



# Frazier School District

## e-Communications

September 2022

*“Inspire and Empower”*

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### **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

## 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, \$7,212 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 \$14,629-\$30,606 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 For additional information on how our outdated cyber charter school laws are depleting your local tax dollars, please visit the link below to see the actual impact that cyber/charter schools have on our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/>

### Covid-19 Guidance

#### FRAZIER SCHOOL DISTRICT COVID-19 GUIDANCE 2022-2023 SCHOOL YEAR

**FACE MASKS ARE HIGHLY RECOMMENDED**

	Covid-19 Positive	Isolation/ Masking	
	Must Quarantine/Isolate Please notify the school nurse immediately upon positive test result.	Ending Isolation...	Removing your mask...
<b>STAFF &amp; STUDENTS</b>	<ul style="list-style-type: none"> <li>➤ Persons who test positive for COVID-19 must quarantine/isolate for at least 5 days.</li> <li>➤ Tell your close contacts</li> <li>➤ To calculate your 5-day isolation period, day 0 is your first day of symptoms. Day 1 is the first full day after your symptoms developed</li> <li>➤ If you still have fever or your other symptoms have not improved contact your health care provider and continue to isolate until they improve.</li> </ul>	<p>If you had symptoms you may end isolation after day 5 if:</p> <ul style="list-style-type: none"> <li>➤ You are fever-free for 24 hours (without the use of fever-reducing medication)</li> <li>➤ Your symptoms are improving</li> <li>➤ After you have ended isolation, if your COVID-19 symptoms recur or worsen, restart your isolation at day 0. Talk to a healthcare provider if you have questions about your symptoms or when to end isolation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All persons who test positive for COVID-19 will be required to wear a mask while around other people upon return during days 6 through 10</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>➤ or until testing negative, whichever occurs first.</li> </ul>
<b>Testing Recommendation</b>	<ul style="list-style-type: none"> <li>➤ All exposed persons, regardless of vaccination status, should monitor for symptoms and test.</li> <li>➤ If someone develops symptoms consistent with COVID-19, testing is recommended, regardless of vaccination or prior infection status.</li> </ul>		
<b>Exposure  Close Contacts</b>	<ul style="list-style-type: none"> <li>➤ People who have known or suspected exposure to COVID-19 it is recommended to wear a mask around others for 10 days from their last exposure, regardless of vaccination status or prior infection.</li> <li>➤ If you test positive you should tell your close contacts so that they can monitor for symptoms.</li> </ul> <p style="text-align: center;">For more information regarding COVID-19 please access the Center for Disease and Control at the link below. <a href="#">CDC Guidelines for Schools</a></p>		

## **Campus Access/ School Visitor Procedure Changes**

**Starting September 6, 2022, The Frazier School District Campus will be closed to the public during the school day.**

**Only students and staff are permitted on campus unless prior authorization has been arranged.**

**All visitors must provide the reason for their visit upon arrival and are to remain outside until their meeting or delivery is confirmed. Visitors must provide identification, which will be scanned in our visitor management system. Upon entry, visitors will be required to sign the visitors log. Once granted admission, all visitors will receive a visitors badge and will be escorted to their scheduled destination.**

**Thank you for your understanding and cooperation regarding the safety and security of our students, staff, and district.**

# FRAZIER HIGH SCHOOL

## Frazier High School Blood Drive

**TUESDAY, SEPTEMBER 20  
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:



## High School Events

**September 13 - Picture Day**

**September 20 - Blood Drive**

**September 23 - Homecoming**

"The Tabletop Guild is currently a sponsored high school club that provides a fun, team-spirited environment where students can come together and play tabletop games (i.e.: board games) that challenge student creativity, problem-solving skills, higher-order thinking, and sense of healthy competition. These games may include, but are not limited to, Dungeons & Dragons, chess, Magic the Gathering card game, and/or other board games such as Risk, Monopoly, etc. The Tabletop Guild will be sending out information regarding its first meeting in the near future. Any high school student is welcome to play and should contact Mr. Salaway ([jsalaway@fraziersd.org](mailto:jsalaway@fraziersd.org)) if interested."



# Smile!

## Picture day is coming

September 13th

High School

Make up Day for Senior Head Shots

September 14th

AM Pre-K, K, 1st and 2nd grades

September 15th

PM Pre-K, 3rd, 4th, and 5th grades

September 16th

Middle School



Gray's Photography  
1195 Mt. Pleasant Rd  
Mt. Pleasant, Pa 15666  
724-366-0468  
d1gray@hotmail.com  
Like us on facebook!

\*\*Fusion Students will be determined at a later date



# **FRAZIER MIDDLE SCHOOL**

## **WELCOME BACK!**



**The first day of school was August 29! Above, students enter middle school to start the new school year. Daily drop off begins at 7:00 am and runs to 7:25 am.**



## FALL BUS EVACUATION DRILLS



Students practice emergency evacuation drills exiting the buses this week. Assisting are Mr. Philips and Mr. Oberliter.

### September Dates To Remember:

- 9/5 - Labor Day - School Closed
- 9/7 - Girls Softball (H) Mapletown
- 9/12- Girls Softball (H) Beth Center
- 9/16 - Middle School Picture Day
- 9/19 - 9/23 - Spirit Week
- 9/20 - Girls Softball (H) Bentworth
- 9/21 - Boys (H) Char Houston
- 9/23 - Homecoming
- 9/26 - Girls Softball (H) West Greene
- 9/28 - Girls Softball (H) Brownsville
- 9/28 - Boys (H) Brownsville



**No School!**



**It's Football season at Frazier Middle School Best of luck to our  
Coaches and teams.  
Have a Great Season!**





# HAPPY RETIREMENT!



Thank you Mrs. Hydak for all of your hard work here at Frazier Middle School! We hope you have a wonderful retirement.

You will be greatly missed!

# FRAZIER eLEMENTARY sCHOOL



Welcome back to school, Commodores! We are excited for another fun-filled school year! On Thursday, August 25, we kicked off this school year with our annual open house event! This was a great opportunity for students and families to tour our school and meet this year's teachers!

2022-2023 School Bus Schedules are available on our website or you can [click here!](#)

We need your help! Be sure to review appropriate Bus riding behavior with your children so all have a safe ride to and from school!





**Frazier**  
Elementary  
2022 - 2023 Student Handbook

Have you reviewed our Elementary Handbook? You can read it online or request a hard copy from the school office. You will find information about dress code, bus rules, PBIS, and more!

[Click here for a digital copy of our Student Handbook!](#)



**2022-2023 SCHOOL MEALS are NO LONGER FREE**

Please click the link below to apply for Free or Reduced price meals

<https://www.schoolcafe.com/>



2022 Homecoming Parade Registration is open and available through Sept.19. We invite local youth sports/ activities, clubs, and businesses to participate! Please register your organization using [this link!](#)

# Frazier Student Support Services

## Welcome Back!

- [2022-2023 School Year Introduction Letter for Special Education Department](#)
- [E-Signature Instructions 2022-2023 School Year](#)

## Homeless Information

- [2022-2023 Homeless Letter Information](#)

## Special Education Child Find

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**