



BUZZ FROM THE HIVE

A newsletter of the Ferndale Area School District

FALL

“Big Enough to Challenge, Small Enough to Care”

2016

Welcome to the Hive

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



Front Row: Leila Martin, Special Education Aide; Heather Bark, Title I Aide; Maeve Koshute, Sixth Grade Teacher; *Back Row:* Molly Martin, Special Education Aide; Samantha Lavan, Special Education Aide; Maria Burkett, Kindergarten Teacher

Marching Band

Dustin Rainey, Band Director/Music Teacher

This year has been a great season for the FAHS Marching Yellow Jackets. This season, the band has grown to 65 students from grades 7 through 12, which is 20% of the Junior-Senior High School population. These talented students have been hard at work all summer and fall preparing for parades, learning the halftime show, and rehearsing music to play from the bleachers.

This year, the band has put together a halftime show entitled “The Music of Nintendo”. It features music from three popular video games from the 80’s: The Legend of Zelda, Tetris, and Super Mario Bros. Many unique visual effects are used throughout the show, including giant Tetris pieces used in the color guard’s routine. There are also 8-bit sound effects from the video games

incorporated into the show. It is a fun, unique and challenging show that has been fun to watch all season!

Once the football season concludes, the marching band will continue their performance season with the Johnstown Halloween, Veteran’s Day, and Christmas parades. The students will also be switching into “Concert Band mode”, preparing for PMEA festivals and the FAHS Winter Concert in December. FAHS will also serve as a cohost for this year’s County Band Festival (which will be held at Central Cambria in December). As you can see, the fall semester is a busy time and there’s a lot of great things happening in the FAHS Music Department!

Ferndale Area School District

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Administration

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Johnstown, PA 15905

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Superintendent of Schools

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Business Manager

Mr. John Kowal

Director of Education

Dr. William Brotz

Ferndale Area High School

600 Harlan Avenue

Johnstown, PA 15905

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High School Principal

Mr. Travis Robison

Assistant High School Principal

Mrs. Molly O'Neil

Ferndale Area Elementary School

100 Dartmouth Avenue

Johnstown, PA 15905

814-535-6724

Elementary Principal

Mrs. Rachelle Hrabosky



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School Board Meetings

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



MORNING DELAYS, SCHOOL CANCELLATIONS, AND EARLY DISMISSALS

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

WJHT (92.1 FM)	WJAC CH. 6
WFGI (95.5 FM)	WWCP CH. 8
WKYE (96.5 FM)	WTAJ CH. 10
WRKW (99.1 FM)	
WCCL (101.7 FM)	
WLLI (990 AM)	
WNTJ (1490 AM)	

**ONE CALL NOW system: The district also utilizes an automated phone call system as well that will notify parents by phone, if parents have signed up for this service. For more information, contact the Elementary or Junior/Senior High School Office.*

We will notify the stations as early as possible when a change in the schedule is necessary.

SWPBIS

Molly O'Neil, Jr-Sr HS Assistant Principal

Ferndale Area Junior-Senior High School has kicked-off the 2016-17 school year with a new initiative focusing on the positive! School-Wide Positive Behavior Interventions and Supports (SWPBIS) is a systems approach for establishing a positive social culture and aligned behavioral supports needed for a school to be an effective learning environment for all students. This is an evidence-based program that acknowledges positive student behavior, while establishing consistent consequences for problem behaviors. Supports are established for students in need that are individualized and tiered so that their success is attainable and maintained.

Along with the representatives from the Appalachia Intermediate Unit, a leadership team including our administrators, counselors, social worker, school psychologist, and teachers from all disciplines, has worked together to design our SWPBIS program at Ferndale Area Junior-Senior High School. After numerous training and planning sessions, the leadership team trained all of the FAJRSRHS staff on September 2. This training included the research behind SWPBIS, our new acknowledgment and support systems, and an outline of the programming that we designed for our students. On September 16, we had the SWPBIS kick-off assembly for our students! The assembly started with a carpool karaoke video that was filmed by our SWPBIS leadership team! This brought the students to their feet as they danced and danced! The assembly continued with Minute to Win It games hosted by one of the SWPBIS leaders, Mr. Ron Lasko. During the games our students were also viewing videos that were filmed by our students demonstrating examples of "wrong behaviors", then the "right behaviors" in each of the target areas in our school: classrooms, hallways, bathrooms, and the cafeteria.

Since the student kick-off, our students have been earning bee-notes for their positive behavior! Students have been accumulating bee-notes, and they redeem them in our school store and/or for incentive days such as hat days, etc. This has been incredibly motivating for our students, as we have seen an increase in student attendance and a decrease in student misbehaviors!

We are currently reaching out to our Ferndale Area community to support this program. Members of our local police force and community businesses will have bee-notes on hand to continue our mission to identify the positive behavior they see our students exhibiting in our community as well!

In closing, we are always looking for support from our community to keep our program growing! If you would be interested in helping to support our mission, please contact Mrs. O'Neil, Assistant Principal, at moneil@fasdk12.org or 814-288-5757, ext. 233 for more information!

State and Federal Grant Programs

Dr. William Brotz, Director of Education

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

Consistent with most other school entities in Pennsylvania, federal monies generally represent the smallest portion of revenue for the Ferndale Area School District. In order to be eligible for grant funds, the district must complete the various applications each year and adhere to numerous mandates imposed with the grants. Historically, the amount of revenue has fluctuated over the years. A review of our federal and state entitlement grant programs follows. The projected amounts for the 2016-2017 school year are dependent upon passage of the governor's, and the federal budget and subject to adjustments during the year.

Title I funding, in the amount of \$309,751, an increase of \$33,831 for the 2016-2017 project year, are used to improve the educational environment of the entire Elementary School. The school wide Title I program uses the funding to support the salaries and benefits of one Reading Specialists, two Title I Instructional Aides, K4 Program Staff and two AmeriCorps staff. Title I funds are also used for math and reading instructional supplies, to support an after-school tutoring program, parental involvement/community support services, and mandated nonpublic services.

Title IIA, also known as Improving Teacher Quality, is a district wide professional development initiative. The 2016-2017 projected grant amount of \$34,438 (decrease of \$775) will be used for professional development for the district teachers, administrators and staff.

FASD will again participate in the Fresh Fruit and Vegetable Program. This grant is for the period from July 1, 2016 – June 30, 2017. The amount of \$20,405 for the FFVP grant will help make fresh fruit and vegetables equally available to the elementary students at least three days a week. This averages out to approximately \$52.00 per student for this school year. The funds have also been used to purchase storage and preparation equipment and for the production of the fresh fruit and vegetable snack.



2016 - 2017 Annual Public Notices

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

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

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

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

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

Each year, more than 800,000 school-age children in the United States experience homelessness. The Ferndale Area School District is required to provide activities for, and services to, homeless children, including preschool-age homeless children and youths, enabling them to enroll in, attend, and succeed in school or preschool programs. The law states that, pending resolution of a dispute about school placement, a school district must immediately enroll a homeless student in the student's school of origin or other school selected on the basis of the child's best interest. Homeless students are defined as individuals lacking a fixed, regular and adequate nighttime residence, which include the following conditions: sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; living in motels, hotels, or camping grounds due to lack of alternative adequate accommodations; living in emergency, transitional or domestic violence shelters; abandoned in hospitals; awaiting foster care placement; using public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings, as a primary nighttime residence; living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; living as migratory children in conditions described in previous examples; living as run-away children, abandoned or forced out of homes by parents/guardians or caretakers, or separated from parents/guardians for any other reason; and living as school age parents/guardians in houses for school age parents/guardians if they have no other living accommodations.

If you know of a child/student who may be homeless, please call any of the school offices and notify staff there, who will follow up on your concern. Find more information on <http://www.fasdk12.org>, under the Policies tab, policy #251.

The Ferndale Area School District will not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, gender, sexual orientation, disability, age, religion, ancestry, union membership, or any other legally protected classification. Announcement of this policy is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. The Ferndale Area School District employees and participants who have an inquiry or complaint of harassment or discrimination or who need information about accommodations for persons with disabilities should contact Mr. John Kowal, Business Manager, Ferndale Area Administrative Office, 100 Dartmouth Avenue, Johnstown, PA 15905, telephone: (814) 535-1507.

Public Participation in Board Meetings

In order to permit fair and orderly expression of public comment, the Board shall provide an opportunity at each open meeting of the Board for residents and taxpayers to comment on matters of concern, official action or deliberation before the Board.

The Board shall require that public comments be made only as indicated on the order of business as established in Board policy.

If the Board determines there is not sufficient time at a meeting for public comments, the comment period may be deferred to the next regular meeting or to a special meeting occurring before the next regular meeting.

The Board requires that public participants be residents or taxpayers of this district.

All persons wishing to participate in a public Board meeting shall register their intent in writing with the Board Secretary or Superintendent at least five (5) days in advance of the meeting and include the name and address of the participant, group affiliation, if applicable, and topic to be addressed. Advanced notification for inclusion on the agenda will provide an opportunity for the Board to take official action on the topic, if deemed necessary.

Participants without advanced notification may be permitted to address the Board during the public comment period; however, no official action will be taken at the meeting.

Participants speaking at a meeting must be recognized by the presiding officer and must preface their comments by an announcement of their name, address, and group affiliation if applicable.

Statements made by a participant shall be limited to no longer than ten (10) minutes duration. All statements shall be directed to the presiding officer; no participant may address or question Board members individually.

For more information and/or to see the full board policy on public participation, please refer to Policy No. 903 Public Participation in Board Meetings, which can be found on the district website.

Student Surveys

Surveys conducted by outside agencies, organizations and individuals shall be approved by the Board, based on the Superintendent's recommendation, prior to administration to students. All surveys and instruments used to collect information from students shall relate to the district's educational objectives.

The parent/guardian shall be informed of the nature and scope of individual surveys and their relationship to the educational program of their child and the parent's/guardian's right to inspect, upon request, a survey created by a third party prior to administration or distribution to a student. To find out more information about student surveys, visit www.fasdk12.org, under the Policies tab, policy #235.

Ferndale Area School District is a SAFE SCHOOL ZONE

By state law, all Ferndale Area School District buildings and property (including sidewalks and parking areas), outdoor fixed seating areas, vehicles owned or contracted and other designated areas is a drug, weapon, alcohol, tobacco, and violence-free zone. Increased legal penalties apply to those who violate these rules. Your cooperation is appreciated.

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

2016-2017 Annual Public Notice of Special Education Services and Programs

It is the responsibility of the Pennsylvania Department of Education to ensure that all children with disabilities residing in the Commonwealth, including children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Act Amendments of 2004 (IDEA '04).

The IDEA '04 requires each state educational agency to publish a notice to parents, in newspapers or other media, before any major identification, location, or evaluation activity. The IDEA '04 requires this notice to contain certain information. Another federal law, the Family Educational Rights and Privacy Act of 1974 (FERPA), which protects confidentiality, requires educational agencies to notify parents annually of the confidentiality rights (FERPA regulations have been amended 9 times). Pennsylvania special education regulations require each school district to fulfill the IDEA '04 notice requirement by providing an annual public notice. To comply with the above requirements, following is the annual public notice for Ferndale Area School District.

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

- *Autism
- *Emotional disturbance
- *Deafness
- *Hearing impairment
- *Specific learning disability
- *Intellectual disability
- *Multiple disabilities
- *Other health impairment
- *Orthopedic impairment due to chronic or acute health problems
- *Speech or language impairment
- *Visual impairment including blindness
- *Deaf-blindness
- *Traumatic Brain Injury

Early Intervention

The IDEA '04 requires the provision of a free appropriate public education to children with disabilities between 3 years of age and the school district's age of beginners. In Pennsylvania, a child between 3 years of age and the school district's age of beginners who has a developmental delay or one or more of the physical or intellectual disabilities listed above may be identified as an "eligible young child."

Eligible young children are afforded the rights of school age children with disabilities, including screening, evaluation, individualized education program planning, and provision of appropriate programs and services.

Potential signs of developmental delay and other risk factors that could indicate disabilities and the possibility that a child is an eligible young child could include: By the age of 3: not saying many words; not using 2 or 3 word phrases and sentences; not walking; awkward gait (walking); drooling; not able to answer "who" or "what" questions; not using utensil to feed self; By the age of 4 (all of the above included): not toilet trained; difficulty with directional words (in, on, under, out); not playing with other children; not able to draw a circle, cross or imitate a vertical line; not able to understand the child's speech most of the time; difficulty following simple two-step directions (pick up the paper and put it in the garbage); By the age of 5 (all of the above included): unable to answer "where" questions; unable to recall details from a story; not drawing a person with at least 6 parts; immature speech patterns (me instead of I); not able to hop forward with one foot without support; Other warning signs-at any age: little or no eye contact; over/under sensitivities to pain, light, noise; hand flapping; no awareness of space-always bumping into other people or things; awkward hand or foot positioning; won't touch or eat certain textures; child no longer can do things he/she used to do; developed normally, then stopped; echoes what is said; plays with toys inappropriately (watches wheels spin on the car but doesn't play with the car).

The Pennsylvania Department of Education is responsible for providing programs and services to eligible young children under Act 212 of 1990, the Early Intervention Services System Act. The Intermediate Unit 8 provides programs and services to eligible young children on behalf of the Pennsylvania Department of Education. For more information, contact the IU8 Preschool Office at (800) 228-7900.

Screening

Intermediate Unit 8 and each school district in Bedford, Blair, Cambria and Somerset counties has established and implemented procedures to locate, identify, and evaluate students and young children suspected of being exceptional. These procedures include screening activities which include but are not limited to: review of group based data (cumulative records, enrollment records, health records, and report cards); hearing screening (at a minimum of kindergarten, special ungraded classes, first, second, third, seventh, and eleventh grades); vision screening (every grade level); motor screening; and speech and language screening. In schools which have a Pre-Referral, Child-Study, Early Intervening or Instructional Support Team, the above screening activities may lead to consideration by the teams to move the next level of screening activities.

Intermediate Unit 8 and each school district has an established annual schedule to conduct screening activities. The screenings are conducted at specific times during the school year in designated school buildings and community sites. Screening may also be conducted in the student's home school unless other arrangements are necessary. Parents, guardians or surrogate parents may contact their local school district or Intermediate Unit 8 contact person if they wish to learn more, have questions, believe their child may need to be identified or to obtain specific information about the times and locations of screening activities. The contact person and phone number for Ferndale Area School District and the Appalachia Intermediate Unit 8 is listed at the end of this notice.

Except as indicated above or otherwise announced publicly, screening activities take place in an ongoing fashion throughout the school year. Each educational agency has a system for annually evaluating the effectiveness of its screening process.

Evaluation

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

This evaluation is conducted by a multidisciplinary team (MDT) that includes the parent and a group of qualified professionals. The process must be conducted in accordance with specific timelines and must include protection-in-evaluation procedures. For example, tests and procedures used as part of the evaluation may not be racially or culturally biased.

The evaluation process results in a written evaluation report. This report specifies a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. The evaluation report also makes recommendations for educational programming. Once parental consent for evaluation is obtained, the school district has timelines and procedures specified by law which it must follow.

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

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

Educational Placement

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

An IEP describes a student's current educational levels, goals, objectives (when required), and the individualized programs and services that the student will receive. IEPs are reviewed on an annual basis. The IEP team will make decisions about the type of services, the level of intervention, and the location of intervention. Types of services include:

- Autistic Support
- Blind and Visually Impaired Support
- Deaf and Hard of Hearing Support
- Emotional Support
- Learning Support
- Life Skills Support
- Multiple Disabilities Support
- Physical Support
- Speech and Language Support

Level of support options include:

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

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

Services for Protected Handicapped Students

The Ferndale Area School District must provide services to and may not discriminate against "protected handicapped students" in accordance with Section 504 of the Rehabilitation Act. Students who are not eligible to receive special education programs and services may qualify as "protected handicapped" students and therefore be protected by other federal and state laws intended to prevent discrimination. The school district must ensure that "protected handicapped" students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. In compliance with state and federal law, the school district will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or intellectual disability that substantially limits or prohibits participation in or access to an aspect of the school program.

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

Confidentiality

Each school district protects the confidentiality of personally identifiable information in accordance with the Family Educational Rights and Privacy Act of 1974

(FERPA) and other applicable federal and state laws, policies, and regulations.

Education records means those records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. Educational agency, for purposes of this notice, means the local school district and/or the Intermediate Unit 8. For all students, the educational agency maintains education records that include but are not limited to:

- Personally identifiable information - confidential information that includes, but is not limited to, the student's name, name of parents and other family members, the address of the student or student's family, and personal information or personal characteristics which would make the student's identity easily traceable.
- Directory information - information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

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

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

2. If parents think information in an education record is inaccurate, misleading, or violates the privacy or other rights of their child, they may request amendment of the record. Requests should be in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. The educational agency will decide whether or not to amend the record and will notify the parents in writing of its decision. If the educational agency refuses to amend a record, it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents or student when notified of the right to a hearing.
3. "Destruction" of information means physical destruction or removal of personal identifiers so the information is no longer personally identifiable.

Whenever information is no longer needed to provide educational services to a child or six (6) years after graduation, the information in their education record will be destroyed by the educational agency, if there is not a current request to inspect and review or a request for copies. However, a permanent record of a former student's name, telephone number, grades, achievement, attendance, classes attended, grade level completed, year completed, Evaluation/Re-evaluation Reports, last three (3) IEPs, and last Notice of Recommended Educational Placement may be maintained in an electronic form without time limitation.

Information no longer needed to provide educational services must be destroyed if requested by a parent. However, a permanent record of a student's name, address, phone number, grades, attendance, classes attended, grade level completed, year completed may be maintained in an electronic form without time limitation.

4. The educational agency 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 educational agency keeps a record of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.
5. Parents have the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. "Consent" means: the parent(s) have been fully informed regarding the activity requiring consent, in their native language or other mode of communication;

they understand and agree in writing to the activity; and they understand that consent is voluntary and may be revoked at any time. Information may be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); person or company with whom the educational agency has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Directory information may be released without parent consent unless the parent has exercised their right to opt out of disclosure of directory information. Parents have the right to refuse to let an agency designate any or all of the above information as directory information.

Upon request, the educational agency discloses education records (including disciplinary records) without consent to officials of another school district in which a student seeks or intends to enroll.

6. Parents have a right to file a complaint with the U.S. Department of Education concerning alleged failures by an educational agency 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, D.C. 20202-4605.
7. NDAA of 2002 also requires districts to give military recruiters the same access to secondary school students as provided to postsecondary institutions or to prospective employers; and provide students' names, addresses, and telephone listings to military recruiters, when requested, unless a parent has opted out of providing such information.

Mode of Communication

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

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

Rights Under the Protection of Pupil Rights Amendment (PPRA)

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

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)—
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of*—
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect*, upon request and before administration or use—
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who has graduated from high school, or is 18 years old, or an emancipated minor under State law, or has reached the age of majority in Pennsylvania.

The educational agency will develop and adopt policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The educational agency will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The educational agency will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. The educational agency will make this notification to parents at the beginning of the school year if the educational agency has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

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

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

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

SPECIAL EDUCATION CONTACTS

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

Appalachia Intermediate Unit 8
Mrs. Amy Woomer
4500 Sixth Avenue
Altoona, PA 16602
Phone: 800-228-7900

Visiting Your Child's School

The Board welcomes and encourages interest in district educational programs and other school-related activities. The Board recognizes that such interest may result in visits to school by parents/guardians, adult residents, educators and other officials. To ensure order in the schools and to protect students and employees, it is necessary for the Board to establish policy governing school visits.

Persons wishing to visit a school should make arrangements in advance with the school office in that building. Upon arrival at the school, visitors must register at the office where they will sign in and sign out, receive a pass, and receive instructions.

Only one (1) entrance shall be used by visitors to the school. All staff members shall be responsible for requiring

a visitor demonstrate that she/he has a visitor's pass for the safety of all students in the building.

Parents/Guardians may request to visit their child's classroom, but the request must be made prior to the visit. The building principal or program supervisor must grant prior approval for the visit, and shall notify the classroom teacher prior to the visit.

Parental participation in classroom activities or programs such as room parents, back-to-school events, and chaperones for field trips shall not constitute a classroom visit for purposes of this policy.

See policy #907 School Visitors on the district page of the school website www.fasdk12.org for the complete policy on school visits.

How to Communicate a Question or Concern with the Ferndale Area School District

Whenever a parent or resident has a question, concern, complaint, suggestion, or request and is uncertain what procedure to follow in contacting the school district, it is requested that they refer to the Process Flow Chart below.

Many questions are easily and completely answered by communicating directly with the individual in charge of the class or program. Each concern should first be addressed at the level the initial action was taken in a calm and professional manner with appeals moving on to the next level on the chain of command. Contact information for staff members is available on the district website at www.fasdk12.org

Occasionally a parent or resident will call school board directors in an attempt to obtain an answer to their questions or concerns. Most often, these concerns are related to athletics, academics, or school discipline. Upon receiving such a call, the board director calls the district superintendent. The superintendent must then call the athletic director and/or building principal to inform him or her of the problem or concern. The athletic director and/or principal will then research the concern and communicate with the parent. Therefore, it is wise to call the first level contact individual so that he or she can respond without any undue delay.

AREA OF CERTIFICATION	FIRST LEVEL	SECOND LEVEL	THIRD LEVEL
<i>Athletic Programs</i>	Coach	Athletic Director	Principal
<i>Athletic Facilities</i>	Athletic Director	Principal	Business Manager
<i>Curriculum/Instruction</i>	Teacher	Principal	Director of Education
<i>Discipline</i>	Teacher	Assistant Principal	Principal
<i>School Facilities</i>	Building Custodian	Principal	Business Manager
<i>Guidance</i>	Counselor	Principal	Superintendent
<i>Special Education</i>	Teacher	Principal/Coordinator of Special Education	Superintendent
<i>Student Concern</i>	Teacher	Counselor	Principal
<i>Technology</i>	Teacher	Principal	Director of Education
<i>Transportation</i>	Transportation Provider	Principal	Business Manager

Ferndale Area School District
100 Dartmouth Avenue
Johnstown, PA 15905

Phone: 814-535-1507
Fax: 814-535-8527

We 're on the web!
www.fasdk12.org

Mission Statement

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



**Ferndale Area
School District
supports our
Veterans.**