



BUZZ FROM THE HIVE

A newsletter of the Ferndale Area School District

FALL

“Big Enough to Challenge, Small Enough to Care”

2010

Welcome to the Hive

We would like to welcome eight new staff members to the Ferndale Area School District family.

Dorothy Beres, Registered Nurse
Renee Dryer, First Grade Teacher
Christian Giannone, School Psychologist
Jessica Maxwell, Coordinator of Special Education

William Nemeth, Maintenance Technician/Supervisor
Anthony Penna, Sr., Athletic Director
Cherie Verdenburgh, Elementary Dishwasher
Jennifer Wolfe, Learning Support Aide



Left to Right: Front Row: *Jessica Maxwell, Renee Dryer, Jennifer Wolfe, and Cherie Verdenburgh.*
Back Row: *Dorothy Beres, William Nemeth, Christian Giannone, and Anthony Penna*

Cooperative Venture with Pressley Ridge

Our elementary school teachers are working collaboratively with Rebecca Moyes, Pressley Ridge Regional Education Coordinator for Autism, to learn more about autism spectrum disorder and how to apply successful strategies in the classroom. These strategies are applicable for all students, especially in the primary grades. Ms. Moyes, who has authored 4 books and has trained in 38 states and Canada, has worked in many schools across Pennsylvania assisting teachers. She will be visiting classrooms and working with our teachers throughout the school year. Parent workshops with Becky are on the horizon for late fall. Stayed tuned.



Becky Moyes educates Elementary staff during the August 23 Inservice Day.

Ferndale Area School District

Board of Education

President

Mr. Ridley Banks—Dale

Vice-President

Mrs. Barbara Penna—Ferndale

Secretary

Mr. Edward Jones—Middle Taylor

Treasurer

Mrs. Sandra Chobany —Dale

Board Members

Mr. Greg Blue—Middle Taylor

Mr. James Ford—Dale

Mrs. Melissa Garman—Ferndale

Mr. Wayne Meekins—Lorain

Mr. Stephen Thompson—Ferndale

Administration

Ferndale Area School District

**100 Dartmouth Avenue
Johnstown, PA 15905
814-535-1507**

Superintendent of Schools

Mrs. Carole M. Kakabar

Business Manager

Mr. John Kowal

Ferndale Area High School

**600 Harlan Avenue
Johnstown, PA 15905
814-288-5757**

High School Principal

Mrs. Jennifer Reiter

Assistant High School Principal

Mr. Scott Shirley

Ferndale Area Elementary School

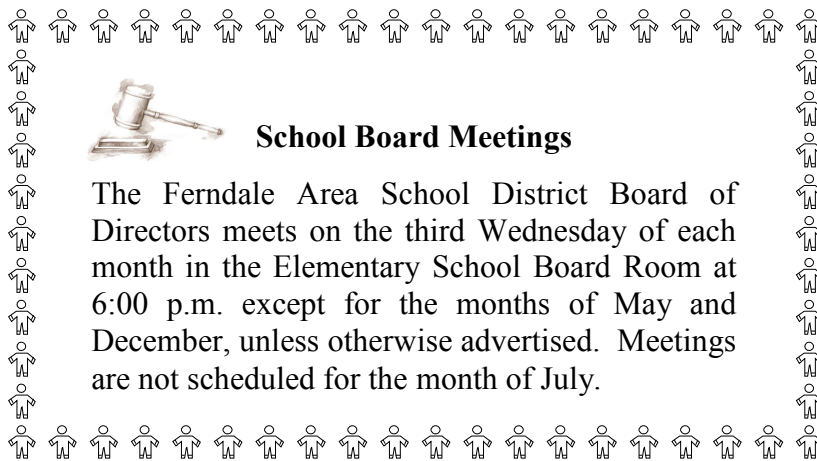
**100 Dartmouth Avenue
Johnstown, PA 15905
814-535-6724**

Elementary Principal

Mr. Justin Zahorchak

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School Board Meetings

The Ferndale Area School District Board of Directors meets on the third Wednesday of each month in the Elementary School Board Room at 6:00 p.m. except for the months of May and December, unless otherwise advertised. Meetings are not scheduled for the month of July.

MORNING DELAYS, SCHOOL CANCELLATIONS, AND EARLY DISMISSALS

The Ferndale Area School District will announce any changes in the schedule on the following stations:

- | | |
|-----------------|-------------|
| WNTJ (850 AM) | WWCP CH.8 |
| WJHT (92.1 FM) | WJAC CH.6 |
| WFGI (95.5 FM) | WTAJ CH. 10 |
| WKYE (96.5 FM) | |
| WNTW (990 AM) | |
| WRKW (99.1 FM) | |
| WCCL (101.7 FM) | |

**Follow WJAC TV and WTAJ TV primarily. Also the district has adopted an automated phone call system as well that will notify parents by phone, if parents have signed up for this service. For more information, contact the Elementary or Junior/Senior High School Office.*

We will notify the stations as early as possible when a change in the schedule is necessary. Be sure to note the length of the delay.

The PSSA and Adequate Yearly Progress

The PSSA (Pennsylvania System of School Assessment) is a series of tests taken by all Pennsylvania public school students in grades 3, 4, 5, 6, 7, 8 and 11. The tests are based on the PA Standards of material content which all students are expected to know at a specific grade level in Reading, Writing, Math, and Science. Students take a Reading and a Math PSSA in each of the tested years. The Writing PSSA is taken only in grades 5, 8, and 11. The Science PSSA is taken only in grades 4, 8, and 11. Students are expected to pass these tests which would indicate that they have made adequate yearly progress (AYP) at that grade level. Scores are recorded as Advanced, Proficient, Basic, or Below Basic. In order to make AYP, the student must score proficient or advanced on the Reading and the Math PSSA. Students achieving low proficiency, basic, or below basic are required to receive additional education to help them improve. This could include enrollment in a remedial class, after school tutoring, etc. The goal is that every student is solidly proficient.

Schools are held accountable to make adequate yearly progress, depending on how the students in each grade perform as a whole (the "all" group in reports). Expectations for Math for 2010 are that at least 56% of students score proficient or advanced on the PSSA. Expectations for Reading for 2010 are that at least 63% of students score at least proficient or advanced on the PSSA. Additionally, various subgroups of students are also looked at and must make AYP. These subgroups include: ethnicity, gender, special needs students, economically disadvantaged students, students with English as a second language, and Title I students. In order for a school to be held accountable for AYP in a subgroup, there must be at least 40 students in the school building who belong to that subgroup. Here at Ferndale Area School District, we are required to make AYP in subgroups for gender, special education students, and economically disadvantaged students. Additionally, schools are required to make adequate yearly progress with respect to student participation in taking the PSSA, graduation rate, and attendance rate.

Federal Law, No Child Left Behind (NCLB) requires that school districts provide a report card annually that reflects Graduation Rate, Attendance at the Elementary School, and participation and results on the PA System of Student Assessment (PSSA) tests. See below.

High School Graduation Rate:

AYP Target = 85%
FASD Graduate Rate: 87%

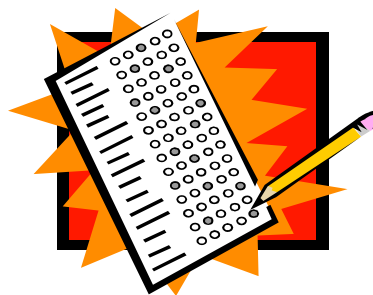
Attendance Rate:

AYP Target = 90%
FASD Attendance Rate: 95%

Participation on the PSSA:

AYP Target = 95%
FASD Participation Rate on the PSSA: 99.4%

Please see the next page for PSSA test results.....



PSSA Scores: for Math and Reading**PSSA Mathematics Results for Most Recent Year Relative to NCLB/AYP Target**

<u>Grade</u>	<u>Year</u>	<u>All Students</u>	<u>IEP</u>	<u>Economically Disadvantaged</u>
Grade 3	2010	84.5	41.6	81.3
vs. 2010 Target (56%)		+28.5	-14.4	+25.3
Grade 4	2010	94.2	100.0	93.4
vs. 2010 Target (56%)		+38.2	+44.0	+37.4
Grade 5	2010	80.0	--	80.0
vs. 2010 Target (56%)		+24.0	--	+24.0
Grade 6	2010	84.8	60.0	81.6
vs. 2010 Target (56%)		+28.8	+4.0	+25.6
Grade 7	2010	85.1	54.6	78.8
vs. 2010 Target (56%)		+29.1	-1.4	+22.8
Grade 8	2010	94.8	80.0	96.7
vs. 2010 Target (56%)		+38.8	+24.0	+40.7
Grade 11	2010	72.4	38.5	57.1
vs. 2010 Target (56%)		+16.4	-17.5	+1.1

PSSA Reading Results for Most Recent Year Relative to NCLB/AYP Target

<u>Grade</u>	<u>Year</u>	<u>All Students</u>	<u>IEP</u>	<u>Economically Disadvantaged</u>
Grade 3	2010	65.5	25.0	62.6
vs. 2010 Target (63%)		+2.5	-38.0	-4.0
Grade 4	2010	85.5	85.7	82.2
vs. 2010 Target (63%)		+22.5	+22.7	+19.2
Grade 5	2010	65.9	--	62.5
vs. 2010 Target (63%)		+2.9	--	-0.5
Grade 6	2010	67.8	20.0	63.2
vs. 2010 Target (63%)		+4.8	-43.0	+0.2
Grade 7	2010	70.9	25.0	60.6
vs. 2010 Target (63%)		+7.9	-38.0	-2.4
Grade 8	2010	74.6	36.4	68.8
vs. 2010 Target (63%)		+11.6	-26.6	+5.8
Grade 11	2010	75.0	46.7	72.4
vs. 2010 Target (63%)		+12.0	-16.3	+9.4

Annual Public Notices 2010 - 2011

Federal Law, No Child Left Behind (NCLB) requires that all school districts report the professional teaching qualification of teachers to the public.

The Ferndale Area School District's professional personnel are all highly qualified teachers (100%). This means that every teacher has a college degree in the courses they teach and are certified by the Pennsylvania Department of Education with a teaching license. Additionally, all paraprofessionals (teacher aides) in the Ferndale Area School District are highly qualified (100%). This means that every teacher aide has a college degree and/or is certified by the Pennsylvania Department of Education with a Paraprofessional Credential of Competency certificate. All of our teachers and teacher aides receive professional development annually in their areas of study to continually update their knowledge and skills.

All instructional materials, including teachers' manuals, audiovisuals, or other supplementary instructional material, used in the instructional program shall be available for inspection by the parents or students in accordance with Board policy. Instructional materials do not include tests or academic assessments. Parents and students (age 18 and over) have a right to access information about the curriculum, including expected student learning outcomes, instructional materials and assessment techniques.

If you would like to receive additional information about any teachers or paraprofessional aides who work with your child, please contact the Superintendent's Office at (814) 535-1507.

To find out more about parent resources, check out the Ferndale Area School District's website at <http://www.fasdk12.org>

The Ferndale Area School District will not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, gender, sexual orientation, 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, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. The Ferndale Area School District employees and participants who have an inquiry or complaint of harassment or discrimination or who need information about accommodations for persons with disabilities, should contact Mr. John Kowal, Business Manager, Ferndale Area Administrative Office, 100 Dartmouth Avenue, Johnstown, PA 15905, telephone: (814) 535-1507.

The Open Records Law, effective January 1, 2009, allows increased access to public records. Information can be requested from the Ferndale Area School District by mail, fax, e-mail or in person. The District has five business days to respond. If the District doesn't respond or denies your request, an appeal can be filed with the Office of Open Records. Copying fees, up to 25 cents per page, may be charged. The Ferndale Area School District has appointed Mr. John Kowal, Business Manager, as their Right-to-Know Officer, given the responsibility of answering information requests from the public. You can contact Mr. Kowal at Ferndale Area Administrative Office, 100 Dartmouth Avenue, Johnstown, PA 15905, telephone: (814) 535-1507. The forms for requested information can be obtained on our website at <http://www.fasdk12.org>

2010-11 Annual Public Notice of Special Education Services and Programs

It is the responsibility of the Pennsylvania Department of Education to ensure that all children with disabilities residing in the Commonwealth, including children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Act Amendments of 2004 (IDEA '04). The IDEA '04 requires each state educational agency to publish a notice to parents, in newspapers or other media, before any major identification, location, or evaluation activity. The IDEA '04 requires this notice to contain certain information. Another federal law, the Family Educational Rights and Privacy Act of 1974 (FERPA), which protects confidentiality, requires educational agencies to notify parents annually of the confidentiality rights (FERPA regulations have been amended 9 times). Pennsylvania special education regulations require each school district to fulfill the IDEA '04 notice requirement by providing an annual public notice. To comply with the above requirements, following is the annual public notice for Ferndale Area School District.

School districts are required by the IDEA '04 to provide a free appropriate public education to children with disabilities who need special education and related services. (Note: The duty to identify, locate, evaluate and provide special education services to school-age individuals incarcerated in local correction institutions rests with the school district within whose boundaries such an institution is located.) School-age children who need special education and related services are identified as children with disabilities. These students have been identified as being in need of specially designed instruction and have one or more of the following physical or mental disabilities:

- *Autism
- *Emotional disturbance
- *Deafness
- *Hearing impairment
- *Specific learning disability
- *Mental retardation
- *Multiple Disabilities
- *Other health impairment
- *Orthopedic Impairment due to chronic or acute health problems
- *Speech and language impairment
- *Visual impairment including blindness

- *Deaf-blindness
- *Traumatic Brain Injury
- *Developmental Delay

Early Intervention

The IDEA '04 requires the provision of a free appropriate public education to children with disabilities between 3 years of age and the school district's age of beginners. In Pennsylvania, a child between 3 years of age and the school district's age of beginners who has a developmental delay or one or more of the physical or mental disabilities listed may be identified as an eligible young child. Eligible young children are afforded the rights of school-age children with disabilities, 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: 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 able to answer who or what questions; not using utensil to feed self; By the 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 (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 (watches wheels spin on the car but doesn't play with the car).

The Pennsylvania Department of Education is responsible for providing programs and services to eligible young children under Act 212 of 1990, the Early Intervention Services System Act. The Intermediate Unit 8 provides programs and services to eligible young

children on behalf of the Pennsylvania Department of Education. For more information, contact the IU8 Preschool Office at (800) 228-7900.

Screening

Intermediate Unit 8 and each school district in Bedford, Blair, Cambria and Somerset counties has established and implemented procedures to locate, identify, and evaluate students and young children suspected of being exceptional. These procedures include screening activities which include but are not limited to: review of group-based data (cumulative records, enrollment records, health records, and report cards); hearing screening (at a minimum of kindergarten, special ungraded classes, first, second, third, seventh, and eleventh grades); vision screening (every grade level); motor screening; and speech and language screening. In schools which have a Pre-Referral, Child-Study, Early Intervening or Instructional Support Team, the above screening activities may lead to consideration by the teams to move the next level of screening activities. Intermediate Unit 8 and each school district has an established annual schedule to conduct screening activities. The screenings are conducted at specific times during the school year in designated school buildings and community sites. Screening may also be conducted in the student's home school unless other arrangements are necessary. Parents, guardians or surrogate parents may contact their local school district or Intermediate Unit 8 contact person if they wish to learn more, have questions, believe their child may need to be identified or to obtain specific information about the times and locations of screening activities. The contact person and phone number for Ferndale Area School District and Appalachia Intermediate Unit 8 is listed at the end of this notice. Except as indicated above or otherwise announced publicly, screening activities take place in an ongoing fashion throughout the school year. Each educational agency has a system for annually evaluating the effectiveness of its screening process.

Evaluation

When screening indicates that a student may be a child with a disability, the school district will seek parental consent to conduct an evaluation. Evaluation means procedures used in the determination of whether a child has a disability and the nature and extent of the special education and related services that the child needs. The term means procedures used selectively with an individual child and do not mean basic tests administered to or procedures used with all children.

This evaluation is conducted by a multidisciplinary team (MDT) that includes the parent and a group of qualified professionals. The process must be conducted in accordance with specific timelines and must include

protection-in-evaluation procedures. For example, tests and procedures used as part of the evaluation may not be racially or culturally biased. The evaluation process results in a written evaluation report. This report specifies a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. The evaluation report also makes recommendations for educational programming. Once parental consent for evaluation is obtained, the school district has timelines and procedures specified by law which it must follow.

Parents who think their child is exceptional may request that the school district conduct an evaluation. This request should be made in writing to the contact person listed at the end of this notice. If a parent makes an oral request for an evaluation, the school district shall provide the parent with a form for that purpose. Pre-Referral, Child-Study, Early Intervening or Instructional Support Team activities do not serve as a bar to the right of a parent to request, at any time, including prior to or during the conduct of instructional support activities, an evaluation.

Parents also have the right to obtain an independent educational evaluation. The school district must provide to parents, on request, information about where an independent educational evaluation may be obtained. Under certain circumstances, such an independent educational evaluation may be obtained at public expense.

Educational Placement

The IEP team develops a written education plan called an IEP. The IEP is based on the results of the evaluation. Required members include at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment), at least one special education teacher, or where appropriate, at least one special education provider, a local educational agency, the child, whenever appropriate, or beginning at age 14. Parents may agree, in writing, to excuse a team member or members.

An IEP describes a student's current educational levels, goals, objectives (when required), and the individualized programs and services that the student will receive. IEP's are reviewed on an annual basis.

The IEP team will make decisions about the type of services, the level of intervention, and the location of intervention. Types of services include:

1. Autistic support
2. Blind and Visually Impaired Support
3. Deaf and Hard of Hearing Support
4. Emotional Support
5. Learning Support

6. Life Skills Support
7. Multiple Disabilities Support
8. Physical Support
9. Speech and Language Support

Level of support options include:

- * Itinerant - Special Education supports and services provided by special education personnel for 20% or less of the school day.
- * Supplemental - Special Education supports and services provided by Special Education personnel for more than 20% but less than 80% of the school day.
- * Full-time - Special Education supports and services provided by Special Education personnel for 80% or more of the school day.

Placement must be made in the least restrictive environment in which the student's needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

Services for Protected Handicapped Students

Students who are not eligible to receive special education programs and services may qualify as "protected handicapped" students and therefore be protected by other federal and state laws intended to prevent discrimination. The school district must ensure that "protected handicapped" students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. In compliance with state and federal law, the school district will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations 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 that substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for protected handicapped students may be distinct from those applicable to exceptional or thought-to-be exceptional students. The school district or the parent may initiate an evaluation if they believe a student is a protected handicapped student. For further information on the evaluation procedures and provision of services to protected handicapped students, parents should contact the special education contact listed at the end of this notice.

Confidentiality

Each school district protects the confidentiality of personally identifiable information in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and other applicable federal and state laws, policies, and regulations.

Education records means those records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. Educational agency, for purposes of this notice, means the local school district and/or the Intermediate Unit 8. For all students, the educational agency maintains education records that include but are not limited to: Personally identifiable information - confidential information that includes, but is not limited to, the student's name, name of parents and other family members, the address of the student or student's family, and personal information or personal characteristics which would make the student's identity easily traceable.

*Directory information - information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, telephone number, 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.

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

They are:

1. Parents have the right to inspect and review a child's education record. The school district will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding an IEP or any due process hearing, but in no case more than 45 days after the request has been made. Requests should be submitted in writing, indicating the records the parents wish to inspect, to the school principal or other appropriate school official. Parents have the right to a response from the school district to reasonable requests for explanations and interpretations of the records. Parents have the right to request copies of the records. While the district cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a

representative to inspect and review their child's records. If any education record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.

2. If parents think information in an education record is inaccurate, misleading, or violates the privacy or other rights of their child, they may request amendment of the record. Requests should be in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. The school district will decide whether or not to amend the record and will notify the parents in writing of its decision. If the school district refuses to amend a record, it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents or student when notified of the right to a hearing.
3. Destruction of information means physical destruction or removal of personal identifiers so the information is no longer personally identifiable. Whenever information is no longer needed to provide educational services to a child, the information in their education record will be destroyed by the educational agency, if there is not a current request to inspect and review or a request for copies. However, a permanent record of a former student's name, telephone number, grades, achievement, attendance, classes attended, grade level completed, year completed, Evaluation/Re-evaluation Reports, last three (3) IEPs, and last Notice of Recommended Educational Placement will be maintained in an electronic form without time limitation. Information no longer needed to provide educational services must be destroyed if requested by a parent. However, a permanent record of a student's name, address, phone number, grades, attendance, classes attended, grade level completed, year completed may be maintained in an electronic form without time limitation.
4. The school district will provide, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records, and the school personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. The school district keeps a record of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.
5. Parents have 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. Consent means: the parent(s) have been fully informed regarding the activity requiring consent, in their native language or other mode of communication; they understand and agree in writing to the activity and they understand that consent is voluntary and may be revoked at any time. Information may be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); person or company with whom the District 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. Directory information may be released without parent consent unless the parent has exercised their right to opt out of disclosure of directory information. Parents have the right to refuse to let an agency designate any or all of the above information as directory information. Upon request, the District discloses education records (including disciplinary records) without consent to officials of another school district in which a student seeks or intends to enroll.

6. Parents have a right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202-4605.
7. NDAA of 2002 also requires districts to give military recruiters the same access to secondary school students as provided to postsecondary institutions or to prospective employers; and provide students' names, addresses, and telephone listings to military recruiters, when requested, unless a parent has opted out of providing such information.

Mode of Communication

The content of this notice has been written in straightforward, simple language. If a person does not understand any of this notice, he or she should contact the school district or Intermediate Unit 8 and request an explanation.

The school district will arrange for an interpreter for parents with limited English proficiency. If a parent is deaf or blind or has no written language, the school district will arrange for communication of this notice in the mode normally used by the parent (e.g., sign language, Braille, or oral communication).

Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding 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 or reached the age of majority in Pennsylvania. Districts will develop and adopt 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. Districts will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Districts 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 in the specific activity or survey. Districts will make this notification to parents at the beginning of the school year if the District has identified the specific or appropriate 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 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.

A parent may file a written complaint alleging that the rights described in this notice were not provided:

Pennsylvania Department of Education
Bureau of Special Education
Division of Compliance
333 Market Street
Harrisburg, PA 17126-0333

Special Education Contacts

Ferndale Area School District
Mrs. Jessica Maxwell
100 Dartmouth Avenue
Johnstown, PA 15905
Phone: 814-539-6168

Appalachia Intermediate Unit 8
Dr. Barbara Uncapher
4500 Sixth Avenue
Altoona, PA 16602
Phone: 1-800-228-7900

State and Federal Grant Programs

B. Wayne Lohr, State and Federal Programs Coordinator

The Ferndale Area School District participates in several state and federally funded grant programs to enhance our educational programs.

Consistent with most other school entities in Pennsylvania, federal monies generally represent the smallest portion of revenue for the Ferndale Area School District. In order to be eligible for grant funds, the district must complete the various applications each year and adhere to numerous mandates imposed with the grants. Historically, the amount of revenue has fluctuated over the years. A review of our federal and state entitlement grant programs follows. The projected amounts for the 2010-2011 school year are dependent upon passage of the governor's budget and subject to adjustments during the year.

Title I monies in the amount of \$317,726, an increase of \$24,348 for the 2010-2011 project year, are used to improve the educational environment of the entire elementary school. The school wide Title I program uses the money to support the salaries and benefits of two Reading Specialists, a Title I Instructional Aide and a State and Federal Programs Coordinator. Title I funds are also used for math and reading instructional supplies, to support an after-school tutoring program, pupil personnel services, staff, and community support services.

Title I, stimulus, or American Recovery and Reinvestment Act (ARRA) money was projected for FASD to be \$177,310. This amount was adjusted to \$175,035. The final year for ARRA money is 2011. It is to be distributed over a two year period with the use of the money following all regular Title I regulations. The money was used in the elementary to purchase supplemental, intervention and assessment materials for both Reading and Math. We also purchased two computer carts, each with 25 student laptops. The elementary school was also made into a wireless building.

Title IIA, also known as Improving Teacher Quality, is the classroom size reduction initiative. The 2011 projected grant amount of \$48,443 (increase of \$984) pays the salary and benefits of one class size reduction teacher and will also fund professional development for district administrators, teachers and paraprofessionals.

The Safe and Drug Free Schools and Communities grant will not be funded for 2010-2011. The grant amount of \$3,580 from the 2009-2010 school year has

been extended until March of 2011. This money is used primarily for the Student Assistance Program(s) and health education, with the focus being the prevention of drug and alcohol use and abuse by students. It is also used for Nonviolent Crisis Intervention trainings, and to implement and maintain bullying programs at the elementary and junior/senior high school. FASD is applying for up to a \$5,000 mini grant that, if successful will be used for our safe schools program.

This is the seventh year of the Accountability Block Grant with a projected amount of \$136,332, (decrease of \$6,289). The funds are used for salaries and benefits of two Highly Qualified teachers and two Highly Qualified paraprofessionals in the K4 program. It also funds instructional supplies, staff support and community services for that same program.

This will be the third year that the Ferndale Area School District has applied for the Dual Enrollment Grant. Any monies allocated will be used to help reimburse students for tuition and fee costs of college courses taken while they are attending Ferndale Area High School. If applicable, some of the Dual Enrollment money may be used for transportation and/or the purchase of textbooks.

For the 2010-2011 school year we have participated in and have been awarded \$30,320.40 for the, Fresh Fruit and Vegetable Program (FFVP), (decrease of \$3,548). This grant is for the period from July 1, 2010 – June 30, 2011. The FFVP grant will help make fresh fruit and vegetables equally available to the elementary students at least three days a week.

In past years, 2007-2008, and 2008-2009, FASD has received \$99,141 and \$45,413 respectively from the Classrooms for the Future grant. This money was used to purchase technology equipment for the high school. Some of the items purchased were student and teacher laptops, printers/scanners, projectors, digital video cameras, digital still cameras, and interactive white boards. In addition, we received \$30,000 each of the two years that was used for professional development and to support a Coach. In 2009-2010 FASD received \$25,000 to support a CFF coach. The Coach, Mrs. Karen Soohy, attended many workshops and was trained to use all of the equipment effectively in the classrooms. Then Mrs. Soohy helped the teachers successfully use this new technology in their classrooms. The Classrooms for the Future grant is projected to not be funded in 2010-2011.

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Mission Statement

The mission of the Ferndale Area School District is to be **“Big Enough To Challenge”** all students, but **“Small Enough to Care”** about each student. To accomplish this mission, the Ferndale Area School District will strive to provide a safe and nurturing environment for excellent teaching and learning experiences where students prepare for a life of continual learning, and acquire the knowledge, skills, and attitudes necessary to solve problems, communicate effectively and be a responsible citizen.



We're on the web!
<http://www.fasdk12.org>