



BUZZ FROM THE HIVE

A newsletter of the Ferndale Area School District

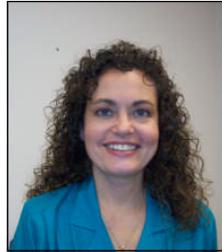
FALL

“Big Enough to Challenge, Small Enough to Care”

2008

Welcome to the Hive

We would like to welcome 15 new staff members to the Ferndale Area School District family. First of all, we welcome our new **Superintendent, Mrs. Carole Kakabar**. Mrs. Kakabar grew up in Nanty Glo, and graduated from IUP with bachelor degrees in chemistry and medical technology. She worked in local hospitals as a Medical Technologist for seven years before she had the calling to teach. She then spent seven years in the classroom at Penn Cambria and Central Cambria as a chemistry, physical science, and anatomy & physiology teacher. Mrs. Kakabar earned her principal certification, as well as a M.Ed. in school psychology from IUP. She moved into administration as Junior/Senior High School Principal and Athletic Director here at Ferndale Area for one year, then Junior/Senior High School Principal at Blacklick Valley for seven years, followed by four years as Middle School Principal at Westmont. She earned her Superintendent’s Letter of Eligibility from California State University and is a state certified mentor of new principals. “The Ferndale Area School District community is very supportive of education and puts children first, just as our school mission states. I am very happy to be a member of the educational team here. This district has so much to offer students, the staff are very professional and caring of children, and your support is truly humbling and appreciated.”



Carole Kakabar

We would also like to welcome our **Elementary School Principal, Mr. Justin Zahorchak**. Mr. Zahorchak was born and raised in Ferndale borough and attended the Ferndale Area Schools from kindergarten through grade twelve. “It is with great pride to say that Ferndale has provided me with an outstanding educational and social environment.” Upon graduating from California University of Pennsylvania with a bachelor’s degree in special education, Mr. Zahorchak taught learning support, emotional support and life skills classes at the Conemaugh Valley and Greater Johnstown School



Justin Zahorchak

Districts. He received his master’s degree in literacy and his administrative principal’s certificate from Indiana University of Pennsylvania. Mr. Zahorchak plans on continuing his education at Penn State University in the fall to pursue a doctorate degree in educational leadership. “It is a great opportunity for me to come back to the school where I had spent the majority of my childhood. I am truly humbled by the amount of support that is given by our teachers, staff and community. I thank you for your support and wish the best for you and your child’s success.”



Scott Beckner

2006-07 school year at the elementary building. Mr. Beckner is certified as an elementary education teacher, having completed his degree at IUP.

Christine Eash is a familiar face around Ferndale Area School District. As a graduate from Ferndale Area, she obtained her bachelor’s degree in elementary education from UPJ. She was assigned to work in the Elementary School as a substitute teacher and an AmeriCorps worker for the 2007-2008 school year. As of this year, Mrs. Eash is teaching **fourth grade** at the Elementary School. When she isn’t in the classroom, she can be found coaching elementary basketball or junior high volleyball.



Christine Eash



Janice Antal

Janice Antal graduated from Seton Hill University with a bachelor’s in **chemistry** education. She previously taught chemistry and applied science at Spring-Ford Area High School in Royersford, PA. Miss Antal was hired in February of

(Continued on page 3)

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

Mr. Robert Vamos—Brownstown

Board Members

Mr. Greg Blue—Middle Taylor

Mrs. Sandra Chobany—Dale

Mr. Gary Eisenhuth—Ferndale

Mr. James Ford—Dale

Mr. Richard Lucas—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

Acting High School Principal

Mrs. Jennifer Reiter

Ferndale Area Elementary School

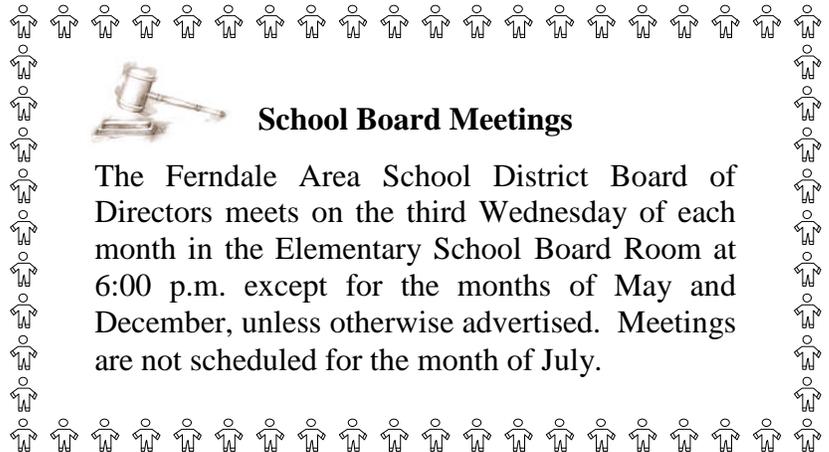
100 Dartmouth Avenue
Johnstown, PA 15905
814-535-6724

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

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.

Welcome to the Hive (Continued from page 1)

2008 by Ferndale Area. This is her second year teaching overall, but her first full year at Ferndale Area Junior/Senior High School.



Lauren Birch

Lauren Birch, of Johnstown, joins the staff as the **7th and 8th grade science teacher**. Miss Birch, a graduate of Indiana University of Pennsylvania, holds a bachelor of science degree in earth and space science education. She is a first year teacher who hopes to bring enlightenment and motivation to all students she teaches.

Christa Harper, of Blairsville, has been hired as a junior/senior high school **special education teacher**. Miss Harper is a graduate of Indiana University of Pennsylvania where she obtained dual certificates in special education and early childhood. She is currently continuing her education to receive her master's degree within the field of special education. During the summer Miss Harper keeps busy as the Executive Director of Camp Orenda, a facility for people with disabilities, located in Indiana, PA.



Christa Harper

Ronald Lasko was hired in September to teach **7th and 8th grade social studies**. He graduated from Indiana University of Pennsylvania in May of 2007 with a degree in social studies education, and spent part of last year substitute teaching in the area. Mr. Lasko is very excited to have the opportunity to begin his teaching career in such a great school district.



Ronald Lasko

Susan Leftwich joins the Ferndale Area family at the Junior/Senior High School. Ms. Leftwich, hired in the **English Department**, teaches PSSA language arts and reading to 12th and 9th graders, creative writing, and public speaking. She is also working on the Gifted K-12 program and restarting the schools' newspaper. Ms. Leftwich holds a communications degree from Mercyhurst College, elementary K-6 certification from UPJ, as well as an English 7-12 certification.

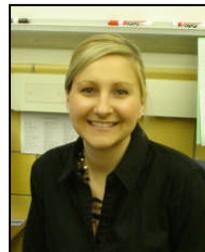


Susan Leftwich

Lisa Rivard graduated Magna Cum Laude from St. Francis with a bachelor of arts degree in English/secondary education and a minor in social responsibility. Miss Rivard is originally from Michigan, but has been in PA for 19 years. She is teaching **English** at the Junior High.



Lisa Rivard



Michelle Sendek

Michelle Sendek, of Windber, joins the staff as both the Elementary and Junior/Senior High School **art teacher**. Mrs. Sendek holds a bachelor of science degree in art education with an art history minor from Indiana University of Pennsylvania. She plans to better Ferndale Area by cracking into the creativity that surrounds her.

Amy Wagner has been hired as the Junior/Senior High School **family and consumer sciences teacher**. She is a graduate of Indiana University of Pennsylvania with a bachelor's degree in family and consumer sciences education. Ms. Wagner brings experience to support the curriculum at Ferndale Area School District that prepares students with necessary life long skills.



Amy Wagner



Sarah Riffle

Sarah Riffle joined the Ferndale Area elementary staff as an **Instructional Aide** this year. After graduation from Ferndale Area in 2003, Mrs. Riffle earned her bachelor's degree in elementary education from the University of Pittsburgh at Johnstown. Mrs. Riffle is also running the elementary basketball program this year.

Thomas Thompson was hired as a **cleaner** at the Junior/Senior High School. Before joining our staff, Mr. Thompson worked as a machine operator at Page Bedding.



Thomas Thompson



Kenneth Williams

Kenneth Williams was also hired as a **cleaner**. Mr. Williams had worked at numerous cleaning companies. He is now working at the Junior/Senior High School.

**Ferndale Area School District
Report Card
2007-2008**

The Federal Law, No Child Left Behind (NCLB), requires that school districts report state test results and the professional qualifications of teachers to the public. Just as our students receive a report card, we offer to you this "Report Card" for the Ferndale Area School District.

| <p>High School Graduation Rate AYP target = 80%. Ferndale Area Junior/Senior High School = 96%.</p> <p>Attendance Rate AYP target = 90%. Ferndale Area Elementary School = 96%</p> | <p>Commercial Standardized Test Usage</p> <table border="1"> <thead> <tr> <th><u>Test Name</u></th> <th><u>Used in Grade(s)</u></th> </tr> </thead> <tbody> <tr> <td>Terra Nova</td> <td>Grades 9, 10</td> </tr> <tr> <td>PSAT</td> <td>Grade 11 (optional for Grade 10)</td> </tr> <tr> <td>ASVAB</td> <td>Grade 11 (and 12 if they wish to take it again)</td> </tr> <tr> <td>SAT/ACT</td> <td>Grades 11 and 12</td> </tr> <tr> <td>AP Exam</td> <td>Optional for students Taking AP Distance Learning Classes Typically Grades 11 & 12</td> </tr> </tbody> </table> | <u>Test Name</u> | <u>Used in Grade(s)</u> | Terra Nova | Grades 9, 10 | PSAT | Grade 11 (optional for Grade 10) | ASVAB | Grade 11 (and 12 if they wish to take it again) | SAT/ACT | Grades 11 and 12 | AP Exam | Optional for students Taking AP Distance Learning Classes Typically Grades 11 & 12 |
|--|---|------------------|-------------------------|------------|--------------|------|----------------------------------|-------|---|---------|------------------|---------|--|
| <u>Test Name</u> | <u>Used in Grade(s)</u> | | | | | | | | | | | | |
| Terra Nova | Grades 9, 10 | | | | | | | | | | | | |
| PSAT | Grade 11 (optional for Grade 10) | | | | | | | | | | | | |
| ASVAB | Grade 11 (and 12 if they wish to take it again) | | | | | | | | | | | | |
| SAT/ACT | Grades 11 and 12 | | | | | | | | | | | | |
| AP Exam | Optional for students Taking AP Distance Learning Classes Typically Grades 11 & 12 | | | | | | | | | | | | |

Teacher Professional Qualifications

The Ferndale Area School District's professional personnel are all highly qualified teachers (100%).

As a parent of a student in the Ferndale Area School District, you have the right to know the professional qualifications of the classroom teachers who instruct your child. No Child Left Behind federal law allows you to ask for certain information about your child's classroom teachers, and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers.

- Whether the Commonwealth of Pennsylvania has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the Commonwealth of Pennsylvania has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any instructional aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

All instructional materials, including teacher's 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 many parent resources, check out the Ferndale Area School District's website at <http://www.fasdk12.org>

Adequate Yearly Progress (AYP)

The PSSA reports student achievement in reading, math, and writing by using the following rating system: below basic, basic, proficient, and advanced. Adequate yearly progress (AYP) is defined as the progress needed to bring all children to the “proficient level” by the year 2014. In order for a district to make AYP, each school within the district (the elementary, middle school, and high school) must be analyzed and any disaggregated group (race, ethnicity, economically disadvantaged, disability status and limited English proficiency) comprised of 40 students or more, must be scored separately. **In order to make AYP, the scores must be above the levels stated below:**

- **At least 56% of the students must score at the proficient or advanced levels in math.**
- **At least 63% of the students must score at the proficient or advanced levels in reading.**
- **At least 95% of the students in each group listed above must have taken the test.**

Based on this criteria, our district as a whole made adequate yearly progress (AYP). However, when looking at our school break out groups within the district, we did not make AYP in the following categories, which puts us in warning status:

- Elementary Level (grades 3, 4, 5): in warning status for IEP subgroup in Math and in Reading.
- Middle Level (grades 6, 7, 8): in warning status for IEP subgroup in Math, and for All group as well as IEP and Economically Disadvantaged subgroups in Reading.
- High School (grades 9, 10, 11, 12): in warning status for IEP subgroup in Math and in Reading.

**Ferndale Area School District
3-Year PSSA Results - Mathematics
Percent in Each Performance Level**

|  | | 2007-08 | | | | 2006-07 | | | | 2005-06 | | | |
|---|--------------|----------|------------|-------|-------------|----------|------------|-------|-------------|----------|------------|-------|-------------|
| | | Advanced | Proficient | Basic | Below Basic | Advanced | Proficient | Basic | Below Basic | Advanced | Proficient | Basic | Below Basic |
| Grade 3 | All Students | 50.0 | 35.4 | 12.5 | 2.1 | 50.8 | 42.4 | 5.1 | 1.7 | 69.4 | 22.4 | 8.2 | 0.0 |
| | Black | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Multiracial | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | White | 52.4 | 35.7 | 9.5 | 2.4 | 50.9 | 42.1 | 5.3 | 1.8 | 68.2 | 22.7 | 9.1 | 0.0 |
| | Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Male | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | IEP | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | ED | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Grade 4 | All Students | 54.8 | 27.4 | 9.7 | 8.1 | 56.0 | 24.0 | 14.0 | 6.0 | 55.6 | 27.8 | 9.3 | 7.4 |
| | Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Black | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | White | 55.9 | 28.8 | 8.5 | 6.8 | 55.3 | 23.4 | 14.9 | 6.4 | 55.8 | 28.8 | 7.7 | 7.7 |
| | Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Male | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | IEP | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | ED | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

N/A indicates that the number of students in the group is less than 40.

**Ferndale Area School District
3-Year PSSA Results - Mathematics
Percent in Each Performance Level**

|  | | 2007-08 | | | | 2006-07 | | | | 2005-06 | | | |
|---|--------------|----------|------------|-------|-------------|----------|------------|-------|-------------|----------|------------|-------|-------------|
| | | Advanced | Proficient | Basic | Below Basic | Advanced | Proficient | Basic | Below Basic | Advanced | Proficient | Basic | Below Basic |
| Grade 5 | All Students | 55.8 | 26.9 | 5.8 | 11.5 | 53.3 | 25.0 | 16.7 | 5.0 | 40.3 | 29.9 | 17.9 | 11.9 |
| | Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Black | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | White | 56.3 | 27.1 | 6.3 | 10.4 | 52.6 | 26.3 | 15.8 | 5.3 | 39.1 | 29.7 | 18.8 | 12.5 |
| | Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Male | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | IEP | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | ED | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 30.0 | 30.0 | 22.5 | 17.5 |
| Grade 6 | All Students | 41.9 | 30.6 | 17.7 | 9.7 | 30.0 | 40.0 | 21.4 | 8.6 | 22.9 | 37.1 | 20.0 | 20.0 |
| | Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Black | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | White | 43.1 | 29.3 | 19.0 | 8.6 | 30.3 | 40.9 | 19.7 | 9.1 | 23.5 | 38.2 | 20.6 | 17.6 |
| | Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Male | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 16.7 | 45.2 | 19.0 | 19.0 |
| | IEP | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | ED | N/A | N/A | N/A | N/A | 19.5 | 41.5 | 24.4 | 14.6 | N/A | N/A | N/A | N/A |
| Grade 7 | All Students | 34.8 | 24.6 | 23.2 | 17.4 | 25.0 | 27.8 | 30.6 | 16.7 | 34.4 | 43.8 | 12.5 | 9.4 |
| | Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Black | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | White | 34.4 | 25.0 | 23.4 | 17.2 | 25.7 | 28.6 | 30.0 | 15.7 | 35.0 | 45.0 | 10.0 | 10.0 |
| | Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Male | N/A | N/A | N/A | N/A | 18.6 | 32.6 | 30.2 | 18.6 | 40.0 | 40.0 | 7.5 | 12.5 |
| | IEP | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | ED | 25.6 | 23.3 | 27.9 | 23.3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Grade 8 | All Students | 11.0 | 34.2 | 28.8 | 26.0 | 28.3 | 36.7 | 18.3 | 16.7 | 30.6 | 32.3 | 24.2 | 12.9 |
| | Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Black | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Multiracial | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | White | 11.4 | 35.7 | 30.0 | 22.9 | 29.3 | 37.9 | 15.5 | 17.2 | 29.8 | 35.1 | 24.6 | 10.5 |
| | Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Male | 9.1 | 34.1 | 34.1 | 22.7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | IEP | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | ED | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Grade 11 | All Students | 12.3 | 45.6 | 17.5 | 24.6 | 25.0 | 32.1 | 23.2 | 19.6 | 18.9 | 43.4 | 22.6 | 15.1 |
| | Black | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Am. Indian | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | White | 13.0 | 46.3 | 16.7 | 24.1 | 25.5 | 32.7 | 23.6 | 18.2 | 19.6 | 45.1 | 21.6 | 13.7 |
| | Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Male | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | IEP | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | ED | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

N/A indicates that the number of students in the group is less than 40.

**Ferndale Area School District
3-Year PSSA Results - Reading
Percent in Each Performance Level**

|  | | 2007-08 | | | | 2006-07 | | | | 2005-06 | | | |
|---|--------------|----------|------------|-------|-------------|----------|------------|-------|-------------|----------|------------|-------|-------------|
| | | Advanced | Proficient | Basic | Below Basic | Advanced | Proficient | Basic | Below Basic | Advanced | Proficient | Basic | Below Basic |
| Grade 3 | All Students | 14.6 | 66.7 | 12.5 | 6.3 | 28.8 | 64.4 | 5.1 | 1.7 | 44.9 | 42.9 | 8.2 | 4.1 |
| | Black | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Multiracial | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | White | 14.3 | 66.7 | 11.9 | 7.1 | 28.1 | 64.9 | 5.3 | 1.8 | 47.7 | 40.9 | 6.8 | 4.5 |
| | Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Male | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | IEP | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | ED | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Grade 4 | All Students | 29.0 | 40.3 | 25.8 | 4.8 | 32.0 | 46.0 | 10.0 | 12.0 | 18.5 | 51.9 | 18.5 | 11.1 |
| | Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Black | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | White | 28.8 | 42.4 | 25.4 | 3.4 | 29.8 | 48.9 | 8.5 | 12.8 | 17.3 | 51.9 | 19.2 | 11.5 |
| | Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Male | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | IEP | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | ED | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Grade 5 | All Students | 25.0 | 38.5 | 17.3 | 19.2 | 8.3 | 46.7 | 26.7 | 18.3 | 19.4 | 49.3 | 14.9 | 16.4 |
| | Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Black | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | White | 25.0 | 37.5 | 18.8 | 18.8 | 8.8 | 43.9 | 28.1 | 19.3 | 20.3 | 48.4 | 14.1 | 17.2 |
| | Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Male | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | IEP | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | ED | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 15.0 | 45.0 | 17.5 | 22.5 |
| Grade 6 | All Students | 11.3 | 33.9 | 37.1 | 17.7 | 31.4 | 31.4 | 25.7 | 11.4 | 27.1 | 35.7 | 25.7 | 11.4 |
| | Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Black | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | White | 10.3 | 34.5 | 37.9 | 17.2 | 33.3 | 30.3 | 24.2 | 12.1 | 27.9 | 35.3 | 25.0 | 11.8 |
| | Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Male | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 23.8 | 33.3 | 31.0 | 11.9 |
| | IEP | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | ED | N/A | N/A | N/A | N/A | 24.4 | 26.8 | 34.1 | 14.6 | N/A | N/A | N/A | N/A |
| Grade 7 | All Students | 26.1 | 33.3 | 24.6 | 15.9 | 15.3 | 33.3 | 22.2 | 29.2 | 31.3 | 42.2 | 18.8 | 7.8 |
| | Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Black | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | White | 25.0 | 32.8 | 25.0 | 17.2 | 15.7 | 34.3 | 21.4 | 28.6 | 31.7 | 41.7 | 20.0 | 6.7 |
| | Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Male | N/A | N/A | N/A | N/A | 4.7 | 39.5 | 16.3 | 39.5 | 32.5 | 42.5 | 15.0 | 10.0 |
| | IEP | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | ED | 20.9 | 27.9 | 27.9 | 23.3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

N/A indicates that the number of students in the group is less than 40.

**Ferndale Area School District
3-Year PSSA Results - Reading
Percent in Each Performance Level**

|  | | 2007-08 | | | | 2006-07 | | | | 2005-06 | | | |
|---|--------------|----------|------------|-------|-------------|----------|------------|-------|-------------|----------|------------|-------|-------------|
| | | Advanced | Proficient | Basic | Below Basic | Advanced | Proficient | Basic | Below Basic | Advanced | Proficient | Basic | Below Basic |
| Grade 8 | All Students | 28.8 | 35.6 | 24.7 | 11.0 | 36.7 | 35.0 | 21.7 | 6.7 | 37.1 | 25.8 | 21.0 | 16.1 |
| | Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Black | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Multiracial | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | White | 30.0 | 37.1 | 22.9 | 10.0 | 36.2 | 34.5 | 22.4 | 6.9 | 38.6 | 24.6 | 21.1 | 15.8 |
| | Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Male | 22.7 | 43.2 | 27.3 | 6.8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | IEP | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | ED | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Grade 11 | All Students | 28.1 | 36.8 | 14.0 | 21.1 | 32.1 | 32.1 | 21.4 | 14.3 | 32.1 | 34.0 | 22.6 | 11.3 |
| | Black | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Am. Indian | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | White | 29.6 | 35.2 | 14.8 | 20.4 | 32.7 | 32.7 | 21.8 | 12.7 | 33.3 | 33.3 | 23.5 | 9.8 |
| | Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Male | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | IEP | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | ED | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

N/A indicates that the number of students in the group is less than 40.

**Ferndale Area School District
3-Year PSSA Results - Science
Percent in Each Performance Level**

|  | | 2007-08 | | | | 2006-07 | | | | 2005-06 | | | |
|---|--------------|----------|------------|-------|-------------|----------|------------|-------|-------------|----------|------------|-------|-------------|
| | | Advanced | Proficient | Basic | Below Basic | Advanced | Proficient | Basic | Below Basic | Advanced | Proficient | Basic | Below Basic |
| Grade 4 | All Students | 32.8 | 52.5 | 9.8 | 4.9 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Black | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | White | 32.8 | 55.2 | 8.6 | 3.4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Male | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | IEP | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | ED | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Grade 8 | All Students | 4.2 | 35.2 | 28.2 | 32.4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Black | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | White | 4.4 | 36.8 | 29.4 | 29.4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Male | 4.7 | 37.2 | 25.6 | 32.6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | IEP | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | ED | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Grade 11 | All Students | 9.1 | 29.1 | 56.4 | 5.5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Am. Indian | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | White | 9.6 | 28.8 | 57.7 | 3.8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Male | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | IEP | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | ED | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

N/A indicates that the number of students in the group is less than 40.

Homeless Students

Each year, more than 800,000 school-age children in the United States experience homelessness. The federal No Child Left Behind Act of 2001 includes a provision to make sure that homelessness does not cause these children to be left behind in school. Homeless children should have access to the education and other services that they need to meet the same challenging state academic achievement standards to which all students are held. The Ferndale Area School District is required to provide activities for, and services to, homeless children, including preschool-age homeless children and youths, enabling them to enroll in, attend, and succeed in school or preschool programs. The law states that, pending resolution of a dispute about school placement, a school district must immediately enroll a homeless student in the student's school of origin or other school selected on the basis of the child's best interest and provide a written explanation of the rights of appeal to the parent or guardian of the student.

Tobacco

In compliance with local, state, and federal laws, to protect students, staff, and others from the safety hazards of tobacco, the Board prohibits possession or use of tobacco in any form by students, staff or others (community):

1. in buildings owned by, leased by or under the control of the School District;
 2. on property owned by, leased by or under the control of the School District;
 3. on buses, vans or other vehicles owned by, leased by or under the control of the School District;
 4. at any school-sponsored or school-sanctioned events (day or night);
 5. when a student represents the school (i.e. work study program, seminars, school visits, field trips, or any similar event).
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Policies are available for review at the Superintendent's Office located at 100 Dartmouth Avenue, the Elementary School Office located at 100 Dartmouth Avenue, and the High School Office at 600 Harlan Avenue, or on the Ferndale Area School District 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, 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>

2008-09 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 16. 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 or after a former student's 24th birthday, 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.

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. 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. Kathleen Wojnarowski
600 Harlan Avenue
Johnstown, PA 15905
Phone: 814-288-5757

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

Joe's Corner

Before the first home game of the 2008-2009 Lady Jackets basketball season, the Ferndale Area School District School Board and Administration held a memorial ceremony for long time sports enthusiast, Joe Corle. Joe was a member of Ferndale Area School Board of Directors for 25 years, and was also known in the community as an avid sports fan, coach, announcer, and color radio man. Joe never missed a game. During basketball season, he could always be found sitting in the same corner, so it is truly fitting that his memory be kept alive in "Joe's Corner".

Shown sitting next to the memorial sign are Joe's wife of 50 years, Ruth Corle, as well as his daughters Jodi Babich and Trisha Corle. Other family in attendance at the dedication ceremony included Jack Babich (Jodi's husband), Jerry Corle (Joe's brother), Roger and Joseph Bock (Joe's grandsons), and Rene Fetchkan (special family friend). Numerous special friends and former Ferndale Area sports coaches were in attendance in Joe's honor, and the Lady Jackets capped off the dedication with a win over Turkeyfoot Valley.



Ferndale Area School District received a bronze medal in the annual list of the U.S. News & World Report's America's Best High Schools. America's Best High Schools recognizes three categories of distinction - gold, silver and bronze - and analysis is based on standardized test performance, proficiency rates of all students and college-ready curriculum. The bronze medal is given to schools that meet the first two criteria and have demonstrated commendable performance on state tests.

Ferndale Area School District Battles Bullying with the HALT! Program

A Bullying Prevention Program of the Highmark Healthy High 5 Initiative

The Highmark Foundation, in conjunction with the Windber Research Institute, is pleased to announce the implementation of the HALT! Bullying Prevention Program in the Ferndale Area School District. The HALT! Bullying Prevention Program is part of the Highmark Healthy High 5, a five year, \$100 million initiative aimed at providing awareness and resources related to five topics critical to the health and well-being of children. Those topics are physical activity, nutrition, self-esteem, grieving and bullying.

As a participating district, Ferndale Area will work to implement HALT! in grades 7 & 8. The program will include the use of the Olweus Bullying Prevention

Program, a well known school-based intervention that has been applied internationally and has been shown to reduce bullying by up to 50 percent in schools that practice fidelity to the model. The Olweus Program is comprised of four parts: school wide components, classroom components, individual interventions and community involvement.

Ferndale Area Junior/Senior High School held a kick-off event on November 26, 2008. For more information regarding the kick-off and related activities please contact Jennifer Reiter, Assistant Principal, Ferndale Area Junior/Senior High School 288-5757.

Get the Facts on Lice

Judy Virgin, RN, BSN, CSN
School Nurse

With the winter months approaching, if undetected, lice can become a very frustrating problem for everyone. What are lice? Head lice are tiny, wingless insects that live on the head and scalp of people. They are 1/16 to 1/8 inch long which is about the size of a sesame seed and vary in color from tan to grey/white.

Anyone can get lice. Lice require blood to live and off the scalp, head lice usually do not survive beyond two days. Lice crawl very quickly and do not jump, fly or hop. Lice are spread by direct contact. No one should share combs, brushes, hats, or barrettes as this helps in the spread of lice. Pets cannot get or spread head lice. Lice are a nuisance but are not a health hazard.

What are nits? Nits are lice eggs that are very tiny and difficult to see. They vary in color from yellowish-brown to pearly white and are teardrop shaped. Nits are firmly attached to the hair shaft and are usually found at the back of the head and behind the ears with a waterproof glue-like substance. The glue-like substance is so strong that nits cannot be washed or flicked off with a fingernail. Nits hatch in 7-10 days and become adult lice in 9-12 days. As long as head lice remain alive, head lice can be spread. Nits must be removed daily.

The symptoms of lice are itching, tickling feeling of something crawling in the hair, and scratch marks or red bite marks behind ears or back of neck. Your child may also experience irritability or sleeplessness because lice are active at night.

If someone in your home is positive for lice, everyone in the family should be checked for lice and nits. Treat family members who have lice with a lice-killing product, sold in the hair care section at most stores. It is important to follow the directions on the product label exactly as stated. Nits must be physically pulled off of the hair shaft with your fingernails. The hair should be checked every day for at least 14 days for any missed lice or nits. The treatment should be repeated according to the product label, usually in 7-10 days. If problems with lice persist, call your family physician.

There are also necessary steps that you must do to your home in order to eradicate lice from your house. Wash all pillows, bedding, stuffed animals and clothing that the individual has used in hot water. Place items in the dryer at hottest setting for at least 20 minutes. Place items that cannot be cleaned in a tightly sealed plastic bag for 10-14 days. All hair care items, such as combs, brushes, hair clips, etc. should be washed in hot water, or thrown away. Vacuum the entire house, including rugs, furniture, floors, mattresses, and car, including car seats to get rid of any hairs that may have any viable nits attached. Sprays should be used with caution. They can be toxic and are not safe for humans or the environment. Sprays can also be a trigger for individuals with breathing conditions such as asthma.

Ferndale Area Administrative Office
100 Dartmouth Avenue
Johnstown, PA 15905

Phone: 814-535-1507

Fax: 814-535-8527

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>