

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
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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 x.3309.

SCREENING AND EVALUATION

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

Parents with concerns regarding their child may contact building principals at any time to request a screening or evaluation. Communication with parents and a student with a disability shall be in English or the native language of the parents. Screening information will be used by the Response to Intervention team (RtI) within the student’s school to meet his/her specific needs or to document the need for further evaluation. If it is determined that a child needs additional services, the RtI will make adjustments relative to such things as the child’s learning style behavior, physical 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 Homeless Liaison, at 412-429-2500 ext. 2918.

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

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

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

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

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

- 1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School Principal a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- 2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School Principal, clearly identify the part of the record they want

changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

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

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

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [Note: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

NOTICE FOR DIRECTORY INFORMATION

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

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

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

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

PROTECTION OF PUPIL RIGHTS AMENDMENT

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

Additional information regarding PPRA may be obtained at:

www.ed.gov/policy/gen/guid/fpco/ppra/index.html

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT

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

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
 - 1) Political affiliations or beliefs of the student or student’s parent;
 - 2) Mental or psychological problems of the student or student’s family;
 - 3) Sex behavior or attitudes;
 - 4) Illegal, anti-social, self-incriminating, or demeaning behavior;
 - 5) Critical appraisals of others with whom respondents have close family relationships;
 - 6) Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - 7) Religious practices, affiliations, or beliefs of the student or parents; or
 - 8) Income, other than as required by law to determine program eligibility.

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

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

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

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

notification of the planned activities and surveys listed below and will be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

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

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

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

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