a parade route in the footpaths of Disney characters and other notable performers, the band executed a flawless performance despite the heavy, wool uniforms they wore in the barely tolerable temperatures. They also had the chance to explore and enjoy the Disney parks for several days and took part in educational workshops sponsored by Disney. Under the guidance of a seasoned Disney clinician, instrumentalists were able to



Main Street USA in the Magic Kingdom was the backdrop for a photo of all band members and chaperones.



An instrumental music workshop in a professional Disney studio gave students some tips on music interpretation, performance productivity, and technical proficiency.

experience the excitement of learning in a professional studio. The Cougarettes and Colorguard attended a "Disney Dancing" workshop led by a professional Disney dancer to explore different choreography styles and gain industry insights that can give a dancer a competitive edge. Months of fundraising efforts afforded the opportunity to fly, rather than charter a bus to Florida, allowing more time for students to enjoy the theme parks and the beautiful weather.



This past spring, a Carnegie Elementary fourth grade classroom was transformed into a

hospital operating room for a classroom transformation project. Students donned masks, scrubs, head coverings, and rubber gloves to meet the challenges of an English-Language Arts assignment paired with the nonfiction story read in class. The youngsters moved through four different stations, each with a specific task to complete. The assignment focused on non-fiction reading comprehension, vocabulary comprehension, proofreading sentences, and making inferences. Each station or ward was given a name to reference a designated task and provided all of the materials to work through the assignment. The classroom transformation was designed to increase motivation and encourage creativity. Teacher **Julie Lewis** said, "Our fourth graders had a great time, most not even realizing they were learning and doing work." The pupils worked in teams to

## HEADING TO NATIONALS



Rising senior **Will McClendon**, rising junior **Dallas Paolino**, and rising sophomore **Michael Wilson** have advanced to the national round of competition in the National Society of Black Engineers VEX Robotics competition. The team will travel to Dearborn, Michigan in the fall to test their skills while operating a VEX robot through a series of courses and challenges. Under the leadership of teacher Bill Harris, the boys were victorious at local competitions held in the Keystone Oaks School District and the D.L. Lawrence Convention Center.



accomplish the tasks, much like doctors and nurses work in a hospital setting. **Mrs. Lewis** said the idea to transform the classroom was used to augment teaching methods at the end of the school year when students often grow restless.



As part of a classroom transformation project, Ashton Donlin, Carlice Hudson, and Carsen Dunlap complete an ELA assignment.

## TAKING FLIGHT



**NEWS** In late April, then senior **Giona Darenkamp** made her first solo flight as part of the training she received through the Community College of Beaver County. The flight was the first step to earning a private pilot license. While studying for the license, Giona earned 28 college credits before graduating from high school. She plans to continue flight school after graduation and has been accepted to Clarion University to further her education. Only five percent of those enrolled in flight schools are women. Giona is well on her way to achieving her aspirations of becoming a pilot.

**NEWS** A breakfast awards ceremony was held in May to recognize 105 scholar athletes in grades 9-12. Scholar



athletes are those who participate in one or more sports while managing to maintain a B average or higher. Among those acknowledged, several accepted stand-out awards as quad-athletes. Letterman **Nathan Robb**, a member of the bowling, soccer, tennis, and track teams, and **Gabriel Wilcox**, who lettered in cross country, tennis, track, and wrestling were two senior quad athletes who maintained distinguished academic honors while participating in sports. Junior **Matthew Hilarzewski**, a member of the basketball, cross country, soccer, and track teams was also recognized as a quad scholar athlete. Additionally, 19 teens were honored as scholar tri-athletes for participation in three sports while sustaining high grades. During a buffet breakfast, the scholar athletes received certificates, plaques and tee shirts in appreciation of their commitment to athletics and academics. The annual awards ceremony is hosted by **Athletic Director Nate Milsom** and **Assistant AD Annemarie Bunch**.

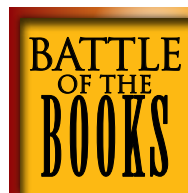
**NEWS** The elementary schools held Cultural Days in late spring as an educational lesson to allow students to research different countries and customs and learn about culture, dress, foods, and language. The across-the curriculum project encouraged exploration in writing, reading, math, geography, social studies, and art. By grade level, students



Carnegie Elementary third graders Razan Al Masri, Maha Knaineh, Jackson Keeney, and Adel Alareqi studied the customs of the Middle East and crafted a table display with artifacts.

investigated continents and countries around the world and wrote essays, designed displayed boards, replicated artwork, generated maps, and fashioned three-dimensional relics.

**NEWS** The fifth and sixth grade team of **Charlie Burcham, Mateo Carrasco, Eva Milliner, Uzochi Orji, and Ella Synder** captured first place in a Battle of the Books competition held at the Children's Choice Literature Festival in May. Prior to the



competition, students selected books from an approved list. After reading the books, they discussed the characters, themes, and settings of each story. The competition was held in rounds with

Continued on next page >

## FIRST PLACE IN SCIENCE



**NEWS** Rising junior **Jaimee Cabili** captured first place at the state level in the Pennsylvania Junior Academy of Science competition held in May at Penn State University. Approximately 3,000 of the best and brightest science students from Pennsylvania's twelve separate PJAS regions descended upon State College to present their research. Jaimee created, constructed, and demonstrated a drone for the final competition, earning the grand prize.





points awarded to the teams who best answered a series of questions about the novels. Placing third in the regional competition was the team of **Caroline Choate, Graydon Harvey, Kellyn Palmer, Aida Varghese, and Lucy Vetter**. The event was held at the Carnegie Library of Pittsburgh. In a Calcu-solve competition held later in May, fourth graders **Diego Tuapante and Lucy Vetter** finished as the top scorers in a contest that tests math and strategic-thinking skills.



Ella Synder, Eva Milliner, Charlie Burcham, Mateo Carrasco, and Uzochi Orji claimed the first place title in a regional Battle of the Books competition.

## CAREER FAIR



With passports in hand, high school students traveled through a maze of tables in the gymnasium to explore over 48 careers in nine major career clusters during the annual Career Fair. The interactive event encouraged students to select their top career interests, meet with representatives, and complete a survey. Sixth graders, who were visiting the high school for orientation, also had the opportunity to participate in the fair.

## A FOND FAREWELL



A celebration of years of service was held at a school board meeting in June to applaud eight school district retirees. High school office secretary **Catherine Columbus**, payroll secretary **Marian Sywy**, guidance office secretary **Karen Wilmus**, and Crafton Elementary aide **Karen Eonta** attended the meeting and reception held in their honor. Carnegie Elementary art teacher **Diane Criste**, high school technology teacher **William Harris**, Carnegie Elementary office secretary **Adrienne Kuny**, and Carnegie Elementary aide **Maureen Nelson** were unable to attend. Together, the staff marks over 140 years of dedicated service to the district. The district extends its best wishes to all for a long, happy, and healthy retirement.



The sidewalks surrounding the high school were covered with larger than life chalk drawings following the annual chalk art day held near the close of the school year. Using large paper stencils to provide a guideline, the artists transferred artwork to the sidewalks and brought them to life with color. The annual project allows art students to

display their work in a format that gives the student body a chance to see and appreciate. The artwork included images of cartoon and fantasy characters, pop art, and branded logos. Before boarding buses to home, students walked alongside the drawings, fascinated by the talent, creativity, and bold colors.



Junior Samuel Chickini used chalk to create a large image of cheesecake with a strawberry on top. Students began the drawings in the morning, with some not finishing their work until early afternoon.



A box full of chalk allowed students to exercise creativity on the sidewalks outside the high school, bringing drawings to life in vivid colors. Stencils, created days ahead in the classroom, were used to provide an outline before color was applied.



# RIGHT TO KNOW – CHILD FIND – FERPA

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

## EQUAL OPPORTUNITIES FOR PROTECTED HANDICAPPED STUDENTS

In compliance with state and federal law, the Carlynton School District will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs. However, the district will request parent permission to complete an evaluation through IDEA, due to Child Find obligations, to consider the need and eligibility for Special Education placement. If determined that there is a significant educational impact, the district will then offer Special Education over a 504 Plan.

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

## RIGHT TO KNOW – CHILD FIND

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

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

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

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

## IS MY CHILD GROWING AND DEVELOPING NORMALLY?

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

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

**6 MONTHS** Rolls from stomach, reaches for toys, transfers toy from one hand to other, looks for noise made near him/her, makes sounds for specific reasons (hunger, wet, etc.), helps hold bottle while drinking, plays with toes, pats mirror image, puts everything in his/her mouth, watches toys held in front of him/her and moved slowly  
**1 YEAR** Sits without support, pulls self to stand, crawls on all fours, understands the meaning of No and Bye-Bye, repeats sounds made by others, feeds self cookies and crackers (may not be neat), plays "pat-a-cake" or "peek-a-boo", turns pages of magazine or book (more than one at a time), picks up small objects with thumb and index finger  
**2 YEARS** Walks well, walks up steps – two feet on a step, speaks several words which are understandable and meaningful, refers to self by name, recognizes self in mirror, feeds self with spoon, drinks from a cup, occupies self in play, plays with an adult (roll ball back and forth), builds a tower of four blocks, puts two words together, shows body parts (eyes, nose, and toes) when asked

**3 YEARS** Walks up steps – one foot for each step, walks on tiptoes, runs easily, unbuttons, unwraps candy, uses words to make needs known, speaks in three-word sentences: "Mommy go home", undresses self, is toilet trained, helps adults by putting away toys and clothes, turns pages one at a time, recites nursery rhymes, imitates adults doing simple tasks

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

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

Parents who have questions about their child's development or disability should speak to their family physician or health care provider, school district, or the Allegheny Intermediate Unity. With questions or concerns, please contact Dr. Rachel Andler, Director of Special Education and Student Services at 412-429-2500 x3309.

## SCREENING AND EVALUATION

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

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

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

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

## SERVICES FOR SCHOOL-AGE STUDENTS WITH A DISABILITY

The District provides a free, appropriate public education to special education students as set forth in the Federal Individuals with Disabilities Education Improvement Act (IDEIA), the Chapter 14 regulations of the Pennsylvania State Board of Education and the Chapter 16 PA Regulations governing gifted education. Child find activities and procedures extend to all school-age children residing in the District including children attending private schools and home-schooled children. To qualify as a special education student, the child must be of school age, in need of specially designed instruction and meet

eligibility criteria for mentally gifted and/or one or more of the following physical or mental disabilities as defined by Chapter 14: autism, deaf-blindness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech and language impairment, traumatic brain injury, deaf and hard of hearing, and visual impairment, including blindness.

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

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

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

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

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

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

## SERVICES FOR PRESCHOOL-AGE CHILDREN

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

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

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

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

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

The Carlynton School District develops and provides a planned educational program for each student with Limited English Proficiency. These programs enable students to meet academic standards and success in school. Each program will include:

- 1) Standards-based English as a Second Language instruction at the appropriate proficiency level;



- 2) Content area instruction aligned with academic standards and adapted to meet the needs of the student;
- 3) Assessment processes that reflect academic standards and instruction.

## HOMELESS STUDENTS

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

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

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

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

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

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

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

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

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

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [Note: FERPA requires a school district to make a reasonable attempt to

notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

## NOTICE FOR DIRECTORY INFORMATION

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

Examples include:

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

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

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

## PROTECTION OF PUPIL RIGHTS AMENDMENT

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

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

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

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

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

- 6) Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- 7) Religious practices, affiliations, or beliefs of the student or parents; or
- 8) Income, other than as required by law to determine program eligibility.

• Receive notice and an opportunity to opt a student out of:

- 1) Any other protected information survey, regardless of funding;
- 2) Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
- 3) Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

• Insect, upon request and before administration or use:

- 1) Protected information surveys of students;
- 2) Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- 3) Instructional material used as part of the educational curriculum.

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

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

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

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

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

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