



# Frazier School District

## e-Communications

February 2022

### *“Inspire and Empower”*

---

#### **Mission Statement**

*The mission of the Frazier School District is to inspire and empower our students so that they can become lifelong learners who are respectful, responsible and productive citizens in a global society.*

#### **Vision Statement**

*The Frazier School District is committed to providing students with an academically rigorous curriculum while developing deeper learning competencies in all students. Frazier sets high expectations in support of students' efforts to strive to achieve academically and in the acquisition of the skills necessary for life success.*



# **District News**

## **Navigating the Pandemic**

The Frazier School District started the year off with the goal of providing an in-person, face-to-face learning experience for our students throughout the school year. To date, we have experienced success with our approach and have not needed to shift to a remote instructional model due to an outbreak of positive cases. Navigating the pandemic has not been easy and we completely understand the frustration and struggles that occur when you or a family member is quarantined due to exposure or testing positive for COVID-19. As we navigate through this together, please keep an open line of communication between home and your child's school. If they are sick, please do not send them to school. If they test positive for COVID-19, or are considered a close contact and will miss school, please reach out to your child's teacher for assignments or support. Students can email questions, request a zoom session or google meet, or a phone call to help explain or reinforce a subject area in which they need assistance or guidance.

## **The True Cost of Cyber/ Charter Schools- “Free” is anything but “Free”**

What is advertised as a “free” public education is actually costing you hundreds of thousands of local tax dollars per year. Did you know that cyber/charter schools cost our district approximately \$800,000 a year, or approximately 3 mils of collected taxes per school year. The Frazier School District receives on average, \$9,811 in state subsidy per student who attends our district. The average tuition cost (paid 100% by Frazier School District) to attend the “free” cyber /charter school is \$11,490 - \$25,249 per student depending on the level of educational support needed. For additional information on how our outdated cyber charter school laws are depleting your local tax dollars, please visit the link below to see the actual impact that cyber/charter schools have on our district and your child's education.

<https://www.pacharterchange.org/the-public-cost-of-charter-schools/>

## **Flexible Instruction/ Remote Learning Days/ Survey**

The Frazier School District was granted permission to offer *Flexible Instruction Days* by the Pennsylvania Department of Education. For the 2021-2022 school year, we are planning to utilize *Flexible Instruction Days* when inclement weather would impact students traveling to school. The district is also permitted to use *remote* instruction if necessary during the 2021-2022 school year for mitigation strategies due to COVID-19.

The District will have three (3) options when inclement weather affects a school day:

- School Delay
- Flexible Instruction / Remote Learning Day
- Closed Day

Please see the links below for more information.

[Flexible Instruction Letter](#)  
[Flexible Instruction Plan](#)

## **Comprehensive Planning Committee**

The district will once again undergo the Comprehensive Planning Process. The district will assemble a team of educators, parents, students, community members, and members of our local school board. This team will meet, discuss, and plan what the future will look like for our students, staff, and district. If you are interested in volunteering your time please click on the link below and enter your contact information. Thank you for your continued support and commitment to our district.

[Comprehensive Planning Committee Registration](#)

# Frazier High School

Transform a life, and your own



## Frazier High School Blood Drive

**TUESDAY, FEBRUARY 15**  
**7:30 A.M. TO 1:30 P.M.**

**GYM**  
**142 CONSTITUTION STREET**  
**PERRYOPOLIS, PA 15473**

To schedule your lifesaving  
appointment:

Contact Ms. Day at [rday@fraziersd.org](mailto:rday@fraziersd.org)

Public can call 412.209.7000

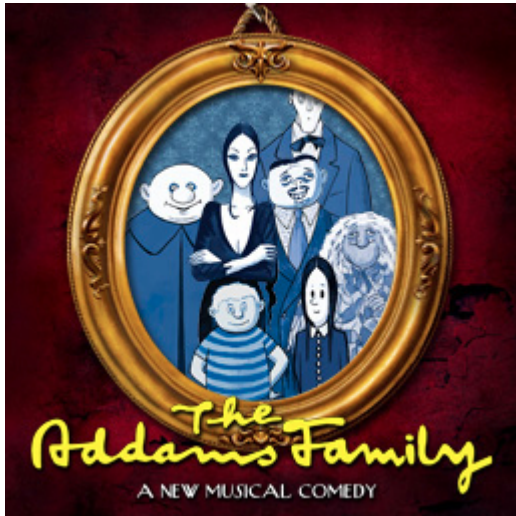
COME OUT AND HELP YOUR SCHOOL  
BY PARTICIPATING IN THE  
HIGH SCHOOL SCHOLARSHIP  
PROGRAM!

All 16-year old donors must have a  
signed parental consent form.

APPOINTMENTS RECOMMENDED

For more information or to schedule a donation,  
call **412.209.7000** or visit us at [vitalant.org](http://vitalant.org)  
Find us @vitalant:   

**vitalant** 



**The Addams Family Musical.** High School and Middle School Art Clubs worked to build the set for the upcoming High School musical, The Addams Family on March 4 and March 5.

**Student Government** will participate in the annual kickball tournament on February 8, at Printscape Arena in Southpointe to raise funds for suicide prevention.



**Fabulous February Fridays** Fridays at Frazier High School will have students and staff sporting some fabulous attire during the month of February. After all of the flannel shirts and hair band tees, comfy sweats and team jerseys, the Commodores will be ready to leap into spring.

# Frazier Middle School



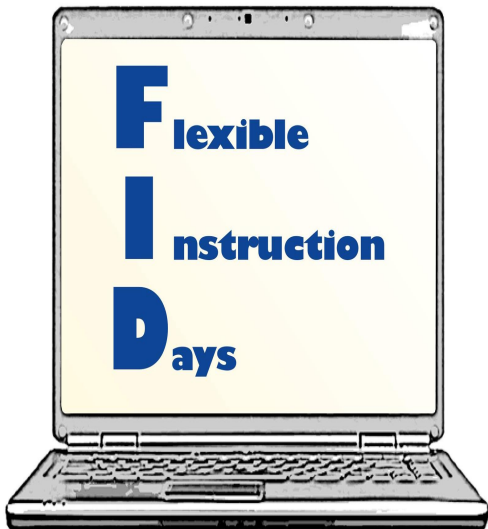
## IMPORTANT DATES:

**FEBRUARY 7, 2022 - PARENT/TEACHER CONFERENCES**

**FEBRUARY 9, 2022 - NJHS INDUCTIONS CEREMONY (6:00)**

**FEBRUARY 21, 2022 - PRESIDENT'S DAY (CLOSED)**

## FID DAYS TO THE RESCUE! (FLEXIBLE INSTRUCTIONAL DAY)



SNOW DAYS WILL NEVER BE THE SAME AT FRAZIER MIDDLE SCHOOL! FID HAS BECOME A GREAT NEW WAY TO SAVE THE INSTRUCTIONAL DAY WITHOUT CANCELING SCHOOL. EACH SCHOOL YEAR, THE PENNSYLVANIA DEPARTMENT OF EDUCATION ALLOWS SCHOOL DISTRICTS IN THE COMMONWEALTH TO IMPLEMENT THE USE OF FIVE FID DAYS. STUDENTS HAVE THE OPPORTUNITY TO CONTINUE WITH THEIR EDUCATION FROM HOME INSTEAD OF WHAT WE ALL ONCE KNEW AS A SCHOOL CANCELLATION. THANKFULLY, WE WILL NO LONGER HAVE THE NEED TO DISRUPT PRESIDENT'S DAY, EASTER BREAK, FAMILY VACATIONS OR EVEN WORSE, TACK ON DAYS TO THE END OF THE SCHOOL YEAR!



## **MIDDLE SCHOOL BOYS BASKETBALL**



**CONGRATULATIONS TO COACH FEDOR AND COACH OSTROSKY  
FOR ANOTHER GREAT YEAR! THE BOYS HAD A FANTASTIC  
EXPERIENCE AND GREW MUCH AS A TEAM.**

## **JUNIOR HIGH WRESTLING**



**FRAZIER JUNIOR HIGH WRESTLING IS HAVING A GREAT SEASON!  
THIS IS COACH KENNEY'S FIRST YEAR WITH FRAZIER!**

[Join The Middle School on Facebook - "Frazier Middle School"](#)



# Frazier Elementary School

The 2nd quarter ended on January 18, 2022.

We will hold Parent / Teacher Conferences on February 7, 2022 from 4:30-7:30pm. Conferences will be held in-person or virtually based on your preference. Please contact your child's homeroom teacher for more information. There is no school for students on February 7, 2022 due to the conferences.



Valentine's Day Classroom Celebrations will be held on Friday, February 11, 2022. Homeroom teachers distributed the celebration form for items to be donated. Please contact the homeroom coordinator if you are interested in donating items to the celebration!

# ***Frazier Special Education Department***

## **Federally Mandated Special Education Data Collection**

The Annual PIMS Special Education enrollment and Census for IDEA funds was completed. This collection is the unduplicated number of children with disabilities with a valid individualized education program (IEP) as of December 1 of the current school year. The data collected are required by the Individuals with Disabilities Education Act (IDEA), Section 618. The data is also used for monitoring the programs and activities under IDEA, the non-fiscal survey of the common core of data (local education agency (LEA) level), and by the Office for Civil Rights (School level). The total number of students identified for the 2021-2022 school year is 169 total students.

Please click the following PennData link for more information on previous school year special education data reports: [Special Education Data Reporting](#)

For any questions related to Special Education please contact The Director of Special Education, Eric Johnson.

**Eric Johnson**

[ejohnson@fraziersd.org](mailto:ejohnson@fraziersd.org)

724-736-9507 Ext. 128

## **CHILD FIND AND ANNUAL NOTICE TO PARENTS (CFR 300.125)**

In compliance with state and federal law, the Frazier School District will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

For further information on the evaluation procedures and provision of services to protected handicapped students or eligible students, contact the Frazier School District Special Education Director, Eric L. Johnson.

The Frazier School District, along with other public agencies in the Commonwealth, must establish and implement procedures to identify, locate and evaluate all children who need special education programs and services because of the child's disability. This notice is to help find these children, offer assistance to parents and describe the parent's rights with regard to confidentiality of information that will be obtained during the

process. Each school district shall also conduct awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs.

The content of this notice has been written in English. If a person does not understand any of this notice, he or she should contact the school district/IU and request an explanation. Intermediate Unit 1 acts as a MAWA, a public education agency that provides early intervention to eligible three to five year olds who live in Fayette, Greene and Washington Counties. Throughout the notice, the reader will find references to the IU, the MAWA, or to the MAWA agency—all referring to Intermediate Unit 1 for the purposes of this notice.

## **IDENTIFICATION ACTIVITY**

Child Find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing in the State, including children attending private schools, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a free appropriate public education (FAPE) can be made available. The types of disabilities, that if found to cause a child to need services are: Autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment due to chronic or acute health problems, specific learning disabilities, speech or language, traumatic brain injury and visual impairment including blindness, in the case of a child that is of preschool age developmental delay. Screening activities are also conducted to determine student need for gifted support services.

The Frazier School District provides educational services for all eligible students either through district-operated classes, contracts with Intermediate Unit #1, or Approved Private Schools. Classes providing Learning Support, Life-Skills Support, Emotional Support, Physical Support, Multiple Disabilities Support, and Autistic Support are available for students at beginning school age through age 21, if necessary. Additional services include hearing, vision, and speech and language support. Students found to meet eligibility criteria as "mentally gifted" may receive services through the district's Gifted Support programs.

The Frazier School District is required to annually provide notice describing the identification activities and the procedures followed to ensure confidentiality of personally identifiable information. This notice is intended to meet this requirement.

Identification activities are performed to find a child who is suspected as having a disability that would interfere with his or her learning unless special education programs and services are made available. Children suspected of being "mentally gifted" who need specially designed instruction not ordinarily provided in the regular education program also go through screening activities. The activities include: review of group data, conduct hearing and vision screening, assessment of student's academic functioning, observation of the student displaying difficulty in behavior and determining the student's response to attempted remediation. Input from parents is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated, but is not evaluated before parents give permission for their child to be evaluated.

The school district will follow procedures outlined in the special education regulations (Chapter 14) for determining eligibility and need for special education services. Chapter 16 regulations will be followed to determine eligibility and need for Gifted Support services.

The LEA's public outreach awareness system includes methods for reaching homeless children, wards of the state, children with disabilities attending private schools, and highly mobile children, including migrant children.

## **CONFIDENTIALITY (CFR 300.127)**

If after screening, a disability is suspected, upon your permission, your child will be evaluated. Written records of the results are called an education record, which are directly related to your child and are maintained by the school districts. These records are personally identifiable to your child. Personally identifiable information includes the child's name, the name of the child's parents or other family member, the address of the child or their family, a personal identifier such as social security number, a list of characteristics that would make the child's identity easily traceable or other information that would make the child's identity easily traceable.

The school district will gather information regarding your child's physical, mental, emotional and health functioning through testing and assessment, observation of your child, as well as through review of any records made available to the school district through your physician and other providers of services such as day care agencies.

The school district protects the confidentiality of personally identifiable information by one school official being responsible for ensuring the confidentiality of the records, training being provided to all persons using the information, and maintaining for public inspection a current list of employee's names and positions who may have access to the information. The school district will inform you when this information is no longer needed to provide educational services to your child and will destroy the information at designated intervals, except general information such as your child's name, address, phone number, grades, attendance record and classes attended, grade level completed, may be maintained without time limitation.

As the parent of the child you have a number of rights regarding the confidentiality of your child's records. The right to inspect and review any education records related to your child are collected, maintained, or used by the school district. The school district will comply with a request for you to review the records without unnecessary delay before any meetings regarding planning for your child's special education program (called an IEP meeting). Should you and your school district disagree about your child's special education support and services and a due process hearing is requested, the school district will furnish you with the opportunity to inspect and review your child's records, within 30 days.

You have the right to an explanation and interpretations of the records, to be provided copies of the records if failure to provide the copies would effectively prevent you from exercising your right to inspect and review the records, and the right to have a representative inspect and review the records. This review is conducted with the assistance of an appropriate school district staff member. Upon your request, the school district will provide you a list of the types and location of education records collected, maintained, or used by the agency. Additionally, the school district will charge a fee for copies of records made in response to your request except, it will not charge a fee if doing so will prevent you from inspecting and reviewing your child's records. A current list of reasonable fees relative to records request is available in the district's central office. The district will not charge a fee to search or retrieve information. You have the right to request in writing the amendment of your child's education records that you believe are inaccurate or misleading, or violate the privacy or other rights of your child. The school district will decide whether to amend the records within 45 school days of receipt of your request. If the school district refuses to amend the records you will be notified of the refusal and your right to a hearing. You will be given at that time, additional information regarding the hearing procedures. Upon written request, the district will schedule and provide written notice of the hearing to challenge information in your child's education files.

Parent consent is required before personally identifiable information contained in your child's education records is disclosed to anyone other than officials of the school district collecting or using the information for purposes

of identification of your child, locating your child and evaluating your child or for any other purpose of making available a free appropriate public education to your child. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Additionally, the school district, upon request, discloses records without consent to officials of another school district in which your child seeks or intends to enroll.

A parent may file a written complaint with the Pennsylvania Department of Education at the address below alleging that the rights described in this notice were not provided.

**Pennsylvania Department of Education**

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

The Department of Education will investigate the matter, issue a report of findings and necessary corrective action within 60 days. The Department will take necessary action to ensure compliance is achieved.

Complaints alleging failures of the school district with regard to confidentiality of personally identifiable information may also be filed with:

**Family Policy Compliance Office**

U.S. Department of Education  
400 Maryland Ave SW Washington, DC 20202-4605

In accordance with 34 CFR § 300.624, please be advised of the following retention/destruction schedule for the Pennsylvania Alternate System of Assessment (PASA), Pennsylvania System of School Assessment (PSSA), and Keystone Exam related materials:

- PSSA, Keystone Exam, and PASA test booklets will be destroyed one year after student reports are delivered for the administration associated with the test booklets.
- PSSA and Keystone Exam answer booklets and PASA media recordings will be destroyed three years after completion of the assessment.

The Frazier School District will provide ongoing screening services. If you wish to learn more, have questions, or believe your child may need to be identified, please contact Eric Johnson, Director of Special Education.

**EARLY INTERVENTION IDENTIFICATION**

In Pennsylvania, a child between three years of age and the school district's age to begin school who has a developmental delay or one or more of the physical or mental conditions listed above, will be identified as an "eligible young child." The parents of these children have the same rights described above.

The Pennsylvania Department of Education is responsible for providing programs and services to eligible young children under Act 212 of 1990, the Early Intervention Services System Act. Screening for preschool children is available through the Child Alert Program operated by Intermediate Unit #1. To schedule an appointment for screening call IU1 at 1.800.328.6481. For additional information, contact your local school district.

**POTENTIAL INDICATORS OF WEAKNESSES IN THE DEVELOPMENTAL DOMAIN AREAS AND OTHER RISK FACTORS THAT COULD INDICATE A DISABILITY (Requirement of Section 14.212(b))**



A developmental delay is determined by the results of a developmental evaluation. The results of one or more domain areas (adaptive, personal-social, communication, motor or cognitive) have to show at least a 25% delay or a score of 1.5 standard deviations below the mean (Standard Score of 77 or below). The delay results in the need for specially designed intervention/ instruction (SDI) in order to participate in typical activities and routines.

Children with a developmental delay may show weaknesses in the following areas:

**Adaptive** – Pre-kindergarten aged children with a developmental delay may have difficulty dressing/ undressing; using utensils to eat, removing shoes without assistance, distinguishing between nonfood/ food substances, or have difficulty with toileting needs. One may have difficulty moving independently around the house, understanding that hot is dangerous, putting away toys when asked, indicating an illness or ailment to an adult, or demonstrating caution and avoiding common dangers.

**Personal-Social** – Pre-kindergarten aged children with a developmental delay may have difficulty responding positively to adult praise, rewards or promise of rewards; greeting familiar adults spontaneously, enjoying simple stories read aloud, helping with simple household tasks, initiating social interaction with familiar adults, expressing affection/liking for peers, playing cooperatively with peers, stating first name, last name, age, or whether he is a male/female; using objects in make-believe play, using ‘I’ or ‘me’ to refer to himself, or recognizing facial expressions of common emotions.

**Communication** - Pre-kindergarten aged children with a developmental delay may have difficulty following 2-step verbal commands, associating spoken words with pictures, recalling events from a story presented orally; engaging in extended and meaningful nonverbal exchanges with others, using words to get his needs met, responding to ‘yes’ and ‘no’ questions appropriately, or asking ‘wh’ questions.

**Motor** - Pre-kindergarten aged children with a developmental delay may have difficulty running without falling, kicking a ball without falling, walking up and down steps alternating feet without assistance, walking backward, imitating the bilateral movements of an adult, pointing with his index finger independent of the thumb and other fingers, scribbling linear and/or circular patterns spontaneously, using the pads of fingertips to grasp a pencil, holding a paper with one hand while drawing or writing with the other hand, fastening clothing without assistance, cutting with scissors, copying a circle, or imitating vertical and horizontal markings.

**Cognitive** - Pre-kindergarten aged children with a developmental delay may have difficulty attending to one activity for 3 or more minutes, reciting memorized lines from songs or TV shows, showing interest in age-appropriate books, matching/naming colors, responding to one and one more, giving three objects on request, matching shapes, identifying objects by their use, identifying items by size, identifying colors of familiar objects not in view, or identifying simple objects by touch.

## **OTHER FACTORS THAT COULD INDICATE A DISABILITY**

Developmental disabilities are birth defects related to a problem with how a body part or body system works. They may also be known as functional birth defects. Many of these conditions affect multiple body parts or systems. Researchers have identified thousands of different birth defects. Birth defects can have a variety of causes, such as: Genetic problems caused when one or more genes doesn’t work properly or part of a gene is missing, problems with chromosomes, such as having an extra chromosome or missing part of a chromosome, environmental factors that the expectant mother is exposed to during pregnancy, such as Rubella or German measles or if she uses drugs or alcohol during pregnancy.

## **FACTORS CONSIDERED WHEN DETERMINING MENTAL GIFTEDNESS**

1. The child performs a year or more above grade achievement level in one or more subjects as measured by a nationally normed and validated achievement test.
2. The child demonstrates rates of acquisition/retention of content and skills reflecting gifted ability.
3. The child demonstrates achievement, performance, or expertise in one or more academic areas as evidenced by products, portfolios or research, as well as criterion-referenced team judgment.
4. The child demonstrates early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest, communication skills, foreign language aptitude, or technology expertise.
5. The child demonstrates that intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation are masking gifted abilities.

*Thank you for taking the time to learn about the Frazier School District.*

[www.frazierschooldistrict.org](http://www.frazierschooldistrict.org)

**Frazier School District**

**142 Constitution Street**

**Perryopolis, PA 15473**

**724-736-9507**