



# Frazier School District

## e-Communications

November 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, \$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 \$14,629 - \$30,606.92 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 For additional information on how our outdated cyber charter school laws are depleting your local tax dollars, please visit the link below to see the actual impact that cyber/charter schools have on our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/>

## **Free Breakfast**

Starting October 3, 2022, all students enrolled are eligible to receive a free breakfast for the remainder of the school year.

# Frazier High School

## Planning Your Postsecondary Education

High school students have been introduced to The Pennsylvania Transfer and Articulation Center (PA TRAC) website. This interactive website helps Frazier students plan their postsecondary education. As a high school student, PA TRAC can help students learn about ways to earn college credit while enrolled in high school, find out how college courses you've taken – or plan to take – transfer to PA TRAC college, and explore your postsecondary options. For more information, students are encouraged to see Ms. Hohol or visit <https://www.pacollegeatransfer.com/> and click on Students, then click For High School Students.

**Participating Colleges** >

**Transfer Courses** >

**Transfer Degrees** >

**Plan Your Transfer** >

**Find A Transfer Event** >

**IT'S ON. TAKE THE PLEDGE.**

**Quick Links**

- Participating PA TRAC Colleges
- Search for Course Equivalencies
- Search for Exam Equivalencies

**The Pennsylvania Transfer and Articulation Center (PA TRAC) enables students to easily identify courses and degrees that transfer to the participating colleges and universities.**

## Freshman Introduced to CWCTC Program

Freshman students will be introduced to the Central Westmoreland Career and Technology Center (CWCTC) on December 1, 2022. All ninth grade students will tour programs at CWCTC and will be able to ask any questions that they may have. Students will have the opportunity to gain certificates and be able to attain a job immediately after the completion of programs. After the presentation, interested students should see Ms. Hohol for more information and scheduling options for the 2023-24 school year. For more information, check visit their website at [www.cwctc.org](http://www.cwctc.org).

## High School Calendar

- November 3** - NHS Induction @ 6 P.M.
- November 6** - Daylight Saving Time Ends
- November 11** - No School; Veterans Day
- November 17** - Powder Puff Tournament
- November 22** - Early Dismissal (12:04); Fall Break
- November 23** - No School; Fall Break
- November 24** - No School; Thanksgiving Day
- November 25** - No School; Fall Break
- November 28** - No School; Fall Break



## Dual Enrollment

Students in Advanced Placement courses have taken advantage of the Dual Enrollment program and have the opportunity to earn at least 37 credits by the end of the 2022 - 23 school year. Students scheduled in courses such as, AP European History, AP American Government, AP Physics, AP English 12, and AP US History can earn college credits by successfully completing the advanced placement course and meeting college requirements. Interested students should see Ms. Hohol for second semester opportunities.



## Chess Tournament

The annual Frazier Chess Tournament was held in late October and early November, courtesy of The Tabletop Guild. Students and teachers are competing together in several different divisions based on skill level, with the opportunity to move up more challenging divisions. Congratulations the winners of the



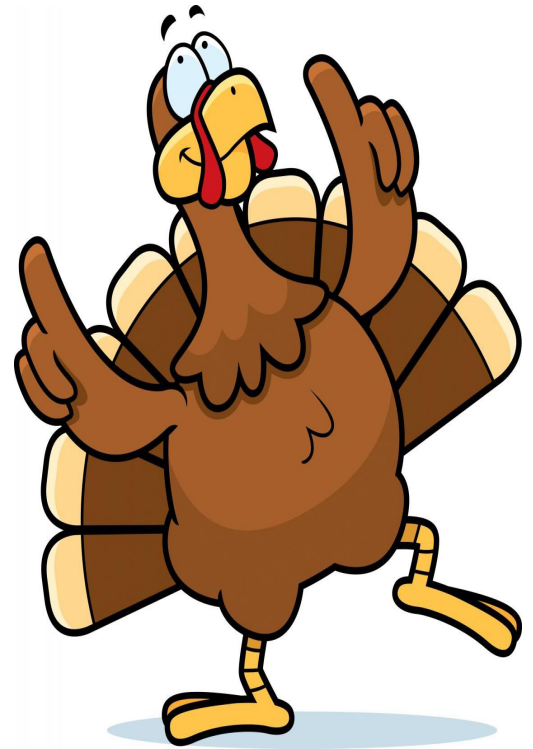
Beginner and Intermediate Divisions' Finals (respectively): Ava Clausner & Jonah Erdely! The final Advanced Division tournament will be taking place in early November, where contenders will attempt to unseat last year's tournament winner, Mr. Gerney!

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# Frazier Middle School

## November Dates To Remember:

- November 4 - Dignity and Respect Assembly*
- November 10- First Energy Assembly*
- November 11 - Veterans Day (No School)*
- November 22 - Two Hour Early Dismissal*
- November 23 - Thanksgiving Break (No School)*
- November 24 - Thanksgiving Break (No School)*
- November 25 - Thanksgiving Break (No School)*
- November 28 - Thanksgiving Break (No School)*



## Something new at FMS!

**Something new is coming to Fraizer Middle School! Jerry Pushkar and Universal Ready Mix have begun construction of our new outdoor classroom which will begin with the installation of this 25 X 25 foot concrete pad!**



# Historic Perryopolis



**Last month our eighth grade class took a step back into history as the Perryopolis Parks and Recreation Authority provided a guided tour of our history rich town. The kids enjoyed a fact filled morning with local community members leading the way! Special thank you to Mrs. Kifer and Mrs. Cushman for helping Mrs. Wildman organize this venture. We all look forward to doing it again next year!**



*And the Winner Is.....*

*Congratulations to Jewel for picking the lucky tray during breakfast and receiving a \$10 Amazon gift card! One lucky winner was selected each week for three weeks as Frazier Cafeteria is encouraging all of our students to participate in our free breakfast program!*

# *Frazier Elementary School*

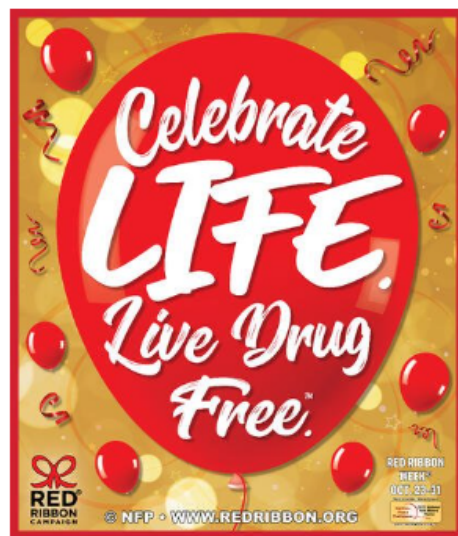


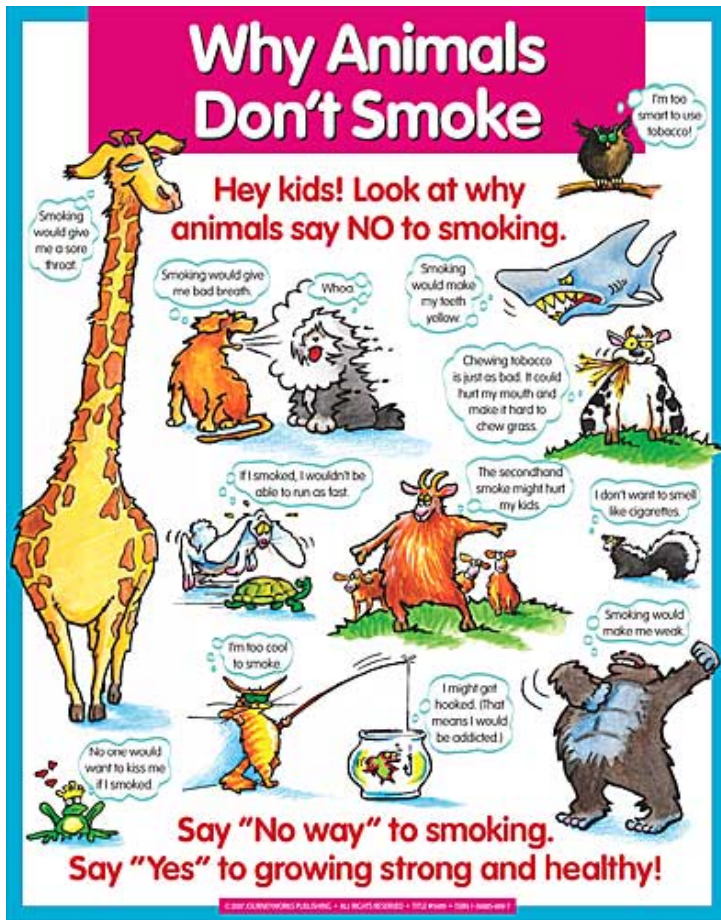
Frazier Elementary students participated in Fire Prevention activities thanks to Perry Township Volunteer Fire Department!

Students also had the opportunity to tour firetrucks. If you would like additional information about creating a Home Fire Escape Plan, [you can click here!](#)



Students participated in Red Ribbon Week by with a variety of activities including daily themes to highlight living a drug-free life and special presentations!





Fayette County Drug and Alcohol, our High School SADD club, and Mrs. Kirchner presented the Why Animals Don't Smoke program to students in Pre-K and Kindergarten students.



Office Tyler Garlick and K9 Officer Ambroos visited our students to remind students to say NO to drugs! Students also got to see Ambroos' vest and arm bite guard. Ambroos showed off some of his tricks too!





Mrs. Moffatt, Mrs. Wildman, and 8th grade students worked together to present a Reader's Theater to our 2nd grade students. The students thoroughly enjoyed having a book come to life and see the characters act out the storyline. Great Job, 8th grade!



The Elementary Student Assistance Program also known as ESAP is accepting referrals. The team includes: Mrs. Capozza, Mrs. Silverblatt, Mr. Shaulis, Mrs. McCloskey, Mrs. McManus, Mrs. Gillis, Mrs. Blair, Mr. Johnson, and Mrs. Law. Please know the ESAP Team is here to support! Anyone can make a referral to the ESAP Team including teachers, staff, parents, or peers. [You can complete a referral by clicking here!](#) Appropriate reasons for referral can include (not an all encompassing list):

- Changing friends, withdrawing from family, friends, and/or activities
- Feeling sad
- Anxiety
- Defying authority, both at home and school
- Acting aggressively
- Hitting
- Lying
- Declining grades
- Recent death of a loved one
- Divorce of parents
- Family relocation
- Bullying
- Other traumatic event

Please reach out to any member of the ESAP Team if you have any questions!

# Frazier Student Support Services

## **Student Assistance Program**

The new student assistance referral system is available district wide. Please click the following link to our school website to make a referral. [aSap Referral](#)

## **Homeless Information**

Children who are experiencing homelessness may qualify for assistance with free school lunch, school supplies/materials, tutoring, and transportation so that they can remain in their school of origin throughout the duration of their homeless episode.

If you believe a student may qualify for this service please contact Eric Johnson at 724-736-9507, Ext. 128 or by email at [ejohnson@fraziersd.org](mailto:ejohnson@fraziersd.org).

## **Chestnut Ridge School-Based Counseling Services**

Students with private insurance can now be provided School-Based Counseling Services via Telehealth pending parent permission. For more information please contact the Guidance Counselors or Special Education Department.

## **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**