

The Marion Center Area EDUCATION REPORT, published for the citizens and parents of the school district, is to keep them informed of the educational events and activities of our students.

Founded 1973  
Marcia Conner, Project Coordinator

Dr. Frank Garritano, Superintendent  
Richard Martini, Business Manager  
Matthew Jioio, JR/SR HS Principal  
Charles Adamchik, Jr, Director of Curriculum Instruction and Assessment

Donna Bruder-Smith, EL Principal  
Susan DeVaughn, EL Assistant Principal  
Amy Gaston, Coordinator of Special Education

School Board  
Gregg Sacco, President  
Charles Glasser, Vice President  
Sandy Gandolfi, Treasurer  
Marcia Conner, Secretary (non-voting member)

Dan Fleming  
Chuck LaVan  
Keith Isenberg  
Lori Marshall  
Ron Oswald  
Tony Nastase

**Nondiscrimination Policy**  
Marion Center Area School District does not knowingly discriminate in employment, education programming or scheduling and building access on the basis of age, race, sex, creed, disadvantaged/handicapped.

### Communicating With Marion Center Area School District

The Marion Center Area School District values the opinions of its residents on school-related issues. Please use this form to communicate any questions, concerns, and/or comments you may have.

I have a question about: \_\_\_\_\_

I feel positive about this aspect of the school district: \_\_\_\_\_

I have the following idea or concern: \_\_\_\_\_

Optional:  
Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_

Return to:  
Marcia Conner – Board Secretary  
22820 Route 403 Hwy N  
PO Box 156  
Marion Center, PA 15759



We'd like to extend a warm welcome back to all of you as we start the 2011-2012 school year. We hope that you'll take this opportunity to get involved in our school in some way. Volunteer in one of your child's classes, or get involved in one of the many activities coming up this year. We'd love to get to know you better.



# Marion Center Area

Fall 2011

## Education Report

### SUPERINTENDENT'S MESSAGE

Welcome back to the 2011-2012 school year. The teachers and support staff began the year on August 29 and 30 by participating in professional development activities and preparing their respective classrooms for the students' first day on August 31st. We began the school year with 1,417 students in grades pre-K through 12. The District's staff is again committed to providing educational opportunities so students can strive to reach their academic potential. The students will be challenged with relevant and rigorous instruction as to better prepare them for future endeavors. Our goal this year is for every student to achieve one year's worth of academic growth in one year of schooling. Even though our goal is lofty, I believe working together with you at home, we can make great strides in the development and success of the students who attend our schools.

The recent past has taught us that the incorporation of technology into our lives is increas-

ing daily. As students graduate from our high school, the students need to be prepared to embrace the next new change in technology. One of the initiatives we are beginning this school year to better prepare students for the future is the continued training of teachers in the use of technology. The district will provide additional professional development to teachers in the art of using on-line teaching and learning strategies to better address student academic needs. Teachers who are so inclined to use the technology in their respective classroom, and are willing, will learn how to develop and teach an online course.

The School District received confirmation from the Pennsylvania Department of Education on August 29, 2011 that the District made Adequate Yearly Progress (AYP) for the 2010-11 school year. AYP results are measured by the PSSA exams in grades three through eight and grade eleven in the content areas of math, reading, writing and science as well as test participation, attendance (elementary) and graduation (high school) rates. Only scores in math and reading are used to determine if AYP is achieved. All schools were assisted in reaching the performance targets through one or more of the following state supports, Confidence Interval (CI), Safe Harbor (SH) and/or Growth Model (GM).

Each school is responsible for meeting performance targets for all students as well as any subgroups of students where the number in the subgroup reaches at least 40 students. All subgroups at the elementary and secondary level achieved AYP status except the IEP subgroup at the 11th grade in the areas of reading and math. Due to the fact that the IEP subgroup did not make AYP, the junior senior high school has been assigned the school status of Warning. In an attempt to address the needs of this subgroup as well as the needs of all students the District

has re-emphasized the use of the Getting Results Framework for Continuous School Improvement for all schools. The framework uses student data to make educational decisions regarding what is taught (curriculum), how it is taught (instruction) and how what is taught is tested. It is believed that by keeping the focal point on these three items and providing the professional development for staff, the District can better meet the academic needs of all students.

Please review the chart on page 2 for a more detailed representation of the performance targets for all students and subgroups for each school.

We welcome the three teachers and four support staff members new to the district. New to the Junior/Senior High School are Rebecca Coulter, Business Education teacher and Megan Filler, Reading teacher. Kasandra Buente is teaching Music at the elementary level. New support staff members are Jennifer Ashbaugh an instructional aide at McCreery Elementary School, Jessica Snyder a Pre-K Counts instructional aide at Rayne Elementary School, Sherry Tyger an LPN/instructional aide at the junior senior high school and Mike Stear a custodian at McCreery Elementary School.

I am looking forward to an exciting school year as we move forward together in providing a rewarding school year for all of our students. May you have an enjoyable and satisfying school year.

Sincerely,  
  
Frank J. Garritano, Ed.D.

*The mission of the Marion Center Area School District is to serve the community by challenging and educating all students to be responsible and productive citizens of a global society.*

## NEWS AND INFORMATION FOR THE CITIZENS AND PARENTS OF THE MARION CENTER AREA SCHOOL DISTRICT

2011-2011 MCASD AYP School Status Report

Junior Senior High School -Warning				
	Participation Goal= 95%	Met Participation Target	Performance Goal=67%	Met Performance Target
<b>Mathematics</b>				
All Students	100%	Yes	71.2%	Yes
White Non Hispanic	100%	Yes	71.2%	Yes
IEP	100%	Yes	43.6%	No
Economically Disadvantaged	100%	Yes	63.9%	Yes-CI
<b>Reading</b>				
All Students	99.7%	Yes	71.4%	Yes
White Non Hispanic	99.7%	Yes	71.4%	Yes
IEP	100%	Yes	27.3%	No
Economically Disadvantaged	99.2%		61.0%	Yes-GM
<b>Graduation Rate</b>	Graduation Rate Goal=85% Target=82.5% or Improvement		Met Graduation Rate Yes – 98.51%	

McCreery Elementary School-Made AYP				
	Participation Goal= 95%	Met Participation Target	Performance Goal=67%	Met Performance Target
<b>Mathematics</b>				
All Students	99.6%	Yes	81.7%	Yes
White Non Hispanic	99.6%	Yes	81.5%	Yes
IEP	98.1%	Yes	64.0%	Yes-CI
Economically Disadvantaged	100%	Yes	76.3%	Yes
<b>Reading</b>				
All Students	99.6%	Yes	77.9%	Yes
White Non Hispanic	99.6%	Yes	77.7%	Yes
IEP	98.1%	Yes	50.0%	Yes-GM
Economically Disadvantaged	100%	Yes	67.8%	Yes-CI
<b>Attendance Rate</b>	Attendance Rate Goal=90%		Met Attendance Rate Yes – 93.20%	

Rayne Elementary School-Made AYP				
	Participation Goal= 95%	Met Participation Target	Performance Goal=67%	Met Performance Target
<b>Mathematics</b>				
All Students	100%	Yes	85.5%	Yes
White Non Hispanic	100%	Yes	85.4%	Yes
IEP	NA	NA	NA	NA
Economically Disadvantaged	100%	Yes	84.3%	Yes
<b>Reading</b>				
All Students	100%	Yes	76.1%	Yes
White Non Hispanic	100%	Yes	75.9%	Yes
IEP	NA	NA	NA	NA
Economically Disadvantaged	100%	Yes	70.0%	Yes-CI
<b>Attendance Rate</b>	Attendance Rate Goal=90%		Met Attendance Rate Yes – 94.88%	

**Supports applied by the Pennsylvania Department of Education in achieving performance targets:**

**Confidence Interval (CI):** A provisional support applied to a subgroup that came within 95% of achieving the expected performance interval.

**Safe Harbor (SH):** A provisional support applied to a subgroup which has greatly improved since the previous year. It is a 10% reduction over the previous year's below proficient score.

**Growth Model (GM):** A provisional support which recognizes the effort of a school whose students has not achieved proficiency but are on trajectories toward proficiency on future PSSA exams.

**MARION CENTER JROTC**

The mission of Air Force Junior ROTC is to build better citizens for America. The cadet corps earned an unprecedented fourth consecutive Distinguished Unit Award for academic year 2010-2011, an honor bestowed on only the top 25% of units nationwide. The cadets completed the academic year by taking an educational field trip to Dover Air Force Base in Delaware and received comprehensive tours of a C-17 aircraft and the air traffic control tower. The cadets also visited the Civil War Antietam Battlefield where nearly 23,000 soldiers were killed or wounded in one day of fighting. The corps of cadets also conducted their spring PennDot Adopt-a-Highway clean-up where they have been responsible for three miles of highway for the last 15 years. The corps held their annual military ball where Ryan LaBryer and Sarah Young were crowned

the king and queen. Brittany Anderson was the grand prize winner of the 32" LCD TV. The cadets were recognized at their annual awards ceremony in May and were presented awards from many local veteran organizations, Dr. Garritano and Mr. Jioio. An 8th grade field day was conducted in late May at the track where students were exposed to leadership and team-building events by the JROTC cadets. The cadets are planning their activities for the 2011-2012 year to include freshmen orientation, orientation flights at Jimmy Stewart and a drill competition between Ohio, New York and Pennsylvania schools in November. The Air Force recently changed their policy to permit first-year cadets to wear a unit polo shirt in place of the blue uniform. Aerospace science classes are open to all students in grades 9-12.



Military Ball Court preparing for the announcement of the King Ryan LaBryer and Queen Sarah Young



Cadets playing the chair game orchestrated by the Magic Man D.J. at military ball



Superintendent Dr. Garritano and High School principal Mr. Jioio assist with the JROTC Awards Ceremony



8th grader honed their leadership and teamwork skills at the JROTC 8th grade field day



JROTC cadets receive a comprehensive tour of an Air Force C-17 cargo plane at Dover Air Force Base, Delaware



JROTC Group #2 tours the air traffic control tower at Dover Air Force Base, Delaware



Adam Gordish, Brandon Rodack, Jacob Shank, Amanda Johnson, Sarah Young and Marissa Stumpf during highway cleanup



## PennDOT Reminds Parents, Students About School Bus Safety

**Harrisburg** – With the rumble of school buses serving as a reminder of back-to-school season in Pennsylvania, PennDOT is reminding parents to talk with students about staying safe -- on and off the bus.

“Children can be distracted by the excitement of returning to school and reuniting with their classmates,” said PennDOT Secretary Barry J. Schoch, P.E. “Parents and students need to talk about being safe while traveling to and from school.”

Schoch suggests that parents discuss the following safety tips with students:

- Get to the bus stop five minutes early to avoid having to run to catch the bus;
- If crossing the street to board the school bus, be sure to look LEFT-RIGHT-LEFT to see that all cars have stopped;
- When waiting for the school bus, stay at least five wide steps away from the curb or roadway to avoid traffic;
- Avoid the “School Bus Danger Zone” by staying at least 10 wide steps away from the bus on all sides so the bus driver can see you. If you drop something near or under a bus, be sure to tell the driver before trying to retrieve it;
- NEVER walk behind the school bus;
- When getting on and off the bus, secure drawstrings on coats and other loose items so they cannot get caught in the handrail or door;
- Talk quietly while on the bus so the driver is not distracted; and
- Remain seated at all times and wait for the bus to fully stop before standing up to exit.

Students who walk to school should avoid using cell phones or wearing headphones to prevent distractions while walking near traffic. If walking in low light or dark conditions, wear bright colored clothing or reflective tape strips to be seen.

For more tips, visit the School Bus Safety link under the Traffic Safety Information Center on PennDOT’s highway safety website at [www.DriveSafePA.org](http://www.DriveSafePA.org).

**Media contact:** Jan McKnight, 717-787-0485

## MC CHORUS

The Junior-Senior High School Choirs invite you to attend our annual Holiday Concert to be held on Tuesday, December 20th at 7:00pm in the Keith R. Bloom Auditorium. The concert will feature 120+ members performing in the following ensembles: Junior High Chorus, Senior High Chorus, Women’s Choir, and Select Choir. Come out for an evening of music featuring our outstanding ensembles with piano accompanists Matt O’Hara, Nicole Tyger, and Anna Nycum. We hope to see you there!

## STUDENT ACCOMPLISHMENTS

Danielle Rishell (’12) has been a member of the Senior High Choir, Select Choir and Women’s Choir for 4 years and Tri-M Music Honor Society for 3 years. On September 12, 2011, Danielle entered the Talent Show contest at the Cookport Fair singing “Stay” by Sugarland. Her performance was rivaled by another, but her a cappella arrangement was no match for her competition. With approximately 15 acts of all ages entered into the Talent Show, Danielle was awarded 1st place! Congratulations, Danielle!

## TRI-M MUSIC HONOR SOCIETY

The Tri-M Music Honor Society is an international program dedicated to the recognition of exceptional music students who meet the music, academic, leadership, and character criteria asked of every Tri-M member. Tri-M is a program of The National Association for Music Education (formally MENC), which is the largest arts education association in the world. Marion Center High School is celebrating our 3rd year as Chapter #6041 and only the 2nd chapter in Indiana County! Marion Center High School’s Tri-M Chapter would like to invite you to enjoy an evening of music to benefit local and national charities. The benefit concert will include solo, duet and small group performances from members of the Senior High Music Department. This event is to be held on November 1st at 7:00 pm in the Keith R. Bloom Auditorium. Admission is either a canned good or \$1 donation. Of course, you may give more if you desire! Please help us celebrate music in our schools and give back to our communities. We hope to see you there!

## TRENDS SHOW ANNUAL YEARLY PROGRESS (AYP) GROWTH

Since the 2005-2006 school year students in grades three through eight and grade eleven have taken the Pennsylvania System of School Assessment (PSSA) exams in reading and math. During the six school year period, 2005-06 to 2010-11, the average math score for all students in the district was 77.7% and the average reading score was 70.9%. The average math score for the first three school years, 2005-06 to 2007-08, was 74.6%, while the average for the last three school years, 2008-09 to 2010-11, was 80.8%; an increase of 6.2% points. The reading scores over this same time frame show similar results. The average reading score for the first three years is 68.1%, while the average score for the last three years is 73.8, also an increase of 5.7% points. The positive trend shown over the past six years indicates substantial academic progress.

The examination of the data by grade level reveals a similar pattern. A comparison between the first three years of testing and the last three years of testing demonstrate an increase growth in math in the following grade levels: grade 4 (86.2% average for the first 3 years compared to 89.7% average for the last three years), grade 5 (80.5% compared to 85.2%), grade 6 (68.3% compared to 82.4%), grade 7 (73.8% compared to 81.2%) and grade 11

(49.9% compared to 66.2%). The increased ranged from 3.5% points to 16.3% points. Grades 3 (89.0% compared to 88.8%) and grade 8 (74.5 compared to 73.4%) were the only two grades in which growth did not occur. The decrease only ranges from .2% points to 1.1% points.

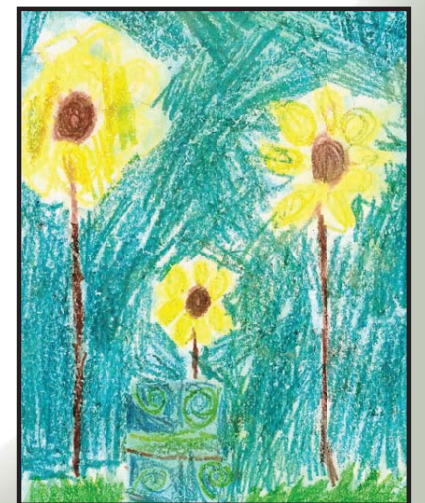
The grade level reading scores show similar growth. Grades 3 (73.9% compared to 80.6%), grade 4 (72.2% compared to 77.2%), grade 5 (50.2% compared to 68.8%), grade 6 (62.4% compared to 67.6%), grade 7 (68.2% compared to 72.0%) and 11 (68.2% compared to 72.8%) demonstrated growth. The growth ranged from 4.2% points to 18.6% points. The only grade level in reading which did not show growth is grade 8 (81.4% compared to 78.0%) which was a 3.4% decrease in points.

The data over the six school year period indicates that by in large students are showing an improved performance on the Pennsylvania System of School Assessment (PSSA) exams. With continued emphasis on what is taught (curriculum), how the curriculum is taught (instruction) and how what is taught is tested (assessment) every attempt will be made to continue to improve student academic success.

## WAITING FOR SPRING

After reading *The Art Lesson* by Tomie dePaola in the Spring of 2011, students in Mrs. Brendlinger’s first and second grade reading class wrote letters and created artwork to send to the author, Mr. dePaola. Riley Weaver, a second grade student at Rayne Elementary had his artwork chosen to be published on Mr. dePaola’s website! Mr. dePaola titled Riley’s work “Waiting for Spring”. Congratulations Riley! The website where you can view his work is:

<http://tomiesblog.blogspot.com/2011/03/waiting-for-spring.html>



## MARION CENTER AREA SCHOOL DISTRICT EXTENDS A HEARTY WELCOME TO THE FOLLOWING NEW STAFF MEMBERS!

### Jennifer Ashbaugh

Hello, my name is Jennifer Ashbaugh. I am a 1996 graduate of Marion Center Area High School. After graduation I continued my education and graduated as a Medical Administrative Assistant. I am married and have 3 children that attend the W.A. McCreery Elementary School. I have been a stay at home mom for 10 years and now that my children are all in school I decided to get a job....here I am.

### Charlie Adamchik

Hello, my name is Charlie Adamchik, and I'm the new Director of Curriculum, Assessment, and Instruction at Marion Center Area School District. I have earned both Bachelor of Science in Education degree and Master of Education degree from Indiana University of Pennsylvania. I also attended Duquesne University where I completed a post-Master's program that earned me certification as a Supervisor of Curriculum and Instruction. I was a Chemistry and AP Chemistry Teacher for many years, as well as serving for five years as the Corporate Curriculum Director for Learning Sciences International. Most recently, I worked at ARIN IU 28 as their Curriculum Coordinator. I have two sons, Chuck (20) and Brian (18). I have a lot of interests outside of work. As a hobby, I also operate a 280 acre farm, where I grow a variety of crops. I also enjoy deer, waterfowl, and turkey hunting, as well as camping and fishing. I'm also in the process of restoring a 1941 Chevrolet Special Deluxe Coupe.

### Kassandra Buente

Hello, my name is Kassandra Buente. I am married and have a son named Trevin who will be four in October. I am a graduate of Punxsutawney Area High School and of Indiana University of Pennsylvania. I am a hand bell choir director for the Calvary Presbyterian Church in Indiana, PA. In my spare time I enjoy reading historical romances and playing piano. I believe that you are never too old to learn something new.

### Rebecca Coulter

Hello, my name is Rebecca Coulter. After graduating from Homer-Center High School, I

attended IUP and earned an Associate's degree in Computer and Office Information systems and a Bachelor's degree in Business Education. In December 2008, I earned a Masters degree in Business and Workforce Development. I am currently in my eighth year of teaching and before joining the staff at Marion Center, I taught at Penns Manor High School. When I am not at school, I enjoy spending time with my family, friends, and my dog, Cooper. I also enjoy traveling, reading, home improvement projects and interior decorating. I am honored to be a part of the Marion Center team and look forward to working with students, parents and other teachers in the district

### Susan (McLean) DeVaughn

Hello, my name is Susan (McLean) DeVaughn, and I grew up on a farm about twenty minutes from Marion Center in a little town called Atwood. I attended Shannock Valley Elementary School and graduated from Armstrong East High School (now West Shamokin). I received my Bachelors of Science degree in Elementary Education and Masters of Education in Counseling degree from Indiana University of Pennsylvania. I received my principal certificate from Edinboro University of Pennsylvania. In my free time, I enjoy travelling, camping, and trail-bike riding with my husband, Kirby. When I'm not spending time with my nieces and nephews, I can be found playing with our collie dog, Charlee, and the "two girls," our cats, Tabitha and Phantom. I love to sing, play the piano, and read.

### Megan Filler

Hello, my name is Megan Filler. Happy September to all! It is great to be back in the area, especially at my Alma Mater. I am originally from Indiana, PA and I graduated from Marion Center in 2005. Since then, I went to IUP for my Bachelor of Science in Elementary Education degree and I was hired as a substitute teacher for the Pittsburgh Public School District, as well as a summer school teacher. This past school year, I worked for the Jeanette McKee Elementary School as a Reading Specialist Intern, and completed my Masters of Education in Literacy degree and my Reading Specialist K-12 certificate. I also became certified in Middle School English/Language

Arts. In my free time, I enjoy hanging out with family, friends, and my boyfriend, directing dance at my church, watching movies, eating delicious food, cheering on the Pittsburgh Steelers, traveling on mission trips, teaching, and sitting down with a "great" book. I am very excited to be a part of the Marion Center Jr/Sr High School Staff and community! Go Stingers

### Jessica Snyder

Hello, my name is Jessica Snyder. My hometown is Rochester Mills. After graduating from Punxsutawney Area High School, I attended and graduated from Indiana University of Pennsylvania with a degree in Child Development Family Relations. My husband and I are the proud parents of a son, Andrew. Along with caring for him I enjoy reading.

### Mike Stear

Hello, my name is Mike Stear. I graduated from Marion Center Area High School in June of 1989. In February of 2010 I began as a substitute custodian for the district substituting in most of the buildings. This summer, when the opportunity presented itself, I applied for and was hired to the custodial staff. This is the year of changes for me. In addition to the change from substitute to permanent staff, I was married on September 27, 2011. When not working at the school I enjoy hunting, fishing and working outside.

### Sherry Tyger

Hello, my name is Sherry Tyger. I am a graduate from Elderton High School and Carlow University with my BSN. I had worked at IRMC for 10 years prior to leaving the state for 2 years. I have returned back to Indiana, PA where I have begun my venture as a Instructional Assistant. I have a 24 year old daughter and a 4 year old Boxer. I enjoy spending time with my family and friends.



## It's Time to Head Back to Class – Are Your Kids Covered? CHIP Offers Quality Health Care for Uninsured Kids and Teens

Backpack -- check. Pencils -- check. Lunchbox -- check. Health insurance for your kids and teens -- check? This back-to-school season, make sure your kids have all the things they need -- including quality health insurance. Pennsylvania's **Children's Health Insurance Program** now covers all uninsured kids and teens (up to age 19). And no family makes too much money for CHIP. Coverage includes doctor visits, dental care, eye care, prescriptions, immunizations, mental health and much more.

There are more than 133,000 uninsured children in Pennsylvania who now have access to this comprehensive health insurance coverage. All families need to do is apply!

For many families, CHIP is free, with no copays or monthly premiums. Families with higher incomes may qualify for low-cost or at-cost CHIP, which still includes the same comprehensive benefits. Families whose incomes fall below CHIP guidelines may be enrolled in Medical Assistance.

Families who need health insurance are encouraged to apply right away. CHIP enrollment information is available by visiting [chipcoverspakids.com](http://chipcoverspakids.com) or calling **800-986-KIDS** to apply or for more information.

Best wishes for a successful school year!

## SCHOOL CLOSING INFORMATION

Our district staff understands that the decision to open or close schools in bad weather has a big effect on families. We also understand that our students are better served—both academically and socially—by being in school. But as always, our top priority is the safety of our students. Keep in mind that even if weather conditions worsen, we cannot reverse our decision in the morning without endangering students. Once we make the decision to open the schools, many parents rely on it and leave for work. If conditions get worse during the school day, we may need to have an early dismissal; every attempt is made to give adequate notice to parents first.

### HOW DO WE MAKE OUR DECISION?

Please understand that we make the decision to open or close the schools in bad weather based on a careful analysis of all relevant factors, such as:

- \* Information on road conditions from transportation staff and from the police. We must give careful consideration to the most dangerous roads in the district. Even if your street looks clear travel elsewhere in the district may be dangerous.
- \* Amount of snow and ice accumulated.
- \* Whether precipitation is continuing.
- \* Building conditions (such as whether we have electricity and heat).
- \* Temperature and wind chill. Please remember that some of our students walk to school and some must wait outside for the bus.
- \* Weather predictions. We prefer not making our decision based on weather predictions, which are not always accurate. But sometimes this is unavoidable.
- \* What other school districts are doing. We also share information with other local districts and check whether they are opening or closing.

### WHO MAKES THE DECISION?

The superintendent of the school is responsible for the final decision, based on the above factors and recommendations.

### WHEN IS THE DECISION MADE?

The decision is made 6:00 a.m. or earlier so we can notify radio and TV stations to broadcast our information.

### HOW IS THE PUBLIC NOTIFIED?

Once again we will be utilizing the automated notification system – **School Messenger**; therefore it is imperative that you notify your child’s school with any phone number changes. The notification will also be carried by the radio\TV stations listed below:

U92	FM 92.5	INDIANA
WDAD	AM 1450	INDIANA
WCCS	AM 1160	INDIANA
Cat Country	FM106.3	BLAIRSVILLE
WPXZ	FM104.1	PUNXSUTAWNEY
KDKA	AM 1020	PITTSBURGH
WTAE		PITTSBURGH
WJAC		JOHNSTOWN
WPXI		PITTSBURGH

Do not call the school unless it is an emergency. It is very important to keep our phone lines open. Although district staff does their absolute best in this process, we know that often no perfect decision exists. **If you do not feel as though it is safe for your child to attend school, use your best judgment on whether he or she should attend.** We hope that this explanation helps everyone understand the process that our district staff uses to make the best possible decision for all in our district.

## Marion Center Area School District Board of Directors

The School Board Directors, elected as provided by the Public School Code, govern the Marion Center Area School District. The election of the School Board Directors is by popular vote at municipal elections. The Marion Center Area School District is composed of the Boroughs of Marion Center, Plumville, Creekside, and Ernest and the Townships of Canoe-Independent, Washington, Grant, East Mahoning, South Mahoning, and Rayne.

- Region I -- Canoe Township, Grant Township, East Mahoning Township, and Marion Center Borough
- Region II – Washington Township, Plumville Borough, South Mahoning Township, and Creekside Borough.
- Region III – Rayne Township and Ernest Borough

Nine (9) qualified residents shall each serve a term of four (4) years, if elected, or if appointed serve until the first Monday of December after the first municipal election occurring more than sixty (60) days after the appointment. At such an election, an eligible person shall be elected for the remainder of the un-expired term. Each of the three (3) regions shall be represented by three (3) directors, elected or appointed, who reside in the region of representation.

The board meets the third and fourth Monday of each month in the W.A. McCreery Middle School Library at 7:00 p.m. Special meetings may be called when necessary. A written notice of special meetings is posted at the District’s Administration Building and advertised in a newspaper of general circulation at least 24 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. All meetings are open to the public.

The current board is comprised of the following citizens:

Gregg Sacco	President	Region I
Charles Glasser	Vice-President	Region III
Sandra Gandolfi	Treasurer	Region II
Keith Isenberg	Board Member	Region I
Chuck LaVan	Board Member	Region I
Daniel Fleming	Board Member	Region II
Lori Marshall	Board Member	Region II
Tony Nastase	Board Member	Region III
Ron Oswald	Board Member	Region III
Marcia Conner	Secretary *	

\*(Non-voting member)



**Marion Center Area School District**  
**Special Education Services and Programs**  
**Annual Public Notice**

**SERVICES FOR SCHOOL AGE CHILDREN WITH DISABILITIES**

It is the responsibility of the Pennsylvania Department of Education to insure that all children residing in the Commonwealth, who are in need of special education or related services are identified, located, and evaluated. Included in this are children with disabilities attending private schools, regardless of the severity of their disabilities. A federal law called the **Individuals with Disabilities Education Act** Amendment of 2004 (IDEA '04) requires this responsibility.

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. 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 their confidentially rights (FERPA Regulations were amended in 1996). Pennsylvania Special Education Regulations require each school district to fulfill the IDEA '04 notice requirement by providing an annual public notice.

Marion Center Area School District provides a **Free Appropriate Public Education (FAPE)** to children with disabilities, who need special education and related services. Students may receive related services such as vision and hearing support, speech or language therapy, occupational therapy, physical therapy, and/or special transportation. Special education programs and services are provided to students who are in need of specially designed instruction and who meet eligibility criteria for one or more of the following disabilities as defined by Pennsylvania State Regulations (Chapter 14):

- Autism
- Deaf-Blindness
- Deafness
- Hearing Impairment
- Emotional Disturbance
- Mental Retardation
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Traumatic Brain Injury
- Specific Learning Disability
- Speech and Language Impairment
- Visual Impairment including Blindness

Elementary students, K4-4<sup>th</sup> grade, are provided a lunch card with their name, grade, teacher, and student identification number printed. Cards are kept in elementary homerooms. Middle and high school students, 5<sup>th</sup>-12<sup>th</sup> grade, type student identification number into key pad at registers. Students are responsible for their identification number and are not to give it to other students for use. Pictures of students are taken to insure proper identification of students at the point of purchase. The food service department is not responsible for students' misuse of their identification number.

**Charge Procedures**

Students are only allowed to charge a maximum of \$10.00. If a student's account reaches the maximum charge limit, the student will not be allowed to receive the printed menu. A nutritionally balanced meal will be offered instead until the account is brought current. The alternate meal meets the state guidelines for a complete nutritious meal and will consist of a cheese sandwich, two fruit or vegetable choices and milk. This meal is available on the pizza line daily.

Students are informed by the cashier when they have a low balance and are told they will need to bring in money for their account.

The School Messenger system will notify students two times weekly when they have a negative balance. These calls will continue until the account is brought out of the negative.

Balances are carried over from school year to school year. The School Messenger system will notify students at the beginning of the school year if they have a negative balance.

Ala carte items are never allowed to be charged. Ala carte items include, but are not limited to, ½ pints of milk, ice cream, extra entrée items, snack items, etc.

**Theft/ Vandalism Procedure**

Theft from the food service department will be handled through school disciplinary procedures. Vandalism to property, equipment, building, seating areas pertaining to food service department will be handled through school disciplinary procedures.

Loss of inventory or damage to equipment resulting from the actions of community service groups will be billed to the group involved.

**Seating and Serving Area Procedure**

Students are to dispose of garbage prior to leaving seating area. Tables are to be left empty and free of debris.

Students are to place dirty plastic trays neatly on dish room line. Throwing, breaking, or other abuse of trays is subject of school disciplinary policies.

Proper school conduct is expected in food service serving and seating areas. The use of tobacco products, spitting, profanity is strictly prohibited.

Line cutting, moving ahead of others in serving line, is prohibited. Violators will be sent to the rear of the serving line.

## Marion Center Food Service Department Procedures



**School Meals** - The Marion Center Area School District provides lunch service for all students. Pupils may either bring a lunch or obtain one in the cafeteria. The district participates in the Free and Reduced Lunch program. If financial assistance is needed to help pay for school meals, you may complete an application for Free and Reduced priced meals any time during the school year. Please call the Food Service Office at (724) 397-5551 Ext.1344 for an application or use the one on the calendar. Meal prices are as follows:

Bkfast- Paid Elementary	\$1.10	Lunch – Paid Elementary	\$2.00
Bkfast –Paid HS/MS	\$1.10	Lunch – Paid HS/MS	\$2.25
Bkfast –Reduced Elementary/HS	\$0.30	Lunch - Reduced Elementary/HS	\$0.40

### Student Account Procedure

Student Account Procedure:

Deposits to students' accounts will be accepted by either cash or check. Checks must be made payable to Marion Center School District, checks made out to individuals will not be accepted. Please write the first and last name(s) of each student who will be receiving money from the check to insure the funds are deposited in the intended student's account. The department does not give cash back for checks. Receipts are given for deposits over \$50.00 or upon request. Student account printouts are verification of transactions on accounts.

Cash deposits made by students are placed on the account in the amount dictated by the student, unless a written envelope or note accompanies the money. If a student presents a \$10.00 bill and asks that \$5.00 be placed on the account and \$5.00 in change be given, that is what will be done. Therefore, it is strongly recommended that checks be used for deposits.

Checks are presented to the bank twice for collection. Any NSF checks returned to the department will have a \$20.00 fee assessed. This fee covers bank charges to the department and postage fees involved with collection on NSF checks. A certified letter is sent to the account holder along with information on payment. Should payment on the NSF check not be received by the date given on the letter, a hold will be placed on any deposits dealing with the students' accounts involved. Deposits will not be reflected on those accounts until the original check and NSF fee has been recovered. NSF charges not recovered in the amount of time given will be sent to the district magistrate for collection.

Students/parents are responsible for any debts incurred on their accounts, including debts incurred during lapses in free/reduced status. Debts are carried over from year to year and must be resolved prior to a student's departure from the district, including by graduation, withdrawal or expulsion.

Student/staff account balances are carried over from year to year. Students/staff are entitled to a refund of their account balance, except amounts less than \$.50, upon their departure from the district, including by graduation, withdrawal, or expulsion. Graduating seniors will be required to sign for receipt of any balance refunded.

Money may be transferred between students within the district only with written permission from the parent/guardian.

The District also provides related services such as special transportation, speech and language therapy, vision and hearing support, physical therapy, and occupational therapy as needed to enable the student to benefit from their special education program. Additional information regarding special education services and programs and parental due process rights may be obtained by contacting your child's school principal or the Special Education office at (724) 397-5551 ext. 5414

### EARLY INTERVENTION

The IDEA '97 requires the provision of a Free Appropriate Public Education to children with disabilities between three years of age and the school district's age of beginners. In Pennsylvania, a child between three 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 above may be identified as an "eligible young child." Eligible young children are afforded the rights of school-age children with a disability, including screening, evaluation, individualized education program planning, and provision of appropriate programs and services. 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 ARIN Intermediate Unit provides programs and services to eligible young children on behalf of the Pennsylvania Department of Education. For more information, contact the ARIN Early Intervention Services Coordinator at (724)-463-5300.

### SCREENING

Marion Center Area School District has established and implemented procedures to locate, identify, and evaluate any student suspected of having disabilities. These procedures include screening activities which include but are not limited to: annual review of group-based data; hearing screening (kindergarten, special ungraded classes, first, second, third, seventh, and eleventh grade); vision screening (every grade level); motor screening and, also speech and language screening in kindergarten or at any grade level when requested. In schools, which have **Instructional Support Teams (IST)**, the above screening activities may lead to consideration by the IST as another level of screening. Except as indicated above or otherwise announced publicly, screening activities take place in an on-going fashion throughout the school year. Screening is conducted in the student's home school unless other arrangements are necessary. These screening and evaluation procedures emphasize intervening early and often identify students who may

The Marion Center School District utilizes the Response to Intervention and Instruction (RtII) multi-tier models of service delivery in grades Kindergarten through six that ensures that all students receive high-quality instruction and interventions with increasing intensity of services matched to the current level of student need.

At Tier I, grade-level teams of teachers systematically review data from all students such as grades, end of unit reading assessments, and the results of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), 4Sight Benchmark and Pennsylvania System of School Assessment (PSSA) test results to make educational decisions about changes in instruction or goals. Some students may be referred to the Tier II Child Study Team which is a

problem-solving team that uses academic assessments to identify why students are not mastering the required skills at the same pace as their peers. The Child Study Team identifies specific skills that need developed and then select research-based, scientifically validated interventions to address the need. At this level, targeted instruction and additional practice time aim to accelerate learning. Students are monitored for progress frequently to measure their response to intervention so that instruction and interventions may be adjusted when necessary.

Students whose needs extend beyond what may be successfully provided for within the general education core curriculum with supplemental programs may be referred by the Child Study Team for a multidisciplinary evaluation for consideration of special education services and more intensive interventions including specially designed instruction.

## EVALUATION

When screening indicates that a student may be a child with a disability, Marion Center Area School District will seek parental consent to conduct an evaluation.

"Evaluation" means procedures, used selectively with an individual child, in the determination of whether a child has a disability and the nature and extent of the special education and related services the child needs. The term does not mean basic tests administered to or procedures used with all children. In Pennsylvania, this evaluation is conducted by a group of qualified professionals and the parents. The group of qualified professionals shall include a certified school psychologist when evaluating a child for autism, emotional disturbance, mental retardation, multiple disabilities, other health impairments, or traumatic brain injury. The evaluation process must be completed no later than sixty calendar days after the district receives written parental consent and must include "protection-in-evaluation-procedures" (for example, tests and procedures used as part of the multidisciplinary evaluation may not be racially or culturally biased). Upon completion of the evaluation, a group of qualified professionals and the parent(s) of the child will review information obtained from a variety of sources. The information will include aptitude and achievement tests, parent input, teacher observations and recommendations, physical condition, social or cultural background, and adaptive behavior. This information will be reviewed carefully and used to determine whether the child is a student with a disability and in need of specially designed instruction. If the determination is made that the student has a disability and needs special education and related services, an **Individualized Education Program (IEP)** must be developed for the student.

Parents who think their child may have a disability are able to request, at any time, that the school district conduct a multidisciplinary evaluation. This request should be made in writing to building principals or to the Office of Special Education. If a person makes an oral request for a multidisciplinary evaluation, the school district shall provide the parent with a form for that purpose.

## English as a Second Language/Bilingual Education

The education of students whose dominate language is not English and/or are English language learners is the responsibility of every school district/charter school in the Commonwealth. Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations requires that the school district/charter school provide a program for every student who is limited English proficient (LEP) or an English language learner (ELL).

"Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction."

To comply with this requirement, a school district must provide the student with a planned program of English as a second language instruction (ESL) to facilitate the acquisition of English language skills and provide an instructional program appropriate to the student's developmental and instructional level.

For additional information contact: Mr. Charles, Adamchik, Jr. 724-397-5551 ext. 5401

## Student Assistance Program (SAP)

The SAP program has been designed to improve the quality of education in our school by providing assistance to the students troubled by physical or emotional health problems and/or drug and alcohol problems. It is coordinated by a group of concerned staff members and liaisons from community agencies who are professionally trained in identification of high risk behaviors among adolescents.

The primary focus of the program is to assess the student whose behavior patterns raise concerns and develop a plan, which addresses the specific needs of the student.

THE SAP Team may refer the student and their parents to outside agencies to assist in meeting the needs of the student. Every student is entitled to help through SAP. Referrals can be made by SAP Team members, school staff, parents, students, and/or peers.

For more information call:  
High School SAP Team 724-397-5551 ext. 1138

3. Parents (or students over 18) have the right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent. "Consent" means: the parent(s) (or student over 18) have (has) 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 activities; and, they understand that the consent is voluntary and may be revoked at any time. Information may be disclosed without consent to school officials with legitimate educational interest. 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 tasks (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. 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 to officials of another school district, in which a student seeks or intends to enroll.
4. Parent(s) 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 Avenue S.W. , Washington, DC 20202-4605

#### **MODE OF COMMUNICATION**

The content of this notice had been written in straightforward simple language. If a person does not understand any of this notice, he or she should contact Mrs. Amy Gaston, Coordinator of Special Education, and request an explanation. The school district will arrange for an interpreter for parents with limited English proficiency. If a parent is deaf or blind or has no written language, the school district will arrange for communication of this notice in the mode normally used by the parent (e.g., sign language, Braille, or oral communication).

Parents also have the right to obtain an **I**ndependent **E**ducational **E**valuation (IEE), if they disagree with the school district's evaluation. Marion Center School District will provide to parents, on request, information about where an independent educational evaluation may be obtained.

#### **EDUCATIONAL PLACEMENT**

An **I**ndividualized **E**ducation **P**rogram (IEP) describes a student's current levels of educational performance, including how the student's disability affects involvement and progress in the general education curriculum; a statement of measurable annual goals, including short-term objectives, to enable the student to be involved and progress in the general education curriculum; a statement of special education related services and supplementary services to be provided to the student; an explanation of the extent to which the student will not participate with non-disabled students in the regular education class; any modifications in the administration of assessments; and, how progress toward the annual goals will be measured. For each student with a disability, beginning at age fourteen a statement of transition service needs will be included and as appropriate a statement of interagency responsibilities or needed linkages.

In determining student placement, consideration will be given to ensure that, to the maximum extent appropriate, students with disabilities are educated with children who are non-disabled. The extent of special education services (Itinerant: 20 percent or less, Supplemental: less than 80 percent but more than 20 percent, and Full Time: more than 80 percent) and the location for the delivery of such services are determined by the IEP team and are based on the student's needs. Classes and services that involve removal of students with disabilities from the regular environment will occur only if the nature and severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

Parents are encouraged to contribute during the evaluation and individual planning of their child's educational program. There are signs of developmental delays and other risk factors that parents can look for that could indicate their child has a disability. More importantly, there are also strategies and resources that can help. To learn more about the early signs of developmental delays and learning disabilities, please contact the Office of Special Education at 724-397-5551.

#### **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 insure 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 which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and

extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability 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 disabled or thought-to-be disabled students. The school district or the parent may initiate an evaluation, if it is believed that a student is a protected handicapped student.

For further information on the evaluation procedures and provision of services for protected handicapped students, parents should call Amy Gaston, Chapter 15/Section 504 Coordinator. (Please note that this is a regular education service and not required by IDEA or Chapter 14).

### SERVICES FOR STUDENTS WHO ARE GIFTED

Marion Center Area School District utilizes a system to locate and identify all students within the district who are thought to be gifted and in need of specially designed instruction. Teachers and parents may request that students who are thought to be gifted be evaluated or screened by the building guidance counselors and/or evaluated by the school psychologist to determine eligibility for a gifted program. For further information please contact the guidance counselors in the building the student attends or the Office of Special Education at (724) 397-5551.

### CONFIDENTIALITY

Each school district protects the confidentiality of personally identifiable information regarding students with disabilities, students thought-to-be disabled, protected handicapped students (if not protected by IDEA '04 or Pennsylvania's Special Education Regulations – Chapter 14) and students who are gifted, 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 on computer, through media, and on videotape, which are maintained by an educational agency or a party acting for the agency. *Educational Agency*, for purposes of this notice means the local school district, and/or the ARIN Intermediate Unit. For all students, the educational agency maintains education records, which 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 previous educational agency or institution attended.

The **Family Education Rights and Privacy Act** (FERPA) affords to parents and to students over 18 years of age, certain rights with respect to the students' education records. They are:

1. Parents (or students over 18 years of age) have the right to inspect and review a child's education record. The school district will comply with the request to inspect and review education records without necessary delay and before any meeting regarding an IEP or 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 a reasonable request 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 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 (or student over 18 years of age) think(s) 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. Request should be made in writing and clearly identify the part of the record they want to have changed, and specify why it is inaccurate or misleading. The school district will decide whether or not to amend the record; it will notify the parents (or student over 18 years of age) 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 (if 18 or older) when notified of the right to a hearing. The school district will inform parents (or students over 18) when personally identifiable information is no longer needed to provide educational services to a student. Such information must be destroyed at the request of the parents (or student over 18). Parents (or students over 18) have a right to receive a copy of the material to be destroyed; however, a permanent record of the student's name, address, and telephone number, his/her grades, attendance records, classes attended, grade level completed, and year completed may be maintained without time limitation. "Destruction" of records means physical destruction or removal of personal identifiers from information, so that the information is no longer personally identifiable. 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.