# FERNDALE AREA SCHOOL DISTRICT



# 2025 – 2026 FACULTY HANDBOOK

# TABLE OF CONTENTS


**SCHOOL DIRECTORY** ..... **1**

**PART I: MISSION STATEMENT** ..... **2**

**PART II: GENERAL INFORMATION** ..... **3**

OPENING OF THE SCHOOL TERM ..... 3
BOARD POLICY UPDATES ..... 3
CELL PHONE USE POLICY ..... 3
DRESS CODE POLICY ..... 3
*General Expectations* ..... *4*
*Examples of Appropriate Attire* ..... *4*
*Examples of Inappropriate Attire* ..... *4*
*Important Considerations* ..... *4*
DRUG / TOBACCO POLICY ..... 4
MANDATORY CLEARANCES UPDATE ..... 5
STAFF ID CARDS ..... 6
TEACHER DAY HOURS ..... 6
STAFF ABSENCES ..... 6
WEEKLY LESSON PLANS ..... 7
DAILY LESSON PLANS ..... 7
CLASSROOM ASSIGNMENTS - MORNING ANNOUNCEMENTS ..... 7
WEEKLY ELIGIBILITY OF ACADEMICS REPORT ..... 8
CLASSROOM OBSERVATIONS ..... 8
FACULTY MEETINGS ..... 8
COPIER USAGE ..... 9
INK AND TONER ..... 9
WRITTEN CORRESPONDENCE ..... 9
THE GRADING SYSTEM ..... 9
FAILURE/RETENTION ..... 10
INTERVENTIONS ..... 10
STAFF DISCIPLINARY RESPONSIBILITIES ..... 11
PROGRESSIVE DISCIPLINE STRATEGIES ..... 12
HALT! BULLYING PREVENTION PROGRAM ..... 12
SPECIAL EDUCATION & STUDENT SERVICES ..... 13
*Terminology* ..... *13*
*Accessing & Reviewing Special Education Documents* ..... *14*
*EdInsight* ..... *14*
*Special Education Process* ..... *14*
*Continuum of Services* ..... *15*
*Inclusion* ..... *15*
*CoTeaching* ..... *15*
*Attendance at IEP & GIEP Meetings* ..... *16*
*Resource Room* ..... *16*
*Confidentiality* ..... *16*
*Accommodation versus Differentiation* ..... *16*
STUDENT PLANNER / E-HALLPASSES ..... 18
LOCKERS/VISITATION ..... 18
TEXTBOOK / CLASSROOM MATERIALS DISTRIBUTION ..... 18
ENTRANCE DOORS ..... 18
BEFORE- AND AFTER-SCHOOL SUPERVISION - JSHS ..... 18
BEFORE-SCHOOL SUPERVISION - ELEMENTARY ..... 19
ACADEMIC LEARNING CENTER / ACADEMIC ENRICHMENT SUPERVISION ..... 19
IN-SCHOOL SUSPENSION SUPERVISION (BEHAVIOR IMPROVEMENT ROOM) ..... 19
HALL AND REST ROOM SUPERVISION ..... 20
LUNCH ROOM SUPERVISION ..... 20
AFTER-SCHOOL DETENTION SUPERVISION ..... 21

PRIVILEGE SUSPENSION ..... 21
SCHEDULE FOR STUDENT PICTURES ..... 21
ASSEMBLIES ..... 21
CLASS MEETINGS ..... 22
ACTIVITY MONEY ..... 22
SENIOR TRIP ELIGIBILITY ..... 22
FIELD TRIPS ..... 22
CO-CURRICULAR ELIGIBILITY REPORTS ..... 22
CO-CURRICULAR CODE ..... 23
HOMEWORK ..... 23
INSTRUCTIONAL MATERIALS APPROVAL ..... 23
EDUCATIONAL MEDIA ..... 23
RELIGIOUS TOPICS ..... 23
TEXTBOOK/IPAD STUDENT USE/RESPONSIBILITY GUIDE ..... 23
UNFULFILLED OBLIGATIONS ..... 23
COMMENTS TO THE PRESS ..... 24
STUDENT ASSISTANCE PROGRAM (SAP) ..... 24
*RATIONALE* ..... *24*
*THE TEAM* ..... *24*
*PROCEDURE* ..... *24*
*REMINDER* ..... *24*

**PROFESSIONAL STANDARDS AND PRACTICES ..... 25**

MANDATORY REPORTING ..... 25
SEXUAL MISCONDUCT/SEXUAL ABUSE OR EXPLOITATION ..... 25
CHILD ABUSE IDENTIFICATION AND REPORTING PROCEDURES ..... 26
HOMELESS CHILDREN ..... 26
*Homeless Education* ..... *27*
*McKinney-Vento Homeless Education Assistance Improvements Act of 2001* ..... *27*
CLASSROOM DOORS ..... 28
ACT 87, WEATHER PREPAREDNESS ..... 28
FIRE DRILL PROCEDURES ..... 29
FOOD AND DRINK IN HALLS AND CLASSROOMS ..... 29
ACCEPTABLE USE OF INTERNET, COMPUTERS, AND NETWORK RESOURCES ..... 29
*Safety* ..... *30*
*Prohibitions* ..... *31*
*Security* ..... *31*
*Consequences for Inappropriate Use* ..... *31*
PROJECTORS/APPLE TVS & PRESENTATION BOARDS/MONITORS ..... 32
LAST DAY OF SCHOOL ..... 32

**PART III: THE DISCIPLINE CODE ..... 32**

STUDENT DISCIPLINE ..... 32
TEACHER DISCIPLINE ..... 32

**PART IV: ATTENDANCE PROCEDURES ..... 33**

TAKING DAILY ATTENDANCE ..... 33

**HIGH SCHOOL FIRE DRILL CHART ..... 34**

**ELEMENTARY SCHOOL FIRE DRILL CHART ..... 35**

**FACULTY / STAFF ACKNOWLEDGEMENT FORM ..... 39**

# SCHOOL DIRECTORY

## BOARD OF EDUCATION

Susan Boyle, President
Richard Pavic, Vice President
Barry Himes, Secretary
Jason Moschgat, Treasurer
Kim Kinsey, Dr. James McKendree,
Stephen Thompson, Kim Washington, Patricia Wilson

## ADMINISTRATION

| | |
|---|---|
| Mr. Jeffrey Boyer, Superintendent | 814-535-1507<br>jboyer@fasdk12.org |
| Dr. William Brotz, Assistant Superintendent | 814-535-1507<br>wbrotz@fasdk12.org |
| Mr. David Gates, Business Manager | 814-535-1507<br>dgates@fasdk12.org |
| Mr. Bernard Conway, High School Assistant Principal | 814-288-5757<br>bconway@fasdk12.org |
| Mrs. Amy Mykut, Elementary Principal | 814-535-6724<br>amykut@fasdk12.org |

## STUDENT SUPPORT SERVICES

| | |
|---|---|
| Mrs. Sutton Barron, Director of Special Education | 814-539-6168<br>sbarron@fasdk12.org |
| Mr. Adam Barbe, School Psychologist | 814-539-6168<br>abarbe@fasdk12.org |
| Ms. Lisa Rohloff, R.E.A.C.H. Counseling (High School) | 814-288-5757<br>lrohloff@fasdk12.org |
| Mrs. Melissa Statler, R.E.A.C.H. Counseling (ELEM School) | 814-535-6724<br>mstatler@fasdk12.org |
| Mrs. Molly Steiner, School Counselor for Grades 7-12 | 814-288-5757<br>msteiner@fasdk12.org |
| Mrs. Alexandra Shugars, School Counselor for Grades PK-6 | 814-535-6724<br>ashugars@fasdk12.org |

## DISTRICT OPERATIONS

| | |
|---|---|
| Mr. Steve Clawson, Athletic Director | 814-288-5757<br>sclawson@fasdk12.org |
| Mrs. Lori McGough, Food Service Director | 814-288-5757<br>lmcgough@fasdk12.org |
| Mrs. Judy Virgin, School Nurse | 814-288-5757<br>jvirgin@fasdk12.org |
| Ms. Dawn Wolfe (CJAWS), District Technology Director | 814-288-5757<br>dwolfe@fasdk12.org |
| Mr. Damian Buksa, Maintenance Supervisor | 814-288-5757<br>dbuksa@fasdk12.org |
| Mr. Shawn Szarka, Maintenance | 814-535-6724<br>sszarka@fasdk12.org |

# PART I: MISSION STATEMENT

**FERNDALE AREA SCHOOL DISTRICT**

## MISSION STATEMENT

**Mission**
Partnering with students, families, and the community in order to provide an exceptional education within a safe and inclusive environment that empowers our learners to achieve individual aspirations resulting in meaningful contributions to society.

**Vision**
Every child known, safe, inspired, challenged, and empowered.

# PART II: GENERAL INFORMATION

## OPENING OF THE SCHOOL TERM

Teachers play the most important role in encouraging students to begin the school year with good habits, rather than allowing them to develop bad habits which will be difficult to break later in the year. This can be done if each teacher is on the job promptly and follows guidelines properly.

Unless otherwise assigned, all JSHS staff members are required to report by **7:30 a.m. and to be accessible until 3:00** p.m. Classrooms must be opened by 7:30 a.m. **It is the responsibility of the teacher to lock doors when leaving his/her classroom (i.e. lunch, duty, in another room, end of school day, etc.).**

Unless otherwise assigned, all Elementary staff members are required to report by **7:50 a.m. and to be accessible until 3:20** p.m. Classrooms must be opened by 8:00 a.m. **It is the responsibility of the teacher to lock doors when leaving his/her classroom (i.e. lunch, duty, in another room, end of school day, etc.).**

Each teacher will check their mailbox and email at least once in the morning (after signing in at the office), prep, and after student dismissal. Teachers should check their voicemail at least once in the morning and afternoon. If a teacher is absent from his/her assigned area, notify the administration. If you have an early morning emergency and will be late, notify the high school secretary (288-5757 ext. 5001) before 7:15 a.m., or the high school principal (288-5757 ext. 1005) after 7:15 a.m. At the elementary school, notify the elementary secretary (814-535-6724 ext. 2001) or the Principal at (535-6724 ext. 2003)

Each teacher, **when leaving the building** during the hours mentioned above, is required to gain **APPROVAL FROM THE PRINCIPAL/Assistant Principal and sign out in the office when leaving the building and sign in upon your return to the high school. This is to promote and maintain staff and faculty safety.**

## BOARD POLICY UPDATES

The board policies are updated periodically, it is the teacher's responsibility to review and become familiar with the updated policies on the Ferndale Area School District Website; https://www.boarddocs.com/pa/fern/Board.nsf/Public?open&id=policies

## CELL PHONE USE POLICY

Faculty members shall not use their cell phones or personal electronic devices for personal use while supervising students or during instructional time. During duty-free lunch and duty free periods are the only times when personal cell phones and devices may be used for personal purposes.

## DRESS CODE POLICY

Administrative, professional, and support employees set an example in dress and grooming for students and the school community. Employees' dress should reflect their professional status and encourage respect for authority in order to have a positive influence on the district's programs and operations. Dress down day attire should be Ferndale Area "gear" or at a minimum, black and gold clothing to promote school spirit.

The Board has the authority to specify reasonable dress and grooming requirements, within law, for all district employees to prevent an adverse impact on the educational programs and district operations.

When assigned to district duties, employees shall be physically clean, neat, well-groomed, and dressed in a manner consistent with assigned job responsibilities. Staff should not be in violation of the student dress code. If an employee feels that an exception to this policy would enable him/her to carry out assigned duties more effectively, a request in writing (email) should be made to their immediate supervisor.

***General Expectations***

Educators and staff are expected to present themselves in a manner that is:

- **Professional**
- **Neat and clean**
- **Appropriate for interaction with students, families, and community members**
- **Not distracting or disruptive to the instructional process**

Dress should support an atmosphere of focus and respect while still allowing for **comfort and functionality** within your classroom responsibilities.

***Examples of Appropriate Attire***

**Bottoms:**

- Chinos, khakis, or dress pants
- Skirts or dresses of appropriate length
- Dress shorts, where appropriate (field trips, summer programming)

**Tops:**

- Collared shirts, polos, or button-down shirts
- Blouses, sweaters, or layered professional tops
- School-branded wear or theme appropriate on designated spirit days

**Footwear:**

- Dress shoes, flats, loafers, or clean, neutral sneakers (if permitted by assignment)

***Examples of Inappropriate Attire***

- **Jeans** (unless specifically allowed on designated casual/spirit days)
- **T-shirts** (non-school related, graphics-heavy, or with inappropriate messages)
  **Sweatpants, athletic wear, leggings, or yoga pants** (unless part of PE or field assignments)
- **Shorts** (unless specifically authorized or appropriate for activity-specific roles)
- **Revealing, tight-fitting, or low-cut clothing**
- **Clothing with offensive, violent, drug-related, or suggestive slogans or images**
- **Flip-flops or casual sandals** not appropriate for a school environment

***Important Considerations***

- Our students model what they see. As educators, we set the tone not only with our words, but with our appearance.
- Exceptions may be made for physical education teachers, vocational teachers, or others whose job duties require specific types of clothing—please confirm with administration when in doubt.
- Staff should avoid extremes in either direction (overly formal or overly casual) and aim for **consistency** in daily presentation.

Thank you for taking pride in representing the Ferndale Area School District with professionalism and care. If you have questions about what is considered appropriate for your specific assignment or if accommodations are needed, please reach out to administration.

Together, let's continue to foster a school climate that reflects excellence, pride, and respect—starting with how we present ourselves each day.

**DRUG / TOBACCO POLICY**

The Ferndale Area School Board recognizes that the misuse of drugs, tobacco, alcohol or controlled substances by any employee is a serious problem with legal, physical, and social implications for the whole school community and is concerned about the problems that may be caused by drug use by district employees, especially as the use relates to an employee's safety, efficiency and productivity, and to the health, safety and welfare of students, and other employees.

The primary purpose and justification for any district action will be for the protection of the health, safety and welfare of students, staff, and school property.

**Drug(s) / Tobacco or Controlled Substances** - shall be defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act, and corresponding federal statutes. Used in this policy, the words are used broadly and interchangeably. In this section, this also refers to tobacco, tobacco-like products, and nicotine substances, as well as vapes/Jule-devices, and any other nicotine delivery device.

**Conviction** - a finding of guilt, including a plea of nolo contendere, an imposition of sentence, or both by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.

**Drug Paraphernalia -** as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act and corresponding federal statutes.

**Drug-free Workplace** - the site for the performance of work at which employees are prohibited from engaging in the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance.

**Workplace -** includes, but is not limited to, any place (including a vehicle) an employee works while performing duties or services for or on behalf of the district or its students, including regular duties of an employee or duties as a coach, advisor, volunteer, chaperone, or the like. **Workplace** is not limited to school premises.

The Ferndale Area School Board requires that all employees be given notification that, as a condition of employment, the employee must abide by the terms of this policy and notify the district of any criminal drug statute conviction for a violation occurring in the workplace immediately, but no later than 5 (five) days after such conviction. This section of the Faculty Handbook serves as notification to professional employees.

At the workplace, as a condition of employment, employees are prohibited from:

1. Engaging in the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance; and

2. Being under the influence of alcohol or a controlled substance (except a controlled substance legally prescribed by a licensed medical practitioner for a bona fide medical condition or reason and which was used as prescribed).

Penalties:

Any employee convicted of delivery of a controlled substance or convicted of possession of a controlled substance with the intent to deliver shall be terminated from his/her employment with the district. Section 527 of the School Code. Except for mandatory termination under paragraph A. above or as provided in Section 527 of the School Code, a violation of this policy could result in termination from employment.

The district shall take appropriate personnel action against any convicted employee within thirty (30) days of receiving notice of the conviction, which may include appropriate action up to and including termination, or which may require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement, or other appropriate agency.

## MANDATORY CLEARANCES UPDATE

Act 153 of 2014 requires all prospective employees, current employees, independent contractors and volunteers to obtain and renew criminal background checks and child abuse clearances on a five-year cycle. These include Act 34 PA State Police Criminal Record Clearance, Act 151 PA Department of Human Resources Child Abuse History Clearance, and Act 114 Federal Criminal History Report (FBI Fingerprint).

## STAFF ID CARDS

Employees are required to always carry ID cards with them. Identification cards must be visible at all times. Please wear them on the outside of your apparel.

## TEACHER DAY HOURS

HIGH SCHOOL:

A teacher **must clear his/her mailbox upon entering for the day, no later than 7:27 am.** Do not ask another teacher to do this for you. Teachers may leave each day at **3:00 pm** or at the agreed upon time if changed due to facilitation of meetings and under the terms of a memorandum of understanding (MOU).

ELEMENTARY SCHOOL:
A teacher **must clear his/her mailbox upon entering for the day, no later than 8:00 am.** Do not ask another teacher to do this for you. Teachers may leave each day at **3:20 pm** or at the agreed upon time if changed due to facilitation of meetings and under the terms of a memorandum of understanding (MOU).

## STAFF ABSENCES

Please review the procedures for securing a substitute. The Ferndale Area School District uses the Ignite Substitute program to create and fill vacancies. While emergencies happen, any planned absence should be recorded immediately by using the Ignite online program if the absence is pre-arranged or planned. This allows Ignite to arrange for a substitute if available. **ALL STAFF ABSENCES SHOULD BE SUBMITTED TO THE IGNITE SYSTEM.**

The Board reserves the right to require any employee claiming sick leave pay to submit sufficient proof, after three consecutive absences, including a physician's certification, of the employee's illness or disability.

A. Teachers are responsible for submitting their Personal Day needs through Ignite. Once the maximum number of staff have requested a personal day for a specific date, the system will no longer allow additional requests to be submitted.

B. If a substitute is needed during the school day, please see the Principal. Coverage will then be provided.

**C. Please be certain to update your substitute folder QUARTERLY and be sure the following are included:**

1. Daily schedule.
2. Location of: textbooks (teacher editions), lesson plans, class lists, seating charts, forms/passes, etc.
3. Procedures for classroom management/discipline.
4. Name of subject and level (Advanced, AP, Honors, etc.).
5. A complete emergency lesson plan that can be used in place of a planned lesson. Leave plans for bona fide work. Don't leave just "busy work." Provide a variety of work, balancing a written assignment with a relaxing oral one. Leave TOO MUCH work rather than TOO LITTLE. (This emergency lesson should be updated after being utilized EACH TIME.)
6. **A list of your special duties. Remember - your special duties probably involve children's safety! This includes any supervision of students, including Bus Duty.**
7. A list of helpful students and neighboring teachers.
8. A list of students with special needs – list should include academic or behavior accommodations and be general rather than specific to protect the privacy of the students.

Sub folders should enable our guest teachers to come to your room and facilitate your classes with ease and fastidiousness. All materials, resources, and plans should be easily identified and located.
**SUB FOLDERS ARE TO BE TURNED INTO THE MAIN OFFICE BY FRIDAY, SEPTEMBER 5, 2025.**

## WEEKLY LESSON PLANS

Lesson plans are to be electronically completed weekly and accessible no later than Monday Morning at 8:00 a.m. All lesson plans should be archived on your GOOGLE drive. Teachers should make lesson plans which can be used effectively and satisfactorily by substitutes. Past lesson plans can be saved to their network drive in an appropriate folder. Failure to be able to produce weekly lesson plans or other required submissions during Informal or Formal Walkthroughs and Observations will be reflected in the staff member's annual evaluation (Domain I: Planning and Preparation) as a 1 or 0 if multiple incidents occur within the school year.

**Weekly plans are to include the following for each day: Plans must be typed.**

**PA CORE STANDARDS/**
**PA ACADEMIC STANDARDS:** **Identify relevant PA Core or PA Academic Standards**

**LESSON ACTIVITIES/**
**ASSESSMENT:** **Brief description of the lesson activities and/or summative assessments to be administered in order to gauge students' understanding.**

These THREE areas MUST be identified in your lesson plans. A listing of only weekly objectives and activities is unacceptable. Plans should include the THREE areas listed above for each day.

## DAILY LESSON PLANS

(Beginning with the week of August 25-28, 2025)

**OBJECTIVES:** ***MUST be posted on chalk/white board each day***

A. Objectives tell the "why" of what is being done in class. They state the intent and desired outcome of the lesson. Well-written objectives should indicate under what conditions and to what extent a certain kind of student performance can be expected to take place.

B. Objectives help you, the teacher; focus on what is to be taught. By sharing these objectives with your students, you help them understand the purpose of the assignments.

C. You will find that you will be needing short-and long-range objectives. Short-range objectives are those you set for each daily lesson. Long-range objectives are ones you intend to have met at the conclusion of a unit, at the end of a grading period, or maybe at year's end. The short-range objectives, then, are like the stepping stones to your ultimate goal: the long-range objective.

## CLASSROOM ASSIGNMENTS - MORNING ANNOUNCEMENTS

Teachers are expected to unlock and open homeroom doors by 7:30 a.m. **Teachers must stand at the door of their classroom to provide supervision of students in hallways and locker.** Cooperative supervision of the total faculty is essential. It is during this time that the students who are in violation of the Dress Code Policy be referred to the JSHS Office for a change of clothes or other directives. Dress Code students should not be allowed to enter your Homeroom or assignment during the Homeroom period. This is also the case for backpacks/bags, and any other unauthorized item or device (Bluetooth speaker, golf shoes, etc…)

Announcements will be broadcast at the beginning of the homeroom period each morning over the public address system or via the digital platform established. **Classroom teachers are required to make sure that students remain quiet during the morning announcements. (Students who wish not to participate in the Pledge should remain quiet.)** Only if the classroom is quiet during morning announcements will it become important to your students and establish the tone for the day. It is imperative for the students to follow this requirement so that they are fully aware of the day to day happenings at Ferndale Jr./Sr. High School.

Information may be distributed to students through your classroom, **please distribute to them promptly.**

Remind students that they are not to share their locker combinations or lockers with anyone. Encourage students to leave valuables at home. Any questions or problems regarding lockers should be referred to the H.S. Office.

ELEMENTARY SCHOOL:
Teachers are expected to unlock and open homeroom doors by 7:50 a.m. Students will enter HR beginning at 8:00 am. Cooperative supervision of the total faculty is essential. It is during HR time that the students who are in violation of the Dress Code Policy be referred to the Guidance/Office for a change of clothes or other directives.

## WEEKLY ELIGIBILITY OF ACADEMICS REPORT

The Weekly Eligibility of Academics Report will be run at 1:00 PM every Friday. Students will appear on the Weekly Academic Progress Report if they have a 59% or lower. If you do not want a student to appear on this list, you must submit their names to Mr. Clawson prior to noon on Friday. **Teachers will contact parents by phone, mail, or e-mail when a student is failing their class during a (2) two-consecutive week period and/or at-risk of failing for a grading period.** ***If a student is failing your course, utilize strategies and resources to intervene and support their educational needs, as well as document in the Interventions category in your online PowerTeacher gradebook or other appropriate resource.***

## CLASSROOM OBSERVATIONS

On the first full school week in September, the formal classroom observation process for the school year will begin. Formal observations will be done by the Principal, Assistant Principal, or the Assistant Superintendent. In addition, formal and informal "walk-throughs" will be part of the observation/evaluation procedures. These observations may be both announced and unannounced.

The Ferndale Area School District will follow the PA Department of Education Procedures for observations. These procedures will follow the Framework for Teaching evaluations system. All Observation and Walkthrough data is housed on the PAeTEP online platform.

## FACULTY MEETINGS

JSHS Faculty meetings will begin at 2:40 pm, typically in the Auditorium, but subject to change based upon availability. Due to the shortened time, Faculty Meeting Agenda items will be carefully considered in the best interest of time management with staff and faculty.

ELEMENTARY Faculty meetings will be held during morning PLC Time and/or during in-service days. Typically, they will be held in the library or a classroom.

Faculty Meetings: Faculty members are required to attend all meetings. Faculty members will be asked to sign in at all faculty meetings. Special exceptions to faculty meeting attendance should be discussed with the Principal prior to the faculty meeting and members being excused are expected to review their agenda with their curriculum coordinator. Coaches, Duty Teachers, or teachers who are absent from school and who miss faculty meetings will receive a copy of the agenda. They should review the agenda with their curriculum coordinator or a member of their department. Items on the agenda are considered official school business and/or administrative directives.

NOTE: Please see the Principal with any agenda items in advance. A schedule of Faculty Meetings for the school year will be disseminated by the Asst. Principal / Principal at the beginning of the school year.

Curriculum Support Chairperson Meetings: Administrator & Curriculum Support Chairperson - A schedule of the Curriculum Support Chairperson Meetings for the school year will be disseminated by the Asst. Principal / Principal at the beginning of the school year.

Department Meetings are scheduled to provide an opportunity for staff members to give input to the department's Curriculum Support Chairperson. The coordinator will provide a copy of the minutes of the meeting (if applicable) to the Principal. The coordinator will meet with the principal as needed to discuss faculty ideas. Curriculum support chairperson will provide feedback to their staff members concerning the

resolution of issues. A schedule of Department Meetings for the school year will be disseminated by the Asst. Principal / Principal at the beginning of the school year.

Principal's Advisory Committee
Committee members who volunteer for this committee will be sent a link to an online agenda and meetings will occur approximately every month or as needed based upon agenda items.

***On Staff Development Days, you are to report at the times published in the Professional Development Calendar An agenda will be provided through the online Professional Development Calendar; links will be sent periodically. *Note: These hours may be changed due to in-service format.**

## COPIER USAGE

Teachers are to use the copy machines in all buildings. Numerous copiers have been purchased to ease copier time and teacher time; please use your time wisely and be prepared with classroom copies prior to the class that the copies are needed. **Students should not be sent to the Office to have copies made.** Teachers please be prepared for your workday.

## INK AND TONER

Classroom printers shall only be used to print original materials. Printing on desktop printers shall only be used for quantities no larger than five. All high-volume printing shall be completed on building level copier machines.

## WRITTEN CORRESPONDENCE

All correspondence on school stationery must be approved by the Principal prior to being sent home to parents. Copies of other classroom correspondence/newsletters should be provided to the building principal. Such correspondence is encouraged and should be positive and professional in nature. Individual concerns should be addressed to the building principal prior to sending out a correspondence.

Office secretaries will **not** be used to type teacher correspondence. In order to increase our parent communication and to develop a chain of contact with parent(s)/guardian(s), the FASD Remind App or Google Classroom should be utilized. For group communications, teachers are encouraged to use the Remind App; this will protect the teacher from miscommunication and will also provide evidence of communication taking place.

**Distribution of non-classroom or curriculum related materials should be approved by the building principal. For example: community announcements/events or fliers.**

## THE GRADING SYSTEM

Reports to parents and office records shall be expressed in letter grades which describe the quality of student achievement. The following guidelines must be used to determine letter grades:

| | | | |
|---|---|---|---|
| A | - | 90 to 100 | Excellent |
| B | - | 80 to 89 | Good |
| C | - | 70 to 79 | Average |
| D | - | 60 to 69 | Poor |
| F | - | 59 & Below | Failing |
| P | - | Passing | |
| I | - | Incomplete | |

Students will have **no more and/or no less than 6 school days** from the day the nine-week grading period ends to make up incomplete grades. Exceptions are granted for those who have a medical excuse. Medical excuses will be dealt with on an individual basis by the Guidance Counselor and Principal.

All incomplete grades/grade changes after the nine weeks has concluded the teacher making the grade

change shall notify the principal and the guidance counselor. All incomplete grades/grade changes will automatically change to the actual completed grade after 6 days, or as the availability of the CAIU Support personnel allows for additional grade stores. Actual percentages will be put on the student's report card for all four nine weeks.

Five weeks into each marking period, students may receive "interim progress or deficiency reports". The primary purpose of these documents is to alert students and parents of academic progress so that constructive measures can be taken to improve deficient grade(s). Students and parents with questions or concerns about specific grade(s) are urged to call the appropriate teacher(s).

For full year courses, each grading period is worth 25% of the student's final grade.
**Mid-Terms are not suggested as they take away class instructional time and add to the ever-growing list of tests that students must take throughout the school year.**

For Semester courses, each grading period is worth 50% of the student's final grade.
For Quarterly courses, a Final Exam / Project is at the discretion of the instructor pending approval from the building principal or his/her designee.

## FAILURE/RETENTION

Any student failing a course may receive credit for the course by completing one of the many options for credit recovery. The Guidance Counselor will contact students who fail a subject at the end of the school year to discuss options and requirements towards graduation. Any Elementary student, and all seventh or eighth grade students who fail two or more full (1) credit courses may be required to complete one of the options discussed with the Guidance Counselor or will be retained in the current grade. Prior approval for exemptions must be granted by the Special Education Coordinator and/or building principal(s).

Students in grades 9 – 12 will need to complete the required credits in order to meet graduation requirements and/or to meet prerequisites for other courses.

The system by which you arrive at a student's grade should be logical and defensible. You are required to explain your grading system to your class on the first day of school (tests, quizzes, homework, daily class grade, projects, etc.). A copy of this system of grading should also be included in your syllabus. Your grading practices, if different than the ones listed in this manual, are due in the Principal's office by **Thursday, August 28, 2025.**

## INTERVENTIONS

The Ferndale Area School District requires the classroom teacher to document seven support strategies for all students that demonstrate academic deficiencies. These strategies include but are not limited to: progress reports/progress monitoring, tutoring, written and verbal communication with parent, parent teacher conferences, remedial/supplemental materials, student conferences, and action plan development.

1. After the teacher determines the reason needed for the intervention for example–low test scores, not completing homework, etc.…additional support strategies shall be implemented for the student and documentation of the strategy utilized is required by the teacher in PowerTeacher Gradebook or other electronic resource. A Check-In/Out period has been established as an intervention. Please refer to suggested interventions and instructional strategies listed in the back of this manual on Page 36.
2. If, after the interventions are completed and the student is still failing the class – contact the Guidance Counselor. If the student is failing multiple classes the Guidance Counselor will then work with the student, teachers, administrators, and parent(s)/guardian(s) to create an action plan (Example available on request). A SAP referral may be in order.
3. At the end of each quarter the guidance counselor, principal, and grade level teachers will identify students who are failing. A meeting may be held to create an action plan for the failing student based on the course/courses they are failing.

4. **ALL CONTACTS ARE TO BE DOCUMENTED,** and this documentation is to be kept on the

electronic gradebook or other appropriate electronic resource. A copy of the action plan should also be kept in your files. Please send a copy of the action plan to the Guidance Office and to the High School Office.

*Please note – An intervention does not mean simply notifying the student they have a low test score. If the student has a low test score, work with them to ensure that they are prepared and can be successful on the next test or quiz; this may mean tutoring (Offer tutoring and document), additional support such as study guide or outlines, etc. Utilize Homerooms, Academic Learning Centers, etc., as well as work with any case manager of students with IEPs.

**THIS IS PARTICULARLY IMPORTANT WHEN DEALING WITH SENIORS AND CREDITS TOWARDS GRADUATION.**

Incomplete Grade**:** Incomplete grade comment code indicates that work is temporarily not complete because of unavoidable circumstances which the student faced (usually an extended illness). As such, the grade should be changed to a permanent grade as soon as possible after the student returns to school (normally within six school days of their return). These grade changes should be reported to the Guidance Counselor and Principal. **STUDENTS MUST BE MADE AWARE OF DEADLINES FOR ACCEPTANCE OF LATE OR INCOMPLETE WORK BY THE TEACHER.** Incomplete grades must be reported with the proper comment code at the end of each grading period. All incomplete grades not made up within the allotted time will revert to the actual score achieved and will be posted if not otherwise reported to the Guidance Office.

Excused Absence or In/Out-of-School Suspension**:** Students with excused absence must make up all missed work. Students with prior notice of an absence (e.g. doctor's appointment, family trip) must make arrangements for make-up work (test, homework, etc.) **PRIOR** to the absence. For each day of absence, a student will be allowed one day to make up missed work up to ten days from the date of the absence.

A student suspended, in accordance with Student Rights and Responsibilities, shall have up to the same number of days to complete missed work as they have been suspended up to a maximum of ten days.

STUDENTS MUST BE MADE AWARE OF DEADLINE FOR ACCEPTANCE OF WORK BY THE TEACHER (DOCUMENT IN YOUR ELECTRONIC GRADEBOOK OR OTHER ELECTRONIC RESOURCE).
Unlawful/Unexcused Absence/Class Cut**: IF A STUDENT'S ABSENCE FROM SCHOOL HAS BEEN DECLARED UNLAWFUL/UNEXCUSED, HE/SHE MAY OR MAY NOT RECEIVE CREDIT FOR ANY WORK MISSED AT THE INSTRUCTOR'S DISCRETION AND SITUATION.** A class cut is considered an unlawful/unexcused absence.
(Teachers will be notified of specific dates of progress reports, course verification, end of marking period, and when report cards are distributed.)

## STAFF DISCIPLINARY RESPONSIBILITIES

On the first day of class, an emphasis should be placed upon letting the students know the expectations of behavior in your classroom and in the school. Classroom discipline is the responsibility of the classroom teacher. A teacher has a professional responsibility to establish a classroom atmosphere of mutual respect with the students and an orderly environment. Enforcement of the Student Code of Conduct is an entire faculty and staff initiative, and without complete and total buy-in from all faculty and staff members, student discipline will not improve. It is imperative that dress code infractions are dealt with FIRST THING in the morning, during homeroom. If a student is in violation of the dress code, that student should be given a pass through e-Hallpass to the Office for enforcement. **IT IS EXPECTED THAT ALL STAFF WILL IMPLEMENT AND FOLLOW THE SWPBIS PROGRAM.**

Since each teacher is held responsible for the safety of classroom students, a teacher must not leave any group of students of which he/she is in charge without notifying the Principal and securing a substitute teacher. **No class is to be dismissed early. No teacher has the authority to exclude a student from their class (sending a student to the office for minor infractions). Students must not be temporarily placed outside the classroom door for any reason.**

**All teachers must move into the halls for supervision during the passing of classes**
Cooperative supervision by the **TOTAL FACULTY** is essential before and after school, during the passing of classes, and at lunch time. Consistent enforcement of standards by faculty and administration is critical. Supervision and goal setting must become more important than punishment.

In minor classroom disciplinary situations, teachers are expected to resolve these situations themselves by using such measures as student-teacher conferences, parental contacts, teacher assigned lunch detentions and classroom after-school detentions**. If a student is then referred to the Principal, a parent contact must have been initiated by the teacher prior to this referral. A detailed description of the incident should be recorded on the referral form.** If a disciplinary referral is made, teachers may send the referral home with the student and have the parent sign and return the referral to the teacher to keep on file for future incidents of a similar nature. This also shows interventions and strategies have been employed in regards to further or more severe discipline reactions.

When disciplining students, the interaction is verbal. Teachers may only make physical contact with students in the following situations:

- To quell a disturbance.
- To obtain possession of weapons or other dangerous objects.
- For the purpose of self-defense.
- For the protection of persons or property.

**PROGRESSIVE DISCIPLINE STRATEGIES**

**(For Minor classroom disruptions)**

1. **Warning**
2. **Discussion with student (Not in front of peers)**
3. **Contact parent or guardian**
4. **Teacher detention/special assignment/lunch detention**
5. **Lunch Detention (2nd)**
6. **Administrative detention**

*The teacher may advance to an administrative detention when the violation warrants such action.
* Special Education students - regular education teachers should contact special education case managers.

In major disciplinary situations, a teacher should refer the student to the Principal. This should be done by submitting the completed Discipline Report to the Principal making sure that you include information with regard to teacher response/action taken concerning the student up to this point of time. **ONLY IN UNUSUAL CRISIS SITUATIONS SHOULD A STUDENT BE SENT OUT OF CLASS DIRECTLY TO THE OFFICE. IF THIS BECOMES NECESSARY THE TEACHER SHALL IMMEDIATELY CONTACT THE OFFICE PRIOR TO RELEASING THE STUDENT FROM THEIR SUPERVISION.**

**HALT! Bullying Prevention Program**

Welcome to the HIVE! Where we have:

| | |
|---|---|
| **H** | onor and |
| **I** | ntegrity with a |
| **V** | ision of |
| **E** | xcellence |

The Ferndale Area Junior/Senior High School has four anti-bullying rules:

1. We will not bully others
2. We will try to help others who are bullied
3. We will try to include students who are left out
4. If we know someone is being bullied we will tell an adult at school and an adult at home

Throughout the school year, students will be exposed to several components of the **HALT! Bullying**

**Prevention Program.** The Olweus Bullying Prevention Program used at the Ferndale Area Jr./Sr. High School incorporates classroom meetings, role playing, individual meetings, and school-wide assemblies. Students will have a chance to discuss how they have been bullied or have been a bully and what they can do differently the next time a situation arises. It is the goal of the Ferndale Area School District that all students become "DEFENDERS" and stop the bullying that happens within our school.

**ELEMENTARY**




**SPECIAL EDUCATION & STUDENT SERVICES**

**Terminology**

**Individualized Education Plan (IEP) -** Outline of need for services and specially designed instruction.

**Gifted Individualized Education Plan (GIEP)-** Outline of need for services and specially designed instruction.

**Accommodation-** Adjusting how a student will complete an assignment or task (Does not change the difficulty)

**Modification-** Adjusting what a student will learn (Lowers expectations)

**Differentiation** - Adjusting instruction to meet the needs of all students

**Specially Designed Instruction (SDI) -** Unique strategies, supports, and services provided to students with disabilities to allow them to access and make progress within their academic programming

**Least Restrictive Environment (LRE) -** Principle that students with disabilities should be educated alongside their non-disabled peers to the maximum extent appropriate.

**Free Appropriate Public Education (FAPE)** - Federal law that all students with disabilities must receive free and appropriate educational programming.

**Universal Design for Learning (UDL) -** an approach for creating instructional materials and activities that are accessible to all, rather than adjusting existing materials and providing to just one or a small group of students with disabilities.

**Assistive Technology (AT) -** Devices and equipment that allow for students with disabilities to access curriculum and instruction

## Accessing & Reviewing Special Education Documents

All teachers have the responsibility to know how to access students' IEP, GIEP, or 504 documentation, review this information, and be knowledgeable on how to differentiate instruction, and provide specially designed instruction outlined within their students' IEPs/GIEPs. Special education documentation can be found in **EdInsight**.

Special education and 504 documentation should be reviewed prior to the first day of school as services and supports are expected to be delivered beginning on the first day of the school year. Special education documentation is updated throughout the year. Teachers are required to review the documentation after updates are made to any of these documents. Special education case managers will notify the team when annual updates and or revisions are made to these documents. Any questions regarding these documents should be directed to the student's case manager and or special education teachers.

## EdInsight

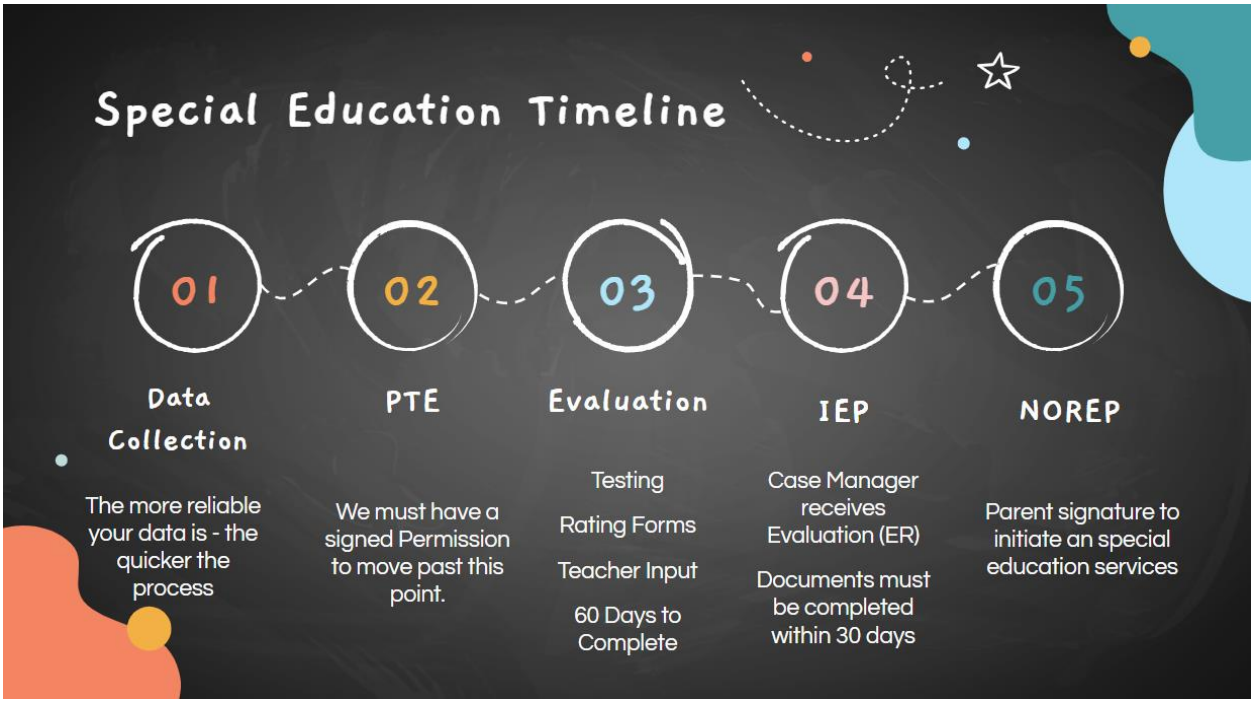
Option 1:

1. Log into EdInsight
2. Click the "Home" tab on the top ribbon
3. Select "Track IEPs"

Option 2:

1. Log into EdInsight
2. Select a student
3. Navigate to the "Special Info" tab on the left side of the screen

## Special Education Process



## Continuum of Services

Chapter 14 and Chapter 16 mandate that qualifying students be provided individualized services and supports and a Free Appropriate Public Education in a student's least restrictive environment (LRE).

## Type of Special Education Support

- Learning Support
- Autistic Support
- Emotional Support
- Deaf & Hearing Impaired Support
- Blind & Visually Impaired Support
- Speech Language Support
- Multiple Disabilities Support
- Life Skills Support
- Physical Support
- Gifted Support

## Level of Special Education Support

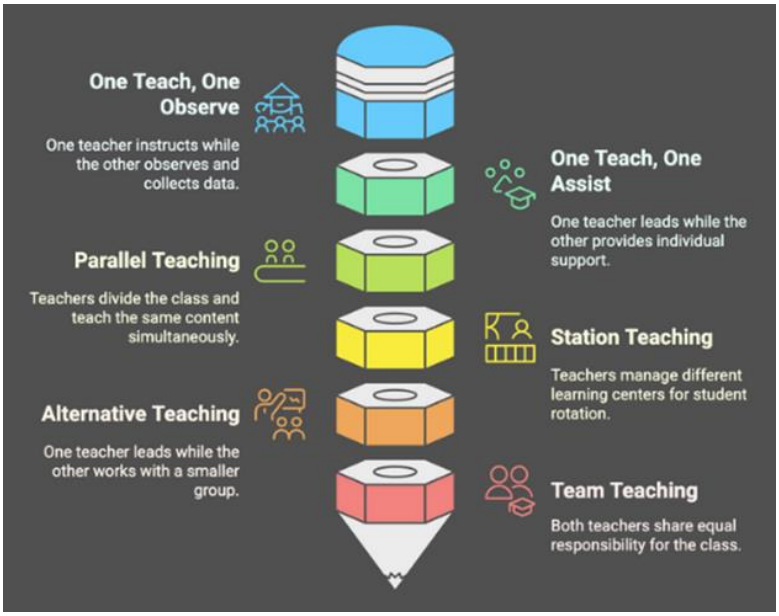
- Itinerant
- Supplemental
- Full Time

## Inclusion

Inclusion is about creating a learning environment where all students, including those with disabilities, feel valued, respected, and have equal access to educational opportunities. An inclusive environment is the least restrictive placement in which a student with a disability in need of specially designed instruction can be educated. Special education is not a one size fits all approach. Therefore services and supports may look different based on each student.

## CoTeaching

CoTeaching is a method that allows for two or more educators to share classroom responsibilities for planning, delivering and evaluating instruction in order to maximize educational results. This service delivery method can take various forms and when done correctly fluctuates day to day based on the type of lesson and activities being taught, student success based on formative assessment, and the needs of the classroom.



## Attendance at IEP & GIEP Meetings

Under PA Code Law & IDEA, certain members of the IEP team are required to provide input and attend the IEP/GIEP meetings. Special education teachers and the School Psychologist will reach out for input & to notify of needed attendance to meetings.

Types of Input
- Teacher Input Forms
- Rating Forms

When attending an IEP or GIEP meeting be sure to have the following information prepared to speak on.
- General Classroom Information/Procedures
- Grading
- Student's Current Progress & Grades
- Strengths
- Areas for Growth
- Ways a Parent Can Help Support

## Resource Room

In order to be effective, resource room personnel should be provided with at least 3 days notice for students needing to complete an assignment within a separate space. The test, assessment, or assignment should be provided to the teacher or paraprofessional with any necessary information in order to create the most successful situation possible for all parties.

## Confidentiality

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. Under FERPA, schools must have written permission from a parent or eligible student (18 years or older) before disclosing any personally identifiable information (PII) from a student's education records.

Special education records, which include Individualized Education Programs (IEPs), evaluation reports, and related service documentation, are protected under FERPA. These records often contain sensitive information and must be handled with extra care.

Key Guidelines for Staff:
- Access to special education records is limited to staff with a legitimate educational interest.
- Records should be stored securely and never left unattended or accessible to unauthorized individuals.
- Information from these records should only be shared with others (including service providers) when it is necessary to support the student's education and only in accordance with FERPA.
- Electronic communications involving special education information must comply with district security protocols.
- Special education documentation should always be shredded, never thrown in the trash.

Maintaining confidentiality is both a legal and ethical responsibility. Violations can result in disciplinary action and legal consequences.

## Accommodation versus Differentiation

Accommodation
- Accommodations are legally required and must be implemented as written in the student's IEP or 504 Plan.

- Common accommodations include extended time on tests, preferential seating, visual aids, breaks, modified assignments, or use of assistive technology.

- Accommodations do not change what a student is expected to learn—only how they learn or

show what they know.
- Teachers and staff are responsible for knowing and applying the accommodations for each student they work with.

Differentiation

Proactive teaching strategy that utilizes techniques and accommodations for all students based on their needs.

Examples:

| Support/Strategy | Accommodation | Differentiation |
|---|---|---|
| Extended Time | Provided only to IEP/GIEP/504 students | Provide to all students who need |
| Read Aloud | Provided only to IEP/GIEP/504 students | Provide to all students who need |
| Small Group | Provided only to IEP/GIEP/504 students | Provide to all students who need |
| Fewer Multiple Choice Answers | Provided only to IEP/GIEP/504 students | Provide to all students who need |
| Skeletal Notes | Provided only to IEP/GIEP/504 students | Provide to all students who need |
| Preferential Seating | Provided only to IEP/GIEP/504 students | Provide to all students who need |

## STUDENT PLANNER / e-HALLPASSES

- Students will **NOT** be issued a student planner at the beginning of the school year.
- Teachers must frequently check e-Hallpass, especially if a student comes to or leaves your class.
- Students should not leave class without authorization through e-Hallpass; iPads should not be taken to the Restroom. Administration, and teachers can see who has an authorized pass on the e-Hallpass program.
- Students should not request to be excused from any academic class to do work for a different teacher and subject area.
- Teachers may assign hall passes for students to make up tests, to go to the nurse, or to go to the guidance office.
- Students are not to be excused early from class without approval.
- Students are to conduct themselves in a manner appropriate to the educational setting of our school. Our hallways are an extension of the classroom, and the same general rules of conduct apply.

- In the event of an emergency, students may be sent to the HS office, Guidance office, and/or nurse without a pass through e-Hallpass. In these cases, teachers should follow up with a phone call to the nurse, HS office, or Guidance office. Students who do not have an authorized e-Hallpass should be referred to the HS office.

## LOCKERS/VISITATION

Each JSHS student will be assigned a hall locker and will have access to a gym locker during gym class. (Combination or key locks must be used at all times on regular lockers and during gym class on gym lockers; however, all key locks will be issued by the High School Office). **All Gym Lockers should be assigned and a roster kept and shared with the HS Office Secretaries.**

Students should not bring valuables or large sums of money to school to be kept in their lockers. Students should not enter another student's locker for any reason.

Going to lockers is not a valid reason for being late to school or to class. The students are responsible for maintaining their locker and cleaning it out on a regular basis. If a teacher notices any damage to lockers please report it to the High School Office.

## TEXTBOOK / CLASSROOM MATERIALS DISTRIBUTION

Teachers are to complete the TEXTBOOK / MATERIALS LOG for all items which they distribute to their students as part of the course, e.g. textbooks and calculators. All textbooks must be covered with book covers. LOG forms are available in the H.S. Office or may be created to suit the individual teacher's needs. Make sure that students write their names in the front of the textbook.

## ENTRANCE DOORS

Please refrain from propping open entrance/exit doors during the school day. This practice presents a safety and security hazard for our students and staff. Outside doors shall be kept closed at all times. Doors may only be propped open with the approval of the building principal in situations that are deemed appropriate and do not present a safety hazard.

## BEFORE- AND AFTER-SCHOOL SUPERVISION - JSHS

A. Inside Areas - Before and After School
   1. Supervision of Halls & Restrooms. Restrooms should be open and supervised from 7:30 to 7:37 a.m. and from 2:36 p.m. to 2:40 p.m.

B. ALL CLASSROOM TEACHERS - must be at the door to their Homeroom period by 7:30 a.m. to help clear the hallways, except if you have an **AM** duty.

## BEFORE-SCHOOL SUPERVISION - ELEMENTARY

Inside Areas - Before School

A. ALL CLASSROOM TEACHERS - must be in their Homeroom period by 8:00 a.m., except if you have an **AM** duty.

B.**Homeroom Time (8:00–8:30 AM)** can be used to support a calm, structured start to the school day. Here are some recommended activities:

- Morning meetings and community-building routines
- Organizational tasks (e.g., unpacking, preparing materials)
- Reviewing goals or expectations for the day
- Academic warm-ups or skill review
- Make-up work or individual support

## ACADEMIC LEARNING CENTER / ACADEMIC ENRICHMENT SUPERVISION

The major responsibility of the ALC / AE Supervisor is to SUPERVISE students throughout the period. The following are guidelines for daily operations during all ALC / AE.

1. Report on time to the designated room.
2. The teacher is not to leave the classroom under any circumstances leaving the students unsupervised.
3. Consistently monitor student activities during the period making sure the students are doing work and/or studying. This means working with the students, not sitting at the teacher desk completing work.
4. AN AUTHORIZED PASS IS REQUIRED for all students leaving the class.
5. Students who appear on the Weekly Eligibility of Academics Report are not to be excused from class unless they are taking a test and are under another teacher's supervision. Academic Eligibility report students should be tutored by ALC / AE teachers and BIR teachers as needed.
6. Please review the following with all ALC / AE classes:
   - **NO radios; "Walkman"-type radios, CD players, MP3 players, IPODS, electronic games, beepers, smart-style watches, earbuds/iPods, or cell-phones are to be used by students or teachers.**
   - **NO card playing**
   - **NO sleeping**
   - **NO copying homework**
   - **NO TALKING**
7. Peer tutoring only permitted if directly supervised by the ALC / AE monitor.

Students are to be encouraged to make good use of their time.

## IN-SCHOOL SUSPENSION SUPERVISION (BEHAVIOR IMPROVEMENT ROOM)

In-School Suspension students will report to the HS office upon entering school. The students will remain in the Behavior Intervention Room (BIR) Room 020 during their assigned suspension.
Teachers in BIR will:

1. Supervise students at all times and students are not permitted to leave, unless escorted or visibly monitored (as in restroom visits) by the teacher/ or BIR monitor.
2. Keep students on task and attentive. If the students complete the assignment for that period, assign additional work.
3. Provide tutoring or one on one instruction to the students. Teachers are not to have social or casual conversations with students.

## HALL AND REST ROOM SUPERVISION

Teachers must stand at the door of their classrooms while classes are passing to help provide supervision and to help clear the hallways before the bell rings. Effective schools have a combined staff effort in maintaining high visibility in the halls and in unassigned supervisory duties. Please continue to make spot-checks throughout the day in the rest room near your classroom. Your help is needed to make all of us effective.

## LUNCH ROOM SUPERVISION

(CAFETERIA AND OTHER AREAS USED TO FEED STUDENTS)

A. The major responsibility of the Lunch Room Monitor is to supervise students throughout the lunch period. The following are guidelines for daily operations during lunch periods:

1. Report on time to supervise designated area(s) as soon as possible.
2. Supervise lunch lines.
3. Do not leave the lunch room unless under special or necessary circumstances.
4. Consistently circulate through your area during the lunch period.
5. Absolutely no running in the lunch rooms at any time for any reason.
6. Excessive loud noises should not be tolerated.
7. Discourage purposely popping of any carton, bag, etc. (Discipline Response for Disruptive Activities)
8. Check tables and floors for cleanliness and have students clean up any trash they dropped in their area.
9. Physical fighting with another student and/or throwing any food or object will result in an immediate cafeteria restriction and any other disciplinary action as defined in the handbook.
10. Students may NOT leave the lunch area without PERMISSION and/or Authorization through e-Hallpass.
11. Students are not to loiter in the area of the rest rooms.
12. Report all disciplinary referrals to the principal as soon as possible so appropriate disciplinary action may be taken immediately; follow the Discipline Referral process.
13. Keep your cool and enjoy the students.
14. Keep the students seated until dismissal time. Students should not be allowed to congregate inside the door or in the hall area. STUDENTS ARE DISMISSED BY THE BELL SYSTEM ONLY.
15. Students abusing lunch area privileges can be assigned to another table. Continued abuse will result in an alternative lunch setting, such as Lunch Detention in the BIR.

B. Supervision of hall outside lunch areas:

1. Students are not permitted to go to the Office or other classroom areas without permission.
2. Students should arrive for their lunch period in a timely manner.
3. Students who are consistently late for lunch should be dealt with in the manner described in this Handbook.
4. Teachers with this duty should carry Discipline Reports with them.
5. Students caught jumping line will be sent to the end of the line. Students repeating this behavior will be assigned to the end of the line for an extended period of time.

## AFTER-SCHOOL DETENTION SUPERVISION

JR/SR HIGH SCHOOL

**After-School Detention meets on Monday, Tuesday and Thursday from 2:36 to 3:30 p.m., Wednesday and Friday from 2:36 to 5:30 p.m.** Detention will not be held on early dismissal days. Students on the detention list will report directly to the detention location IMMEDIATELY after dismissal. Tardiness will not be accepted, and students will be considered to have skipped if late. Students must do school work; they may not sleep nor waste time. No talking, playing of music or reading pleasure books/magazines is permitted. Students must work quietly. They must arrive on time and remain until the end of the determined time. Any student causing problems should be referred to the Principal. Students are to remain in the detention location for the entire period - NO PASSES TO THE RESTROOM. Detention lists are updated on Google Drive by the day's monitor and are shared with both the Assistant Principal and the Principal.

ELEMENTARY

**After-School Detention meets on Tuesday and Thursday from 3:20 to 4:30 p.m.** Detention will not be held on early dismissal days. Students on the detention list will report directly to the elementary office IMMEDIATELY after dismissal and the detention monitor will pick them up at the office. Students must do school work; they may not sleep nor waste time. No talking, playing of music or reading pleasure books/magazines is permitted. Students must work quietly.

## PRIVILEGE SUSPENSION

A student who has been put on privilege suspension cannot go to the restroom, nurse, library, leave the cafeteria, go to guidance, locker, etc. (unless in case of an emergency). It is each teacher's responsibility to be aware of those students who have been placed on the building's privilege suspension. Cafeteria monitors are also reminded to check the assigned students. This will help make this disciplinary action one of consequence.

## SCHEDULE FOR STUDENT PICTURES

A. Faculty should get their picture taken on student picture day.
B. Senior Photos are the responsibility of each student. Students are encouraged to make an appointment with their photographer prior to Christmas break. All other students are responsible for turning in a picture to Mrs. Marsha Baumbaugh prior to Christmas break.
C. Seventh grade, Eighth grade, Freshmen, Sophomores, Juniors, and Seniors will have their school pictures taken on **a later date to be scheduled**. Teachers must accompany their classes if possible.

## ASSEMBLIES

Attendance at all assemblies is required for all faculty to help supervise students' behavior and to assist in the seating of students. **TEACHERS ARE TO SIT IN THE STANDS WITH THE STUDENTS AND ARE NOT TO BE STANDING AT THE EXITS OR IN THE LOBBY.**

## Procedures For Assemblies

A. All scheduled assemblies will be announced via email as soon as possible for planning purposes.
B. Classroom/Homeroom dismissal to the gym or auditorium will be announced over the P.A. Hall proctors will assist in keeping things running smoothly.
C. Teachers are to assist in the seating of students.
D. Teachers MUST sit with their assigned students and take roll. Students who are absent from the assembly but not from school are to be charged with a class cut unless excused by Building Admin.
E. Teachers are to remain in the stands with their students: you must wait until your class is directed to leave.
F. If coverage is needed, please notify the High School Office.

Auditorium Seating

Please fill all seats. Teachers are to assist in seating their class as well as monitoring that class's behavior. Teachers are expected to sit in the end seat with their class and are NOT permitted to stand along the back of the auditorium. Information regarding assemblies will be announced in the Daily Bulletin or in an email. Dismissal to assembly will be announced over the P.A. or the time will be announced in the Daily Bulletin.

## CLASS MEETINGS

Class meetings may be held for the Junior and Senior Classes. Dates and times will be announced in the Daily bulletin or in an email. Class advisors will conduct meetings to elect officers, establish fundraisers, etc. Class advisors should explain Class Meeting Procedures to students. Class advisors are to accompany the students to the class meeting, to take roll, and to monitor students.

## ACTIVITY MONEY

No money should be left in desks or filing cabinets. There are safes in the H.S. Office & Business Office. Sponsors of school activities and teachers collecting money for trips should deposit money with the secretary to the Principal. Money to be deposited should be wrapped, counted and forwarded to the HS Office,

## SENIOR TRIP ELIGIBILITY

**Ferndale Jr./Sr. High School Senior Trip Eligibility Requirements**

**In order to qualify for the "Senior Trip," students must fulfill all of the graduation requirements prior to being approved to attend the Senior Trip.**

## FIELD TRIPS

Teacher requests for field trips must be approved by the Principal. Field trips will be limited to one per content area and/or one club organization in the Junior High or High School. Individual exceptions will need to be discussed with your building administrator. Field trip request forms are available in the H.S. Office and must be submitted to the Principal and properly completed.

If the trip is approved, a copy will be returned to the teacher in charge with a signature denoting approval. Teachers are responsible for providing and collecting Parent Permission Slips. Under no circumstances should a teacher notify a student of a trip until it is approved by the School Board.

Please report the need for coverage of your absence from school to the High School Office.

Personnel participating in these trips must be limited to Ferndale Area School District staff and students. The teacher in charge is responsible for:

- Confirming substitutes and transportation arrangements at least 5 days prior to the trip.
- Confirming Nursing needs prior to arranging trip detail finalization.
- Providing lists of students going on the trip to the Office and to faculty three school days in advance of the trip. Lists should be made by grade level with names in alphabetical order.
- The safety and conduct of the students participating.
- Making all transportation arrangements through the high school secretary.
- Handling all tickets and/or money collection.

## CO-CURRICULAR ELIGIBILITY REPORTS

To be eligible, a student must be passing four (4) full-credit subjects or their equivalent. Eligibility is cumulative beginning with a grading period and is examined weekly, through the Weekly Eligibility of Academic Reports, and quarterly.

Students who are ineligible after a week of probation will be ineligible for one week or until eligibility is approved by the Principal. To regain eligibility, a student must be passing five or more full-credit classes or their equivalent, as well as serve their mandatory after-school tutoring.

## CO-CURRICULAR CODE

Refer to the student handbook.

## HOMEWORK

The purpose of homework, defined as teacher-assigned learning activities outside the classroom, is to improve students' understanding of the subject matter and to help students assume greater responsibility. Homework policies are unique to each teacher; therefore, each teacher is responsible for informing students of his/her homework policy, expectations, and procedures at the beginning of each year/semester/quarter.

Requests for homework are initiated through the Office Staff for students who will be absent from school for several days. Teachers are responsible for complying with these requests in a timely fashion. Teachers are encouraged to make personal contact with the students and/or their parents in addition to sending home paperwork.

## INSTRUCTIONAL MATERIALS APPROVAL

Instructional materials that are new and/or controversial must be approved by the Principal prior to their use in the classroom. District forms are available in the Office and must be completed prior to purchase and use of new materials. This form must be completed before any item will be purchased.

## EDUCATIONAL MEDIA

Movies or films shown during class time should be educationally relevant and directly related to the curriculum taught in class. PG 13 (Grades 7– 12) rated movies must be pre-approved by the administration (which will be very limited). R- rated movies will not be approved except with the rarest of significant reasons. Permission slips must be sent out to the parents after receiving permission by the administration. When in doubt ask an administrator.

## RELIGIOUS TOPICS

Please be advised that all religious topics in education should be taught in the content area of approved curricular area or subject. However, if religious topics are an aspect of your curriculum, it should be kept under standards within that curriculum that has been approved by the school board. This is simply a cautionary reference to make educators aware of the need to separate religion from religious topics. Please keep personal beliefs and religious practices to yourself as a classroom teacher. Students should not be able to identify your religious affiliation.

## TEXTBOOK/iPad STUDENT USE/RESPONSIBILITY GUIDE

Students will be responsible for the proper care of books and materials entrusted to their use. Students will be assessed damages for abuse of school buildings, equipment and materials.

Reimbursement for lost or destroyed materials will be determined according to the cost of the material and the depreciation over the period of time that the district has owned the materials.

## UNFULFILLED OBLIGATIONS

All lost or damaged materials must be paid for before the end of the school year in which the loss or damage occurs or before a student officially withdraws from the School District. The teacher will provide a list of lost or damaged items to the Office Staff. The Staff will provide a bill for the student. The teacher will give the bill to the student and the student will then pay for the debt in the office.

## COMMENTS TO THE PRESS

Board policy requires all official communications with the press to come from the office of the Superintendent. If contacted by the press, comments should be directed to the Superintendent.

## STUDENT ASSISTANCE PROGRAM (SAP)

### RATIONALE

The Student Assistance Program (SAP) has been designed to improve the quality of education in our school by providing assistance to students experiencing school difficulties. These could be academic, physical, emotional, health, or drug/alcohol related problems. The goal of the problem is to identify and assist these students.

### THE TEAM

The Student Assistance Program consists of a group of concerned staff members who have received training in helping students with these problems. The team includes the following:

Adam Barbe - School Psychologist
Molly Steiner - 7-12 Guidance Counselor
TBA - Teacher

Alexandria Shugars - ELEM Guidance Counselor
Judy Virgin - School Nurse
Tyler Sarlouis - ELEM Dean of Students

Ray Peterman - County Liaison
Lisa Rohloff - R.E.A.C.H. Counseling Services
Bernard Conway - JSHS Asst. Principal

Amy Mykut - ELEM Principal
Melissa Statler - R.E.A.C.H. Counseling Services
Theresa Bendis - CIS
Maeve Hrabosky - MTSS

**Teacher Team Members are added on an availability basis each year and are subject to change.**

### PROCEDURE

A referral may be made by school staff, a student's parents, by other students or by the students themselves. Upon receiving a referral, the SAP coordinator collects information and parental permission, afterwards, one or two team members conduct an interview with the student. After the interview, recommendations are made by the SAP. These could include:

1. Academic assistance
2. Counseling
3. Changes in behavior / discipline referrals
4. Family involvement / lack thereof
5. Referral to outside agencies

The SAP team continues to work with the student and provide support. Every effort will be made to maintain confidentiality at every level of the process in the best interest of the student.

### REMINDER

The SAP Team is designed as a support team, not a discipline team.

## PROFESSIONAL STANDARDS AND PRACTICES

### MANDATORY REPORTING

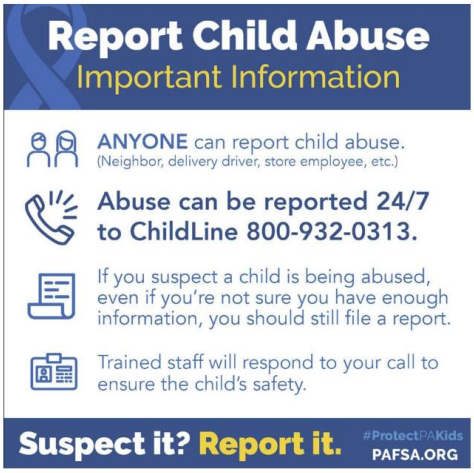
Mandatory reporting under the amendments, effective February 16, 2014, has been significantly enhanced.

All educators must now:

- file a mandatory report with PDE whenever they know of any conduct or inaction of another educator which constitutes sexual misconduct or sexual abuse or exploitation: and
- self- report to their employing school entity within 72 hours any arrests or convictions for crimes enumerated under section 111(e) and (f.1) of the Public School Code.

All chief school administrators (includes superintendents, executive directors of IUs, directors of AVTSs and private academic schools, chief administrators of charter or cyber charter schools and contracted educational providers) must report any educator:

- who has been provided with notice of intent to dismiss or remove for cause, notice of removal from eligibility lists for cause, or notice of intent not to reemploy for cause;
- who has been arrested or convicted of any crime that is graded a misdemeanor or felony;
- against whom there are **any** allegations of sexual misconduct or sexual abuse or exploitation involving a child or student (no longer requires the administrator to have reasonable cause to believe the allegations before reporting);
- where there is reasonable cause to suspect that he or she has caused physical injury to a child or student as the result of negligence or malice;
- who has resigned or retired or otherwise separated from employment after a school entity has received information of alleged misconduct under the Educator Discipline Act;
- who is the subject of a report filed by the school entity under 23 Pa.C.S Ch. 63 (relating to child protective services); and
- who the school entity knows to have been named as a perpetrator of an indicated or founded report under 23 Pa.C.S. Ch. 63.




You will need the demographics of the child/children you are reporting. This can be found on PowerSchool or EdInsight.

**All reports must be filed with PDE within 15 days of discovery.**

Mandatory report forms can be accessed at www.education.pa.us/mandatory report

### SEXUAL MISCONDUCT/SEXUAL ABUSE OR EXPLOITATION

The term "sexual misconduct" means any act, including, but not limited to, any verbal, nonverbal, written or electronic communication or physical activity, directed toward or with a child or a student regardless of the age of the child or student that is designed to establish a romantic or sexual relationship with the child or student. Such prohibited acts include, but are not limited to, the following: (1) sexual or romantic invitations; (2) dating or soliciting dates; (3) engaging in sexualized or romantic dialogue; (4) making sexually suggestive comments; (5) self-disclosure or physical exposure of a sexual romantic or erotic nature; (6) any sexual, indecent, romantic or erotic contact with the child or student.

**"Sexual abuse or exploitation"** is defined under the Child Protective Services Law.

1. Any educator who knows of any action, inaction or conduct constituting sexual abuse or exploitation or sexual misconduct must file a report with PDE, the chief school administrator and his/her immediate supervisor within 15 days of discovery of the misconduct

2. Any educator arrested for or convicted of a crime listed in sections 111 (e)-(f.1) of the Public School Code must report the arrest/conviction to the school entity within 72 hours

## CHILD ABUSE IDENTIFICATION AND REPORTING PROCEDURES

Pennsylvania's Child Protective Services have defined Child Abuse as follows:

Serious physical or mental injury which is not explained by the available medical history as being accidental, or sexual abuse or sexual exploitation, or serious physical neglect of a child under 18 years of age if the injury, abuse, or neglect has been caused by the acts or omissions of the child's parents, or by a person responsible for the child's welfare, or an individual residing in the same home as the child, or a paramour of a child's parent. No child shall be deemed to be physically or mentally abused for the sole reason he/she is in good faith being furnished treatment by spiritual means through prayer alone in accordance with the tenets and practices of a recognized church or religious denomination by a duly accredited practitioner thereof or is not provided specified medical treatment in the practice of religious beliefs, or solely on the grounds of environmental factors which are beyond the control of the person responsible for the child's welfare such as inadequate housing, furnishings, income, clothing and medical care.

Persons who are required to report include but are not limited to any licensed physician; medical examiner; coroner; dentist; osteopath; optometrist; chiropractor; podiatrist; intern; registered nurse; hospital personnel engaged in the admission, examination, care or treatment of persons; a Christian Science practitioner; school administrator; school guidance counselor; school teacher; school nurse; social services worker; day care center worker or any other child care or foster care worker; mental health professional; peace officer or law enforcement official.

Reporting Procedures:

- When any member of the school staff suspects that a child has been abused, he/she should **IMMEDIATELY** notify the Principal(s).
- Involved staff will be informed of abuse cases on a need-to-know basis as determined by the building principal or his/her designee. Confidentiality provisions involving children are strict, and release information is subject to legal directives.

# CHILDLINE Phone #: 1-800-932-0313

Immunity from Liability: Any person, hospital, institution, school, or agency participating in good faith in the making of a report, cooperating with an investigation or testifying in any proceeding arising out of an instance of suspected child abuse, of taking of photographs, shall have immunity from any liability, civil or criminal, that might otherwise result by reason of such actions.

## HOMELESS CHILDREN

The Ferndale Area School District is required to provide educational activities and programs to homeless children within our District's borders. Students can be homeless for a variety of reasons and the situations are not always easily identified. The Ferndale Area School District's Homeless liaison responsibilities are currently assigned to the Ferndale Area School District's Assistant Superintendent, Dr. William Brotz. All questions regarding homeless students should be communicated to the District's Homeless Liaison.

Children experiencing homelessness may be living in but not limited to the following situations:
- Doubled up (Living with another family)
- Living in a shelter, transitional housing, or awaiting foster care.
- Living in a hotel/motel.

- Unsheltered (living in a car, park, campground, or tent)

Children can become homeless due to but not limited to these precipitating events:

- Eviction
- Fire
- Hospitalization of parent/guardian
- Incarceration of parent/guardian
- Left home/run away
- Military
- Parental Job Loss
- Parent divorce/separation

If you become aware of any of the above listed living situations or precipitating events that have taken place with one of your students, please notify the District's Homeless Liaison and Guidance Counselor immediately. Notification by school staff will allow resources and supports to be supplied to the student. You will want to notify the appropriate personnel through a written statement, an email will meet this requirement.

Resources and supports may include:

- Transportation to school and /or school of origin
- Educational evaluations and placement in appropriate programs
- Academic support programs such as Title I
- Medical, dental, and vision referrals
- Free and reduced lunch program
- Enrollment support
- Referral to Social Work to support locating a residence and other social services

**Homeless Education**

Pennsylvania's Education for Children and Youth Experiencing Homelessness Program was established to make sure homeless youth have access to a free and appropriate public education while removing barriers that homeless children face. Its goal is to have the educational process and student services continue as uninterrupted as possible while the children are in homeless situations. Some of the other main objectives of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program are to increase awareness about the needs of homeless children, explain current laws and policies, and provide practical tips for working with homeless children. The McKinney-Vento Homeless Assistance Improvement Act of 2001 requires all school districts to inform parents/guardians of their rights under this act. Specifically, it states that, pending any dispute resolution regarding school placement, a school district must immediately enroll a homeless student in the student's school of origin or other school selected on the basis of the child's best interest and provide a written explanation of the rights of appeal to the parent/guardian of the student.

Additional information, Homeless Guides, Dispute Resolution Guidance and other valuable information for students and parents/guardians can be found on the District website www.fasdk12.org and you may reference District policy 251, Homeless Students.

Links:

Education for Homeless Youth Basic Education Circular (BEC)

FASD Board Policy - Students Experiencing Homelessness, Foster Care and other Educational Instability

**McKinney-Vento Homeless Education Assistance Improvements Act of 2001**

On July 22, 1987, the Stewart B. McKinney Homeless Assistance Act became public law. This was the first comprehensive federal law dealing with the problems of homelessness in America. Recently included in the 2001 No Child Left Behind Act, it is now called the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. The Education for Homeless Children and Youths (EHCY) program, authorized under the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act), is designed to address the needs of homeless children and youths and ensure educational rights and

protections for these children and youths. The Every Student Succeeds Act (ESSA) amended the McKinney-Vento Act, and changes made by the ESSA will take effect on October 1, 2016.

**Unaccompanied Youth**

Under the federal McKinney-Vento Homeless Assistance Act (MKV), youth who are not in the physical custody of a parent or guardian and are lacking a fixed, regular or adequate nighttime residence are considered displaced and eligible for rights under the homeless education law.

**Homeless Liaison Contact:**

Dr. William Brotz, Assistant Superintendent/Jr.Sr.HS Principal. wbrotz@fasdk12.org phone 814-535-1507 x1005

**Key duties of the McKinney-Vento Homeless Liaison:**

- Develop, modify and review LEA policies and procedures.
- Use housing questionnaires, (Intake Form) to document enrollment of homeless students. Develop a system of data records of homeless students, including monitoring academic records, attendance information, graduation rate, etc.
- Use the state system for data input.
- Be familiar with the privacy rights of homeless students and families, ensure FERPA rights of all.
- Develop, revise and distribute materials, hand-outs and other related documents for students, parents, staff and community.
- Coordinate McKinney-Vento issues and activities among LEA administrators.
- Implement dispute procedure, when necessary, assure issuance of letter of denial and inform student and parent of right to appeal and process.
- Construct and revise as needed, LEA website, handbook and other documents. Coordinate and manage Title I set aside funds with the business office.
- Coordinate immediate free lunch and breakfast for homeless students with food service staff.
- Communicate with other LEA's (liaisons) on issues involving homeless students. Specifically, transportation, academic records and student best interest determinations.
- Establish ongoing communication with parents and keep them informed of student progress and school activities. Encourage parental involvement.
- Engage in community activity to identify unenrolled youth. Perform outreach with local entities such as shelters and agencies.
- Coordinate, distribute and seek donations and support for homeless students and families.
- Coordinate and communicate with the regional PAECYEH office.
- Attend training and seminars on regional and state level.

## CLASSROOM DOORS

**All classroom doors must be locked at all times. All unoccupied classroom doors shall be closed and locked at all times.**

## ACT 87, WEATHER PREPAREDNESS

Please be advised of the following procedures to be taken in the event of a "natural hazards emergency" or a "man-made hazards emergency." Because the Ferndale Area School District is subject to floods, winter storms, tornadoes, fires and nuclear power plant incidents, we want to provide a safe and practical plan for dealing with our students. You are to read the following carefully and explain these procedures to your students, preferably during the first class period at the beginning of the school year. If you have any questions, please call the Office.

1. Hurricane and Tornado: All students and staff will go to the middle of the hallway outside their classroom, crouch down and put their head between their knees. Make sure that no one is located in front of a door with a glass panel.
2. Earthquake: All students and staff will exit the building in the same manner as if for a fire drill.

## FIRE DRILL PROCEDURES

Reporting locations are contained on Pages 31-34 of this Handbook.
*Refer to the Emergency Response Guide hanging by your classroom door for additional information.

## FOOD AND DRINK IN HALLS AND CLASSROOMS

Students are not permitted to be in hallways before or after school or between classes with coffee, ice tea, snacks, etc. Any parties must be approved by the Principal with prior approval from the Wellness Committee's guidelines. Arrangements for snack items may be made through the district's Food Services Director, Mrs. Lori McGough. Grab and Go breakfast is to be consumed prior to leaving homeroom. Water bottles are the only exception.

## ACCEPTABLE USE OF INTERNET, COMPUTERS, AND NETWORK RESOURCES

The Board supports use of the computers, Internet and other network resources in the district's instructional and operational programs in order to facilitate learning, teaching and daily operations through interpersonal communications and access to information, research and collaboration. The district provides students, staff and other authorized individuals with access to the district's computers, electronic communication systems and network, which includes Internet access, whether wired or wireless, or by any other means. For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the district as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.

**Child pornography** - under federal law, is any visual depiction, including any photograph, film, video, picture, computer, or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct.

**Harmful to minors** - under federal law, is any picture, image, graphic image file or other visual depiction.
**Obscene** - any material or performance, if:

1. The average person applying contemporary community standards would find that the subject matter taken as a whole appeals to the prurient interest;
2. The subject matter depicts or describes in a patently offensive way, sexual conduct described in the law to be obscene; and
3. The subject matter, taken as a whole, lacks serious literary, artistic, political, educational or scientific value.

**Technology protection measure** - a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography or harmful to minors.

The availability of access to electronic information does not imply endorsement by the district of the content, nor does the district guarantee the accuracy of information received. The district shall not be responsible for any information that may be lost, damaged or unavailable when using the network or for any information that is retrieved via the Internet.

The district shall not be responsible for any unauthorized charges or fees resulting from access to the Internet or other network resources.

The Board declares that computer and network use is a privilege, not a right. The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the district's Internet, computers or network resources, including personal files or any use of the district's Internet, computers or network resources. The district reserves the right to monitor, track, and log network access and use; monitor file server space utilization by district users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The district shall cooperate to the extent legally required with the ISP, local, state and federal officials in any investigation concerning or related to the misuse of the district's Internet, computers and network resources.

The Board requires all users to fully comply with this policy and to immediately report any violations or suspicious activities to the Superintendent or designee.

The Board establishes the following materials, in addition to those stated in law and defined in this policy, that are inappropriate for access by minors:

1. Defamatory.
2. Lewd, vulgar, or profane.
3. Threatening.
4. Harassing or discriminatory.
5. Bullying.
6. Terroristic.

The district reserves the right to restrict access to any Internet sites or functions it deems inappropriate through established Board policy, or the use of software and/or online server blocking. Specifically, the district operates and enforces a technology protection measure(s) that blocks or filters access to inappropriate matter by minors on its computers used and accessible to adults and students. The technology protection measure shall be enforced during use of computers with Internet access.

Upon request by students or staff, the Superintendent or designee shall expedite a review and may authorize the disabling of Internet blocking/filtering software to enable access to material that is blocked through technology protection measures but is not prohibited by this policy.

Upon request by students or staff, building administrators may authorize the temporary disabling of Internet blocking/filtering software to enable access for bona fide research or for other lawful purposes. Written permission from the parent/guardian is required prior to disabling Internet blocking/filtering software for a student's use. If a request for temporary disabling of Internet blocking/filtering software is denied, the requesting student or staff member may appeal the denial to the Superintendent or designee for expedited review.

The district shall make every effort to ensure that this resource is used responsibly by students and staff.

Users of district networks or district-owned equipment shall, prior to being given access or being issued equipment, sign user agreements acknowledging awareness of the provisions of this policy, and awareness that the district uses monitoring systems to monitor and detect inappropriate use and tracking systems to track and recover lost or stolen equipment.

Student user agreements shall also be signed by a parent/guardian. Students will be educated on network etiquette and other appropriate online behavior, including:

1. Interaction with other individuals or social networking web sites and in chat rooms.
2. Cyberbullying awareness and response.

Network accounts shall be used only by the authorized owner of the account for its approval purpose. Network users shall respect the privacy of other users on the system.

*Safety*

It is the district's goal to protect users of the network from harassment and unwanted or unsolicited electronic communications. Any network user who receives threatening or unwelcome electronic communications or inadvertently visits or accesses an inappropriate site shall report such immediately to a teacher or administrator. Network users shall not reveal personal information to other users on the network, including chat rooms, e-mail, social networking web sites, etc.

Internet safety measures shall effectively address the following:

1. Control of access by minors to inappropriate matters on the Internet and World Wide Web.
2. Safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
3. Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.

4. Unauthorized disclosure, use, and dissemination of personal information regarding minors.
5. Restriction of minors' access to materials harmful to them.

*Prohibitions*

Users are expected to act in a responsible, ethical and legal manner in accordance with district policy, accepted rules of network etiquette, and federal and state law. Specifically, the following uses are prohibited:

1. Facilitating illegal activity.
2. Commercial or for-profit purposes.
3. Non-work or non-school related work.
4. Product advertisement or political lobbying.
5. Bullying/Cyberbullying.
6. Hate mail, discriminatory remarks, and offensive or inflammatory communication.
7. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
8. Accessing, sending, receiving, transferring, viewing, sharing or downloading obscene, pornographic, lewd, or otherwise illegal materials, images or photographs.
9. Access by students and minors to material that is harmful to minors or is determined inappropriate for minors in accordance with Board policy.
10. Inappropriate language or profanity. Transmission of material likely to be offensive or objectionable to recipients.
11. Intentional obtaining or modifying of files, passwords, and data belonging to other users.
12. Impersonation of another user, anonymity, and pseudonyms.
13. Fraudulent copying, communications, or modification of materials in violation of copyright laws.
14. Loading or using unauthorized games, programs, files, or other electronic media.
15. Disruption of the work of other users.
16. Destruction, modification, abuse or unauthorized access to network hardware, software and files.
17. Accessing the Internet, district computers or other network resources without authorization.
18. Disabling or bypassing the Internet blocking/filtering software without authorization.
19. Accessing, sending, receiving, transferring, viewing, sharing or downloading confidential information without authorization.

*Security*

System security is protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, these guidelines shall be followed:

1. Employees and students shall not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in under another student's or employee's name.
3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

*Consequences for Inappropriate Use*

The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts. Illegal use of the network; intentional deletion or damage to files or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution. General rules for behavior and communications apply when using the Internet, in addition to the stipulations of this policy.

Vandalism shall result in loss of access privileges, disciplinary action, and/or legal proceedings. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet or other networks; this includes but is not limited to uploading or creating computer viruses.

Failure to comply with this policy or inappropriate use of the Internet, district network or computers shall result in usage restrictions, loss of access privileges, disciplinary action, and/or legal proceedings.

**PROJECTORS/APPLE TVS & PRESENTATION BOARDS/MONITORS**

The use of technology within the classroom has been an integral part of the educational experience for students. The use of projectors, Apple Televisions, and Presentation Boards/Monitors have provided another tool in the classroom. Your efforts to utilize these tools within your daily lessons is expected. Devices must be turned off when not in use. It is the responsibility of the teacher to make sure this task is completed. Devices shall not be left on when not in use.

However, with technology there will always be issues related to maintenance and procedures for use. Teachers shall be required to turn off the projectors when they are not being used for instructional purposes. The projectors shall be turned off when classroom instruction is not taking place, the teacher is not in the room, or the room is vacant for an extended period of time. Projectors shall be turned off when the teachers are on a duty or taking lunch.

**LAST DAY OF SCHOOL**

Desks, shelves, and filing cabinets should be void of any books, plants, or other materials. Materials should be stored in a safe place if you plan to use them in following years. Prior to your departure you will be expected to complete the entire check-out form and obtain all necessary signatures. Items included for check-out are as follows:

Failure List
Indebted List (after book collection)
Faculty Handbook
List of Incompletes
Room Key

Check out with the Asst. Principal or Principal after obtaining all necessary signatures

# PART III: THE DISCIPLINE CODE

**Student Discipline**

Refer to the Student Handbook for the student discipline code policies and procedures.

**Teacher Discipline**

The following disciplinary procedures will serve as a guide for administering progressive penalties when an employee violates a district policy, rule and/or procedure. The district reserves the right to advance to a more severe penalty when the violation warrants such action.

1. Level I – Verbal warning, documented with a letter of confirmation which will be placed in the employee's personnel file.
2. Level II – Verbal reprimand 2nd Offense, documented with a letter of confirmation which will be placed in the employee's personnel file.
3. Level III – Written reprimand, placed in the personnel file. An Action Plan or Improvement Plan may be developed and implemented.
4. Level IV – Possible suspension, demotion, dismissal, and/or pursuit of civil and criminal sanctions.

# PART IV: ATTENDANCE PROCEDURES

## TAKING DAILY ATTENDANCE

Taking an accurate account of daily attendance is an important task, and one for which the teacher is legally responsible. Do not assign a student to take attendance.

**Record student absences in PowerSchool during Homeroom period. Mark any student who is absent as Unexcused or Tardy.** (The Office will be responsible for documenting excuses, educational trips, field trips, doctor excuses, etc.)

*If a student appears as absent on PowerSchool, but is present in your class after Homeroom – First check eHall Pass and then if necessary, contact the Office Secretary immediately.

**School attendance records are legal records and are used as evidence in court proceedings. It is critical that we have 100% accuracy. We will continue the district initiative of utilizing One Call to notify parents/guardians of absent students.** The Office Secretary will record all the excuses and inform the Principal when three unexcused absences have occurred. The Principal will process illegal absences through the court.

JSHS Classroom teachers are not to accept any excuses. ELEM Teachers will collect excuses and make sure they are received in the Office. Parental excuses for absence will be collected by the attendance registrars in the H.S. Office before school (7:30 - 7:35 a.m.) each day. The classroom teacher should remind students of the excuse procedure.

# HIGH SCHOOL FIRE DRILL CHART

***CLAY STREET*** ***Mrs. Steiner***

| *TEACHER* | *ROOM #* |
|---|---|
| Ms. Stern | 21 |
| Mr. Clawson | 22 |
| Mr. Rainey | 30 |
| Ms. Crum | 31 |
| Ms. Pilcher | 32 |
| Mrs. Gaviola | 37 |
| Miss Reigel | 200 |
| Mr. McClucas | 202 |
| Mr. Ozog | 300 |
| Mrs. Virgin/Substitute | Nurse |
| BIR Staff | 201 |

***PLAYGROUND PARKING LOT*** **Mr. Conway**

| *TEACHER* | *ROOM #* |
|---|---|
| Mrs. Peters | 205 |
| Mr. Harrison | 204 |
| Lisa (REACH) | 315 |
| Ms. Walker | 206 |
| Ms. Dernar | 301 |
| Sensory Staff | Sensory Room |
| Dr. Fosbrink | 302 |
| Miss. Leitenberger | 203 |

***MIDWAY*** ***Christina Madden***

| *TEACHER* | *ROOM #* |
|---|---|
| Dr. Brotz | Office |
| Mrs. Kreinbrook | 23 |
| Mr. Ogline | 10 &11 |
| Ms. Karcher | 12 |
| Mr. Stewart | 14 |
| Mrs. Segar | 33 |
| Mr. Cruse | 34 |
| Mrs. Baumbaugh | 36 |
| Mrs. Babik | 36 |

***HARLAN (Sr. High)*** ***Romy Hyland***

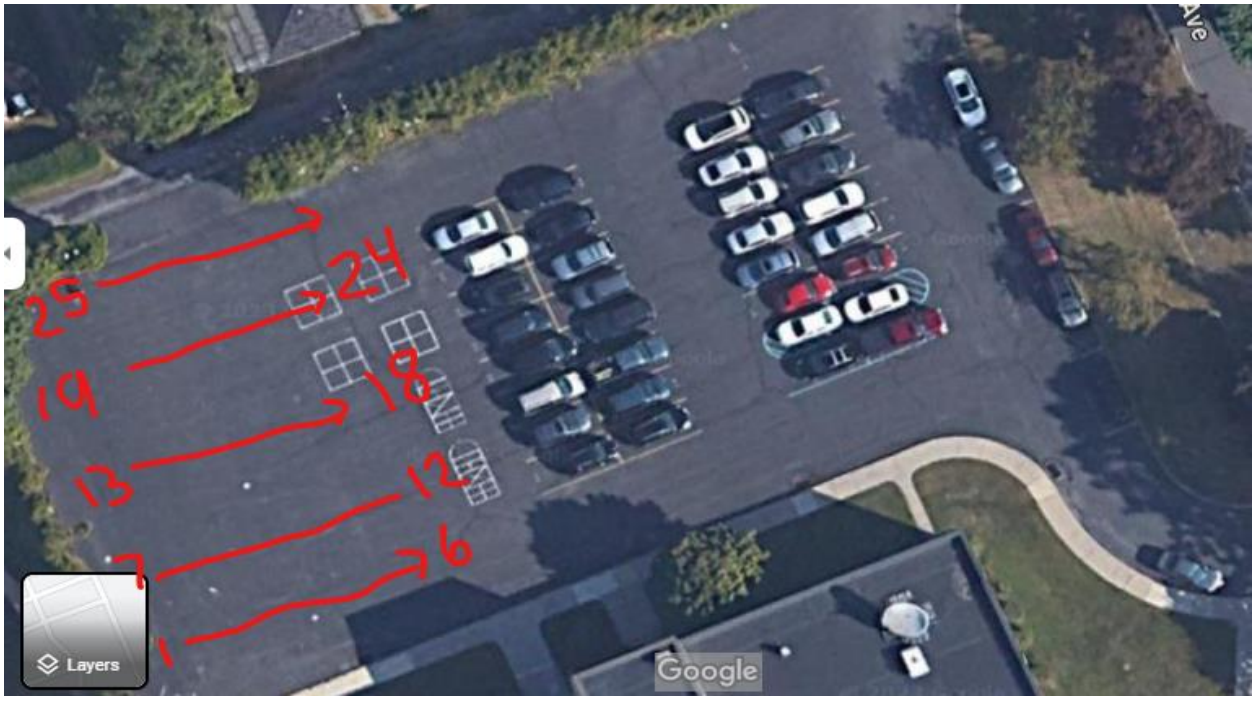
| *TEACHER* | *ROOM #* |
|---|---|
| Cafeteria Staff | Cafeteria/Kitchen |
| Mrs. Mullen | 24 |
| Miss Sarka | 25 |
| Resource Staff | 26 |
| Mr. Lasko | 27 |
| Mr. McClucas | HS Gym |
| Mrs. Babik | HS Gym |
| Martina (REACH) | Office |
| Fitness Center | JH Gym |
| RRA | 101 |

# ELEMENTARY SCHOOL FIRE DRILL CHART

**Playground**




**Parking Lot**



| | Teacher | Grade | Room # | | Teacher | Grade | Room # |
|---|---|---|---|---|---|---|---|
| 1 | Carbaugh | Pre-K 4 | 102 | 19 | Eisenhuth | PE | Gym |
| 2 | McCreery | Pre-K 3 | 101 | 20 | Engle | Music | 103 |
| 3 | Black | KDG | 113 | 21 | Sendek | Art | 106 |
| 4 | Riffle | KDG | 112 | 22 | Postasnik | STEM/ Lib | |
| 5 | Ozog | 1 | 111 | 23 | Koposko | LS | 04 |
| 6 | | | 110 | 24 | McClelland | LS | 05 |
| 7 | Schmidt | 1 | 109 | 25 | Oakley | LS | 202 |
| 8 | R. Hrabosky | 2 | 200 | 26 | Gorzelsky | Reading Spec. | 204 |
| 9 | Beckner | 2 | 206 | 27 | Mino | Math Spec. | 03 |
| 10 | Stevens | 3 | 02 | 28 | M. Hrabosky | MTSS | |
| 11 | Miller | 3 | 06 | 29 | Bennett | Speech | 203 |
| 12 | Ambroe | 4 | 13 | 30 | | | |
| 13 | Robertson | 4 | 16 | 31 | Aides | | |
| 14 | Tyger | 5 | 08 | 32 | Virgin | Nurse | |
| 15 | Eash | 5 | 12 | 33 | Sweeney | EL | 14 |
| 16 | Cunningham | 6 | 15 | 34 | Shugars | Guidance | 107 |
| 17 | Riffle | 6 | 16 | 35 | Bendis | Communities in Schools | 105 |
| 18 | Sell | 6 | 14 | 36 | | Day to day Sub | |
| 19 | Sarlouis | | 01 | | | Day to day Sub | |
| | Statler/Rohloff | REACH | 108 | | | Day to day Sub | |
| | Blough | Office | | | Mykut | Office | |
| | Smith | Office | | | | | |

**Pre-K, Music, Library, MTSS Room:** Exit from the lobby doors to the playground area

**Pre-K Counts, Guidance, Art, Sensory Room, Cafeteria:** Exit the Cafeteria's doors to the playground area

**First Grade and Kindergarten:** Exit out the door near Special Ed house to the playground area

**Second Grade, Room 202 & 203, Title I:** Exit down the front stairwell and out the doors to the playground area

**Rooms 01, 03, 04, and 05, Third Grade:** Exit up the stairwell closest to the cafeteria and out the side cafeteria door to the playground area

**Fifth Grade, Sixth Grade, Psychologist Office, Counselor/Therapist Office, STEM Lab:** Exit out the door near the administration and up the hill to the playground

**PE:** out the gymnasium doors and up the hill to the playground area

**This Page Intentionally Left Blank**

# Faculty / Staff Acknowledgement Form

As an employee of the Ferndale Area School District, I have read and acknowledged through signing this document that I will abide by and be governed by the policies and procedures propagated to me in the Teacher's Manual for the current school year. I have discussed any unclear or imprecise portions of this manual and have made clear those aforementioned portions with the building principal prior to signing this document.

Printed Name:_____

Date:_____

Signature:_____

**This form must be completed and returned to the respective Office by the end of the first full student week.**