



Frazier School District

e-Communications

March 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

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

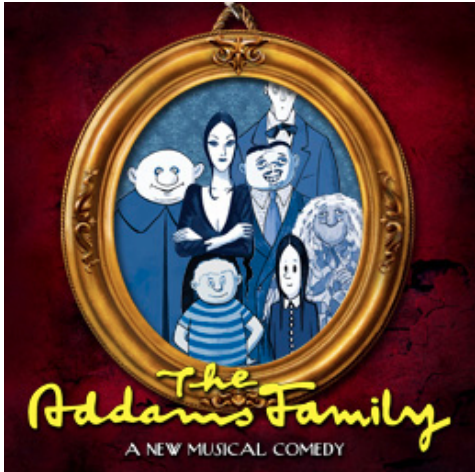
What is advertised as a “free” public education is actually costing you hundreds of thousands of local tax dollars per year. Did you know that cyber/charter schools cost our district approximately \$800,000 a year, or approximately 3 mils of collected taxes per school year. The Frazier School District 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 For additional information on how our outdated cyber charter school laws are depleting your local tax dollars, please visit the link below to see the actual impact that cyber/charter schools have on our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/>

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

The Addams Family Musical

In the kooky, upside-down world of the Addams Family, to be sad is to be happy, to feel pain is to feel joy, and death and suffering are the stuff of their dreams. Nonetheless, this quirky family still has to deal with many of the same challenges faced by any other family, and the spookiest nightmare faced by every family creates the focus Lippa, Brickman, and Elice's musical: the Addams kids are growing up. The Addamses have lived by their unique values for hundreds of years and Gomez and Morticia, the patriarch and matriarch of the clan, would be only too happy to continue living that way. Their dark, macabre, beloved daughter Wednesday, however, is now an eighteen year-old young woman who is ready for a life of her own. She has fallen in love with Lucas Beineke, a sweet, smart boy from a normal, respectable Ohio family – the most un-Addams sounding person one could be! And to make matters worse, she has invited the Beinekes to their home for dinner. In one fateful, hilarious night, secrets are disclosed, relationships are tested, and the Addams family must face up to the one horrible thing they've managed to avoid for generations: change.

The drama club will be performing the Addams Family on March 4 and March 5 in the high school auditorium. Arrive early as tickets are limited. Please contact Mr. Rafail at vrafail@fraziersd.org for more information.



Scheduling For The 2022-23 School Year In Process Course requests for the 2022-23 school year have been collected from all students. Mrs. Hohol has been meeting with all students to discuss their course requests for next year. Parents, if you have any questions about your child's schedule for next year, please contact Mrs. Hohol at shohol@fraziersd.org.



Commodores Ready To Spring Ahead

Commodores will spring ahead to Daylight Saving Time (DST) on Sunday, March 13, 2022. DST will end on Sunday, November 6, 2022. Most of the United States begins Daylight Saving Time at 2:00 a.m. on the second Sunday in March and reverts to standard time on the first Sunday in November. Each time zone switches at a different time.



Possible Change for 2022-23 School Year

A Pennsylvania lawmaker calls for clear school bags. A Philadelphia lawmaker aims to set clear backpack policies at middle and high schools statewide following a wave of policies already taking effect across Pennsylvania. In a memo this week, state Rep. Angel Cruz, D-Philadelphia, said he intends to propose a bill requiring every school board to implement a clear-backpack policy. While Cruz didn't specify the scope or details of the proposed policies, several prominent districts could serve as examples. Cruz specifically cited Altoona Area School District, which began mandating transparent backpacks last fall. With scores of school shootings in the U.S. each year, the policies' advocates say they leave students more at ease and



make school security simpler. "Measures to identify and confiscate weapons, including metal detectors and single points of entry, can be helpful but do not deter school violence alone," Cruz wrote. "As weapons continue to slip through in schools nationwide, we must take every step necessary to fortify existing school safety measures."

National Honor Society Induction

Frazier's Chapter of the National Honor Society will induct twenty-six students on March 15 at 5:00 p.m.. Students in grades 11–12 who meet the requirements for membership outlined by their Frazier's chapter are eligible to be invited for membership. Frazier's membership is based on the four pillars of NHS:

- **Scholarship**
Per national guidelines, at a minimum, students must have a cumulative GPA of 3.5 on a 4.0 scale, or equivalent standard of excellence.
- **Service**
This involves voluntary contributions made by a student to the school or community, done without compensation.
- **Leadership**
Student leaders are those who are resourceful, good problem solvers, and idea contributors. Leadership experiences can be drawn from school or community activities while working with or for others.
- **Character**
The student of good character is cooperative; demonstrates high standards of honesty and reliability; shows courtesy, concern, and respect for others; and generally maintains a clean disciplinary record.

Students who meet the scholarship requirement will have an opportunity to complete a form detailing their accomplishments in and commitment to service, leadership, and character and have it reviewed by a committee for acceptance into the chapter.

March Calendar

3/04 - Addams Family
3/05 - Addams Family
3/09 - Tie Dye Day
3/15 - NHS Induction
3/17 - St. Patrick's Day
3/17 - Mid-Term Exams; Periods 1 and 5
3/18 - Mid Term Exams; Periods 2 and 6
3/21 - Act 80 Day (High School Only)
3/21 - Parent Teacher Conferences 4:30 - 7:30 (High School Only)
3/23 - 3rd Nine Weeks Ends
3/25 - Comfy Day





MARCH MANIA

@ FRAZIER HIGH SCHOOL

MARCH 1

Mardi Gras
Tuesday - Wear
your purple,
gold and green.





MARCH 9

Dye've into Spring
Wear your tie-dye
clothing.



MARCH 17

St. Patrick's Day
(Everyone's Irish today.
Wear your green)





MARCH 25

FEELGOOD
FRIDAY - WEAR
YOUR MOST
COMFORTABLE,
SCHOOL APPROPRIATE
CLOTHING.







The Safety Bug Theresa McCulloch from The Belle Vernon Rotary Club presented Frazier SADD with a check for \$1,350 to cover the cost of bringing the Safety Bug to Frazier High School on May 11, 2022. The PA DUI Safety Bug has been custom engineered to demonstrate the loss of control one would experience if operating a motor vehicle while in an impaired state. The key difference is that it's the car – not the driver – who is “drunk.” Students who have provided a driver's license and waiver will be permitted to drive the Safety Bug through a course in the parking lot.



Frazier Middle School

DATES TO REMEMBER:

MARCH 23, 2022 - END OF THIRD NINE WEEKS

MARCH 10, 2022 - SPRING PICTURE DAY

MARCH 13, 2022 - DAYLIGHT SAVINGS TIME

MARCH 17, 2022 - SAINT PATRICK'S DAY



ON FEBRUARY 9, 2022, FRAZIER MIDDLE SCHOOL INDUCTED 28 NEW MEMBERS IN THE NATIONAL JUNIOR HONOR SOCIETY.

SPECIAL THANK YOU TO MRS. FELSHER FOR ARRANGING A NICE CEREMONY FOR OUR STUDENTS AND PARENTS.

CONGRATULATIONS TO ALL OF OUR NEW MEMBERS.

MR. TUREK



JR. HIGH WRESTLING



CONGRATULATIONS TO OUR FRAZIER JUNIOR HIGH WRESTLERS AND COACH KENNEY. THEIR SEASON ENDED AFTER THE JUNIOR HIGH SW REGIONAL TOURNAMENT. FRAZIER FINISHED 9TH OUT OF 50 TEAMS!

VALENTINE'S DANCE



ON FEBRUARY 18, 2022 COACH HARTMAN AND THE GIRLS VOLLEYBALL TEAM SPONSORED OUR MIDDLE SCHOOL VALENTINES DANCE. AS YOU CAN SEE THE KIDS HAD A GREAT TIME!

Frazier Elementary School



Congratulations to our National Elementary Honor Society Inductees and Members. Our NEHS includes 27 members in grades 4 & 5. These students were recognized at our annual ceremony on February 17, 2022. Thank you to Mrs. Guiser, Mrs. Crabtree, and the committee for working with our NEHS Program.

BEFORE & AFTER SCHOOL

The Frazier School District, in collaboration with the Private Industry Council, would like to offer a Before and After School Program for Elementary students beginning on October 1, 2022. Please take a moment to complete the survey about the Before & After School Program.

[Click Here!](#)

On Tuesday, 2.22.22, students had the opportunity to dress in '2s' with tutus ties, or doubles! First grade students marked the special date by developing a time capsule that will be opened on 3.3.33 during their Senior Year of High School!



Frazier Elementary students participated in the Annual Jump-A-Thon on 2.24.22 & 2.25.22! Students participated in heart-pumping activities designed by Mr. Shaulis and assisted by High School student volunteers. Total, our school raised \$9,819.59, which exceeded our goal of \$8,000! Great job, everyone! Thank you to Mr. Shaulis and Mrs. Guiser for your work with the Jump-A-Thon!



On 2.28.22, our PTO launched the Pie Shoppe Fundraiser. The fundraiser will run until 3.11.22. For every 10 pies a student sells, he or she will earn 1 ticket to 'pie' a staff member on Pi Day, 3.14.22! Students will also receive a mini 4 inch pie provided by our PTO on Pi Day!

**REGISTER
FOR THE
2022-23
SCHOOL YEAR**

Contact us at 724-736-9507 x 102 or x 115
for a registration packet for Kindergarten!
We are now also accepting applications for our
Pre-K Program. Contact us for more information!

Here's what's happening at Frazier Elementary so far this summer!



- Kindergarten Registration
June 6-8
- Summer Learning Program
June 6-23 (off Fridays)
- Camp Commodore
June 27-30

Be sure to check our website and Facebook for updates!

Frazier Special Education Department

Job Corps Presentation

On March 8, 2022 Ms. Cherrie Russell will be providing an informative virtual presentation about the benefits of the Job Corps program. This presentation will be during 11th and 12th grade home rooms and a virtual presentation for parents will be offered at 4:00 pm that same day.

What is Job Corps?

Extended School Year Dates

Extended School Year for students who qualify will be June 6th-June 23rd.
9:00 am-2:00 pm Monday-Thursday

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

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

Frazier School District

142 Constitution Street

Perryopolis, PA 15473

724-736-9507