
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Academic Standards and Assessment Report **Monday, April 07, 2008**

Entity: Ferndale Area SD
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Organization Description

The building organizational structure of the Ferndale Area School District is elementary (K4-6); junior high school (7-8); and high school (9-12). Within that structure the educational program is organized as:

- K4 through 3rd grade = Primary Program
 - 4th through 6th grade = Intermediate
 - 7th through 8th grade = Junior High School
 - 9th through 12th grade = High School
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Core Purpose

Mission

As a result of a consensus building process involving professional staff, school board, community, parents, and business representatives, the strategic planning steering committee retained the district's mission statement:

“BIG ENOUGH TO CHALLENGE, SMALL ENOUGH TO CARE”

“FERNDALE AREA SCHOOL DISTRICT - WHERE CHILDREN ARE ALWAYS FIRST”

Vision

To accomplish this mission the Ferndale Area School District will strive to provide a safe and nurturing community for excellent teaching and learning where students prepare for a life of continual learning, and acquire the knowledge, skills, and attitudes necessary to solve problems, communicate effectively and to be responsible citizens.

Shared Values

- We believe that all students can learn.
 - We expect students to learn the skills, concepts, and values necessary for them to be successful in both their personal and professional lives.
 - We ensure the academic success and personal growth of all students through modeling and instruction by providing individualized opportunities.
 - We hold ourselves to a standard of excellence in our professional practices.
 - We will promote a caring environment of mutual respect and trust.
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Goals

1. Meet or exceed the academic thresholds as defined by PDE.
2. Meet or exceed the participation, attendance, and graduation rate thresholds as defined by PDE.
3. Differentiate learning for all students.
4. Identify and integrate technology standards.

Goal: CardioPulmonary Resuscitation

Description: As required by PA Law Act 91 of 2000 CPR will be offered to staff.

Goal: DIFFERENTIATED INSTRUCTION

Description: Teachers will Differentiate Instruction to meet the needs of all students.

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduation rate will meet an 80% threshold and/or show growth.

Goal: MATHEMATICS

Description: Students will be proficient in Mathematics, as defined by PDE.

Goal: READING

Description: Students will be proficient in Reading, as defined by PDE.

Goal: SAFE SCHOOLS

Description: A safe and supportive environment will be provided to students.

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Goal: WRITING

Description: Students will be proficient in writing, as defined by PDE.

Academic Standards

Academic Standards for Student Achievement

The academic standards describe the knowledge and skills that students will be expected to demonstrate. The district shall provide for attainment of the academic standards as per Chapter 4. The PA Academic Standards shall guide the educational program of the district.

Mastery of the Academic Standards

In order to graduate from the Ferndale Area School District, each student must demonstrate proficiency of the PA academic standards either on the state system of assessment (PSSA) or the local system of assessment. The state assessment shall be administered during the junior year of high school. If a student does not demonstrate proficiency, that student must participate in the Senior PSSA Re-Test.

Graduation Requirements

In order to graduate from Ferndale Area School District the following are required:

- *4 credits in English
- 7 credits in Math and Science with no more than 4 credits in either area (*GJCTC students - 3 credits in Math and 3 credits in Science)
- * 4 credits in Social Studies
- 2 credits in Foreign Language
- 2.5 credits in Health and Physical Education (*GJCTC students - 1 credit)
- 1 credit in Computer Science
- .5 credit for the Graduation Project
- 4 credits in Electives (student selects additional courses from among those approved for credit toward graduation by the school district, including approved vocational education courses)
- Completion of 75 points in Independent Reading (Accelerated Reader) (GJCTC students - 37 points)
- Demonstration of proficiency of PA Academic Standards through either the PSSA or the FASD Local Assessment

*= Courses required for students attending the Greater Johnstown Career and Technology Center (GJCTC)

Total number of credits for graduation: 25

Completion of the Ferndale Area School District's Graduation Project is also required to receive a diploma from FASD. For a copy of the full graduation project, please visit our website.

Strategic Planning Process

The Ferndale Area School District Strategic Planning Committee participated in meetings during the 2006-07 school year to draft the district's mission and vision statements, identify shared values, examine data, and respond to district subcommittee reports. Strategic planning subcommittees assessed data and collected input from teachers and students to determine goal areas, strategies, and activities. Reports were periodically provided to the Board of Directors through the Superintendent's "District Highlights" reports.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Amy Kopriva	Ferndale Area School District	Middle School Teacher	Teachers
B. Wayne Lohr	Ferndale Area School District	Other	Teachers
Christine Oldham	Ferndale Area School District	Administrator	Administrators
Debi Balog	JARI	Community Representative	Board of School Directors
Edward Moran	Ferndale Area School District	Administrator	Administrators
Gary Burnheimer	Ferndale Area School District	Other	Teachers
Jennifer Gamble	Ferndale Area School District	Administrator	Administrators
Jim Harshberger/Charlie Shaffer	Greater Johnstown Career & Technology	Community Representative	Board of School Directors
Karen Soohy	Ferndale Area School District	Secondary School Teacher	Teachers
Lori Byer	Ferndale Area School District	Elementary School Teacher	Teachers
Michael Stohon	In Shore Technologies, Inc.	Business Representative	Board of School Directors
Ridley Banks	Ferndale Area School District	Board Member	Board of School Directors
Robert Boyle	Northern Point Learning, Inc.	Business Representative	Board of School Directors
Sandra Chobany	Ferndale Area School District	Parent	Board of School Directors
Steven Brown	Ferndale Area School District	Administrator	Administrators
Susan Layton	Ferndale Area School District	Elementary School Teacher	Teachers
Vicki Kegg	Ferndale Area School District	Parent	Board of School Directors

Goals, Strategies and Activities

Goal: CardioPulmonary Resuscitation

Description: As required by PA Law Act 91 of 2000 CPR will be offered to staff.

Strategy: Professional/Personal Development

Description: CPR/AED Training will be offered to professional and non-professional staff at least once every 3 years.

Activities:

Activity	Description	
CPR/AED Training	Participants will receive training on how to handle emergencies, including use of a defibrillator.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 6/9/2008 Finish: 6/1/2013	\$1,500.00

Goal: DIFFERENTIATED INSTRUCTION

Description: Teachers will Differentiate Instruction to meet the needs of all students.

Strategy: Classroom Practices

Description: Instructional strategies and assessment practices will focus on the strengths of each student.

Activities:

Activity	Description	
Assessment and Grading	Alternative and tiered assessments will be explored, developed, and utilized in classrooms.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 1/1/2008 Finish: 1/1/2012	\$0.00

Activity	Description	
Guided Reading	A guided reading program will be implemented at the elementary level.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 8/29/2007 Finish: 8/30/2013	\$60,000.00

Activity	Description	
Lesson Development	Lesson plans will be developed to include strategies that will address the learning styles and instructional needs of individual students. Students will be provided with choices designed to remediate or challenge.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 9/3/2007 Finish: 6/3/2013	\$0.00

Strategy: Co-Teaching

Description: Regular and special educators will co-teach in identified content areas, providing a more inclusive environment for special education students, and a more supportive environment for regular education students.

Activities:

Activity	Description	
Planning Sessions	Regular and special education teachers will be provided with opportunities to cooperatively plan for lessons.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 8/29/2007 Finish: 7/10/2013	\$2,000.00

Strategy: Gifted Education

Description: The FASD gifted education program will be reviewed, focusing on the development of support for students who are identified.

Activities:

Activity	Description	
District Self-Assessment	The FASD will complete the "Gifted Education Program Self-Assessment Instrument" to determine programming needs.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 2/4/2008 Finish: 2/4/2008	\$0.00

Activity	Description	
Gifted/Advanced Learner Programming	Enrichment and acceleration opportunities will be provided to identified gifted, as well as non-identified advanced learners.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 9/1/2008 Finish: 1/6/2013	\$0.00

Strategy: Technology Utilization

Description: Technology resources will be utilized to provide enrichment, acceleration, and remediation to students based on their individual needs.

Activities:

Activity	Description	
Learning Tools	Educational software and distance learning equipment will continue to be utilized to support students at all levels (Cognitive Tutor, Study Island, Accelerated Reader, BlendedSchools, etc).	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 8/29/2007 Finish: 8/28/2013	\$90,000.00

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduation rate will meet an 80% threshold and/or show growth.

Strategy: Dropout Intervention*Description:* Provide knowledge and guidance to students to prevent dropouts*Activities:*

Activity	Description	
Career Awareness	As a Project 720 school, emphasis will be placed on developing career awareness through the following options: * career counseling * Keys2Work program * on-site college fair * college visits * career fairs * job shadowing * coordination with GJCTC * senior participation in the FASD Career Linking Academy	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 8/29/2007 Finish: 8/1/2013	\$60,000.00

Activity	Description	
Student Advisory	Through enhancing systems already in place at the junior/senior high school, programs such as Family Support and SAP, will develop into on-going student advisory networks which will create stronger relationships between individual students, staff, and families.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 8/27/2008 Finish: 8/28/2013	\$7,000.00

Strategy: Examine Graduation & Dropout Data*Description:* Annual examination of graduation/dropout data*Activities:*

Activity	Description	
Chart Trends of Graduation & Dropout Rates	High School administrators and counselors will chart trends of graduation and dropout rates and compare them historically, as well as to the state.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 8/30/2007 Finish: 1/6/2013	\$0.00

Goal: MATHEMATICS*Description:* Students will be proficient in Mathematics, as defined by PDE.**Strategy: Data Analysis***Description:* Teachers and administrators will continuously monitor student progress through a system of data analysis.*Activities:*

Activity	Description
Implement a mathematics local	Teachers of mathematics will develop a local math assessment, inclusive of open-ended and multiple-choice items, to be administered to students 3

assessment	times/year (pre/mid/post).	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 8/29/2007 Finish: 7/10/2013	\$7,000.00

Activity	Description	
Incorporate open-ended math items	Teachers of mathematics will incorporate open-ended math items into weekly instruction.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 8/29/2007 Finish: 8/28/2013	\$0.00

Activity	Description	
Interpret PVAAS Results	Teachers and administrators will review PVAAS scores for individual students, making instructional decisions related to their progression toward meeting academic standards.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 8/16/2007 Finish: 8/25/2009	\$0.00

Activity	Description	
Utilize data for instruction	Teachers and administrators will utilize PSSA and local assessment results to make informed decisions about instruction at both the individual student and classroom levels.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 8/29/2007 Finish: 7/10/2013	\$0.00

Goal: READING

Description: Students will be proficient in Reading, as defined by PDE.

Strategy: Data Analysis

Description: Teachers and administrators will continuously monitor student progress through a system of data analysis.

Activities:

Activity	Description	
Implement a reading local assessment	Teachers of reading/English will develop a local reading assessment, inclusive of open-ended and multiple-choice items, to be administered to students three times per year (pre/mid/post).	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 8/29/2007 Finish: 7/10/2013	\$7,000.00

Activity	Description	
Incorporate open-ended reading items	Teachers will incorporate open-ended reading items into weekly instruction.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 8/29/2007 Finish: 8/28/2013	\$0.00

Activity	Description	
Interpret PVAAS Results	Teachers and administrators will review PVAAS scores for individual students, making instructional decisions related to their progression toward meeting academic standards.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 8/30/2007 Finish: 8/30/2013	\$0.00

Activity	Description	
Utilize data for instruction	Teachers and administrators will utilize PSSA and local assessment results to make informed decisions about instruction at both the individual student and classroom levels.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 8/29/2007 Finish: 7/12/2013	\$0.00

Goal: SAFE SCHOOLS

Description: A safe and supportive environment will be provided to students.

Strategy: Personal Development

Description: Development of positive personal attributes will be stressed throughout the school district.

Activities:

Activity	Description	
Peer Relationships	Programs will be implemented throughout the school district to assist students in identifying appropriate skills designed to strengthen interactions among students and between students and adults.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 8/30/2007 Finish: 8/7/2013	\$3,500.00

Activity	Description	
Student Advisory Program	A Student Advisory Program will be implemented at the Ferndale Area Junior/Senior High School.	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 8/27/2008 Finish: 8/28/2013	\$8,550.00

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Examine Attendance Data

Description: Elementary administrator and counselor will monitor trends of student attendance

Activities:

Activity	Description	
Chart Trends in Attendance Rates	Elementary administrator will monitor attendance data through AYP data, and will intervene with programs, if necessary	
Person Responsible	Timeline for Implementation	Resources
Edward Moran	Start: 8/30/2007 Finish: 8/30/2013	\$0.00

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Examine PSSA Participation Rates

Description: Participation Rates will be monitored

Activities:

Activity	Description	
Chart Trends in Participation Rate	Building administrators will chart trends in participation rates, and will intervene with programs, if necessary	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 8/30/2007 Finish: 8/30/2013	\$0.00

Goal: WRITING

Description: Students will be proficient in writing, as defined by PDE.

Strategy: Data Analysis

Description: Teachers and administrators will continuously monitor student progress through a system of data analysis.

Activities:

Activity	Description	
Implement a Writing Local Assessment	Teachers of english will develop a local writing assessment, inclusive of grade appropriate genres, to be administered to students three times per year (pre/mid/post).	
Person Responsible	Timeline for Implementation	Resources
Christine Oldham	Start: 8/29/2007 Finish: 7/8/2013	\$7,000.00

Measurable Annual Improvement Targets

The Ferndale Area School District will strive to meet yearly achievement goals as defined by NCLB. Each year, through 2006-07, all schools and subgroups have successfully met AYP. As proficiency goals change, the Ferndale Area School District will continue to analyze data, making curricular changes as necessary.

Curriculum, Instruction and Instructional Materials

The Ferndale Area School District continues to develop its comprehensive curriculum assessment plan, displayed in Figure One. The major components of the plan are curriculum alignment K4-12, verification of student achievement, expanded opportunities for student learning, and clear and effective communication. The District's Planned Instruction Process Map (Figure Two) is key to K4-12 curriculum alignment, which is an ongoing process.

Curriculum alignment has involved curriculum mapping of the PA Academic Standards and accompanying eligible content to identify gaps and to focus subject/grade level instruction. A continuation of this process will extend into all curricular areas and is further defined by the Curriculum Assessment Cycle (Table 1). Building-level goals for student achievement will be developed annually. Instructional materials necessary for instructional delivery are revisited annually; however, content areas focus efforts on textbook/resource adoption every six years in the cycle.

As per Chapter 4 requirements, the district will further enhance procedures to verify student mastery of the PA Academic Standards. This will include an emphasis on on-going data analysis, development of local assessments, maintenance of assessment portfolios, and grading and reporting. Additionally, the graduation project and graduation requirements described in (Item 4) of this document ensure the verification of student achievement.

Expanded opportunities for student learning will support all students in their learning. Differentiated instruction will provide appropriate instructional materials and strategies designed to enhance the classroom experience. Through the use of Individual Grade Level Learning Plans, students will be ensured of remedial and enrichment opportunities.

The ESL Program is part of the core curriculum; it replaces the English planned instruction required under Chapter 4. The district budget includes funding to support the program. The student shall receive sufficient instructional time from a PA ESL certified teacher with appropriate resource materials. The teacher shall use an assessment system that monitors student progress in learning English. The classroom teacher shall provide assistance and accommodations so the LEP student has success while learning English. The ESL Program shall be evaluated annually to determine if the ELL are achieving success in learning English. If they are not, the program will be adapted to meet their needs.

Gifted Education Programming is provided to identified students. Both acceleration and enrichment models are utilized, based upon individual students.

Lastly, the assessment plan includes clear and effective communication to all district stakeholders. Such communication ensures that all constituent audiences understand the various components of this plan and can partner with the district in our efforts to help all children become successful learners. The specifics of this information are discussed at the end of this item.

□Figure One

District Assessment Plan

Curriculum Alignment K-12	Verification of Student	Expanded Opportunities for Student Learning	Clear & Effective Communication
Align the PA State Standards K-12	Data Analysis	Differentiated Instruction	State
Review & Revise Curriculum & Instruction	Assessment Portfolios	Tutoring	Parents
Building Level Goals for Student Achievement	Graduation Requirements	Remediation	Students
	Culminating Project	Accelerated Curriculum	Community
	Grading & Reporting	Individual Grade Level Learning Plans	

Phase 1

Review literature related to state and national practices

Complete classroom curriculum mapping by individual classrooms to identify content gaps

Align the state standards

Develop K-12 standard statements and specify which courses shall include the teaching and assessment of each (backmapping)

Begin assessment development

Analyze current assessments to identify which standards and benchmarks are presently being assessed and where there are gaps

Identify appropriate measures for the benchmarks to be assessed, balancing between district, classroom, commercial, and state assessment tools (K-12) in each subject area

Develop needed district and classroom assessment tools, criteria, and draft rubrics to verify student proficiency

Phase 2

Review available resources (published materials, visitations, etc.)

Continue assessment development

Write Planned Instruction

Pilot strategies and materials

Implement textbook selection process

***Phase 3**

Purchase textbooks/materials

Provide professional development

Pilot the assessment measures

Verify the rubrics and establish anchor papers for local assessments; develop quality control measures such as inter-rater reliability

Implement planned instruction

Phases 4 & 5

Continue staff development for all educators to implement strategies and assessment measures

Communicate the assessment criteria to the various stakeholder

Monitor and adjust assessments

Table One: District Curriculum and Assessment Cycle

The schedule for the implementation of the five-phase curriculum and assessment cycle:

Year	Phase I	Phase II	*Phase III	Phase IV	Phase V
2004-05	Science	Math Lang. Arts			
2005-06	Social Studies	Science	*Math *Lang. Arts		
2006-07	Technology	Social Studies	*Science	Math Lang. Arts	
2007-08	Health/Safety/PE Career Ed. World Lang.	Technology	*Social Studies	Science	Math Lang. Arts
2008-09	Lang. Arts	Health/Safety/PE Career Ed. World Lang.	*Technology	Social Studies	Science
2009-10	Math	Lang. Arts	*Health/Safety/PE Career Ed. World Lang.	Technology	Social Studies
2010-11	Science	Math	*Lang. Arts	Health/Safety/PE Career Ed. World Lang.	Technology
2011-12	Social Studies	Science	*Math	Lang. Arts	Health/Safety/PE Career Ed World Lang.
2012-13	Technology	Social Studies	*Science	Math	Lang. Arts

Assessments and Public Reporting

The District will utilize local, state, and commercial assessments to measure student performance on academic standards. This information will be used to make instructional decisions of all learners. Presently, the following list highlights the assessments being used at the various levels:

Four year old Kindergarten:

- First Step Developmental Evaluation or ABC Inventory

Kindergarten:

- Integrated Theme Tests (phonemic awareness, phonics, comprehension)
- DRA2
- Beginning-Middle-End tests (Everyday Math)

First Grade:

- Integrated Theme Tests (phonemic awareness, phonics, comprehension)
- DRA2
- Beginning-Middle-End tests (Everyday Math)

Second Grade:

- Integrated Theme Tests (phonemic awareness, phonics, comprehension)
- DRA2
- Terra Nova
- Beginning-Middle-End tests (Everyday Math)

Third Grade:

- Integrated Theme Tests in Reading
- DRA2
- PSSA Reading and Math
- Beginning-Middle-End tests (Everyday Math)

Fourth Grade:

- Integrated Theme Tests in Reading
- DRA2
- PSSA Reading and Math, Science in 2008
- Beginning-Middle-End tests (Everyday Math)

Fifth Grade:

- Integrated Theme Tests in Reading
- DRA2
- PSSA Reading and Math and Writing
- Beginning-Middle-End tests (Everyday Math)

Sixth Grade:

- Integrated Theme Tests in Reading
- DRA2
- PSSA Reading and Math
- Beginning-Middle-End tests (Prentice Hall Integrated Math)

Seventh Grade:

- PSSA Reading and Math
- Cross-Curricular Writing Assessments

Eighth Grade:

- PSSA Reading, Math, Writing, and Science (2008)
- Cross-Curricular Writing Assessments

Ninth Grade:

- Terra Nova Assessment
- Cross-Curricular Writing Assessments

Tenth Grade:

- Terra Nova Assessment
- Cross-Curricular Writing Assessments

Eleventh Grade:

- PSSA Reading, Math, Writing, and Science (2008)
- Cross-Curricular Writing Assessments

Twelfth Grade:

- PSSA Reading, Math, and Writing Retest
- Cross-Curricular Writing Assessments
- Competency Assessments in English, Math, Science, and Social Studies

The public shall be notified of assessment results as follows:

- Cumulative state (PSSA) test results will be reported on the district's web site and in the district's newsletter
- Individual state and commercial test scores will be sent to the parents of each student.
- Curriculum-based assessments, which include projects, daily work, teacher tests, observation checklists, and anecdotal records of student demonstrations and performances, shall be reflected on the report cards. Parents may request a conference with a student's teachers at any time to review the student's progress.
- Two formal days are built into the school calendar to accommodate parent conferences.
- Achievement on performance assessments, including midterm and final exam scores (grades 7-12), will also be reflected on report cards.

Targeted Assistance For Struggling Students

Through continuous monitoring of student performance, students who are having difficulty achieving academic standards are quickly identified. These students are directed toward a variety of programs. Programs are multi-leveled and address the various needs of the student body. Programs include, but are not limited to:

Elementary

- Title I
- Instructional Aides
- Reading Tutor
- Homework Help Room
- After School Tutoring (Math & Reading)
- Family Support
- Special Education Services
- ESAP

Junior/Senior High

- Instructional Aides
- After School Tutoring (Core Content Areas)
- Family Support
- Software-Based Remediation
- Summer School
- Special Education Services
- Designated Courses
- SAP

Support for Struggling Schools

Currently, all buildings and subgroups have met AYP. Should the need arise, the Ferndale Area School District will utilize PDE's Framework for School Improvement, "Getting Results".

Qualified, Effective Teachers and Capable Instructional Leaders

100% of the Ferndale Area School District professional staff is Highly Qualified under the NCLB definition.

Parent and Community Participation

Parent participation is encouraged through:

- on-going teacher communication
- district website
- district newsletter
- elementary newsletter
- elementary PTO
- parent-teacher conference days
- Open House
- new student orientations
- kindergarten orientations
- grade 7 transition
- Family Support meetings
- Academic Support meetings
- Title I Parent meetings
- Student Assistance Program
- Special Education workshops
- Parent Outreach workshops
- Committee involvement

Community participation is encouraged through:

- district website
- district newsletter
- Community Outreach efforts
- Committee involvement (Safe & Drug Free Schools, Wellness, Technology, Act 48, Project 720, etc.)

Pre-Kindergarten Transition

Four year old kindergarten students enter school age programming through an integrated process consisting of home visitation screenings using First Step Developmental Continuum and parent/principal meetings.

Five year old kindergarten students enter school age programming through the same process, excluding the home visit. These students are assessed using the ABC Inventory. Data from this process is reviewed and interpreted by district administration. This process ensures appropriate entry into the public school setting.

Transition meetings occur for all students who enter from both Head Start and Early Intervention programs. These meetings occur before the beginning of the academic year and involve representatives from all involved agencies.

Utilization of Resources and Coordination of Services

Service or Resource	Comment or Reflection
Staffing	<p>Regarding the Ferndale Area School district mission, goals, and academic standards, the district ensures the employment of highly qualified professional employees (administrators and teachers) to deliver the curriculum, instruction, and assessment requirements of state regulations. Thus, properly credentialed personnel teach and administer the district-planned instruction and assessment programs.</p> <p>Presently there are 68 professional employees on staff in the Ferndale Area School District. The district also employs 5 administrators in the following positions: Superintendent, Business Manager, High School Principal, Assistant High School Principal, and Elementary School Principal.</p>
Elementary PTO	The PTO organization is active and very supportive of the Ferndale Area Elementary School. Funds raised are directed back to the school to benefit the students in the form of equipment, assemblies, special events, etc.
Intermediate Unit 08	Our local IU partners and assists our district in a variety of ways. They offer curriculum updates, create technology initiatives, support professional development initiatives, and provide special education services.
Indiana University of Pennsylvania	IUP places field experience students, as well as student teachers, within the district.
University of Pittsburgh at Johnstown	In addition to the District accepting student teachers from this institution, UPJ also provides tutors for our students. Another partnership, Project Click Safe, is an initiative designed to educate staff, students, and families on internet safety.
St. Francis University	Through the TEAMS (Teaming Educators for Applied Math and Science Learning) Project, St. Francis University provides professional development in the area of science. Additionally, SFU science professors and students work directly with FASD students (4-8) throughout the school year.
Office of Community Health	The Conemaugh Medical Center's Office of Community Health is an integral part of our wellness activities. They also provide support to our Safe & Drug Free Advisory Council. Additionally, regional health meetings, PA Youth Survey administration and periodic Teen Forums provide insight into district issues.

Penn Highlands Community College	Penn Highlands Community College provides Dual Enrollment opportunities to Ferndale Area High School students.
Technology Support	Specific technology resources are available to assist in student achievement of the district's mission, goals, and academic standards. Presently, these resources include, but are not limited to the following: distance learning opportunities, student libraries with reference resources of various media, and computer labs in each building.
Professional Development	Local, regional, state, and national staff development programs are available for all professional personnel. Professional libraries are also available in each building.
School/Business Partnerships	A variety of school/business partnerships (Goodwill Industries, JARI, CareerLink) provide job shadowing, mentoring, and career exploratory development opportunities for students. Scholarship opportunities are provided to students through a number of school and business entities.
Grants	In addition to the various entitlement grants, grant resources utilized to enhance district resources include Accountability Block Grant and Project 720.
Health Services	Health services are provided to the entire school population. Student health services include physical examinations, vision, hearing, and scoliosis screenings, measuring, recording, and reporting growth patterns of students, as well as the day to day maintenance of overall health within the district (safe administration of medicines, care and case management of health problems, and interventions for health needs).
Transportation Services	The Ferndale Area School District operates a student transportation system for elementary students living more than 1.5 miles from the school, and to secondary students living more than 2 miles from the schools.
Breakfast/Lunch Programs	Our cafeterias offer nutritional meals that qualify under the U.S. Department of Agriculture recommended guidelines for federal subsidy/reimbursement. Students whose parents qualify based on federal income guidelines are eligible for free or reduced priced meals.
Guidance Services	Counselors work with students, parents, and teachers in a variety of ways to help students develop positive character traits, adjust to the school setting, develop healthy life skills, and develop college/career plans. Individual counseling sessions, small groups and classroom guidance programs assist students directly, while parent conferences and parenting programs help parents better understand students' individual personal and educational needs. In an effort to keep abreast of student issues and interventions, guidance counselors receive on-going and relevant professional development.
Cambria County Mental Health	MH/MR supports the Student Assistance Program.
Student Assistance Program	The Student Assistance Program (SAP & ESAP) is a program for the identification, intervention, and referral of students who are believed to be at risk of suicide, show signs of extreme depression, or who are having school-related problems because of alcohol and/or drug use. Attendance, behavior, and academic difficulties are also addressed through SAP. Using a systematic process of referrals and general assignments, the team determines which students are having problems and direct them to community organizations for help. The District complies with all aspects of the PA SAP requirements which include training, meetings, and agency support.
Title I Services	The Ferndale Area Elementary School is a schoolwide building. All guidelines are followed in relation to the identification of students and the implementation of services.
Four Year Old Kindergarten	The FASD offers a four year old kindergarten to district residents. Enrollment in the program is provided on a first-come, first-served basis. Approximately 40 students are served in the program each year.
Tutoring	Tutoring services are offered to students (K-12) in need of remediation throughout the school year. Services range from during to after school programs.

Summer School	A summer school program is offered within the school district for secondary students who have failed a course. Students who are interested in accelerating their education are also offered the opportunity to enroll in courses.
Cambria County Child Development Corporation	Cambria County Child Development Corporation operates before and after school latchkey programs, inclusive of summer months, at the FASD Elementary School
Family Support	At Ferndale Area, Family Support (K-6), and Family Support/Staffings (7-12) involvement is a measure that involves parents as an integral part of our educational team. At the elementary level, a Family Support Coordinator is employed. All academic tutoring is arranged via the family support team. Team members include the parent, teacher, guidance counselor and principal. Meetings review all areas of student development including: social, emotional, academic, cognitive, and family dynamics. Personal home visits are arranged when a parent is unable to visit the school for a meeting. Principal, family support coordinator and guidance counselor are able to meet with parents in their home throughout the school year. A family support plan is developed, implemented and reviewed within 30 days. The family support team will intervene with at-risk students to bridge their gap toward successful learning, provide the link to academic tutoring, identify students who are experiencing behavior and/or academic difficulties which pose a barrier to their learning and success in school while offering support to the student and their family. Family support refers students for assistance as indicated by individual need, functions as an advocate for the student, and works in conjunction with teachers, parents, family members to increase student success.
Special Education and Related Services	<p>The FASD conducts on-going identification activities as a part of its school program for the purpose of identifying students who may be in need of special education and related services.</p> <p>In compliance with state and federal law, the FASD will provide, without discrimination, to each protected handicapped student, special education services, aides and accommodations, which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities.</p> <p>The Ferndale Area School District provides a full continuum of services for special needs students. These services are provided internally through the Appalachia Intermediate Unit 08 or by private service providers.</p>