



2024-2025
FRAZIER
MIDDLE SCHOOL
STUDENT
HANDBOOK

Frazier School District Administration

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Secretary to the Superintendent	Doreen T. Smith
Business Office	
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Accounts Payable	Cheryl Mattay
Transportation/Cafeteria Coordinator	Suzanne Boni
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Pre-K Programs	
Pre-K Coordinator	Dr. Anne Stillwagon
Special Education	
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IU1 Special Education Supervisor / LEA	Nativa Tamasy
Secretary	Becky Giovannelli
School Administration	
High School Principal	Dr. Jason E. Pappas
High School Secretary	Georgann Shepler
Middle School Principal	Amanda R. Law
Middle School Secretary	Tonya Hazelbaker
Elementary School Principal	Dr. Anne Stillwagon
Elementary Secretary	Laurel McWilliams

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Frazier Middle School Faculty

Grade 6 Teacher ELA	Mrs. Mandy Hartman
Grade 6 Teacher Math	Mr. Dan Kordich
Grade 6 Teacher Science	Mr. Jerry Strother
Grade 6 Teacher History	Mrs. Ann Johnson
Grade 7 Teacher ELA	Mrs. Janet Reed
Grade 7 Teacher Math	Mrs. Katie Victor
Grade 7 Teacher Science	Mrs. Amanda Felsher
Grade 7 Teacher History	Mr. Darin Belsick
Grade 8 Teacher ELA	Mr. Vince Rafail
Grade 8 Teacher Math	Mrs. Sue Szalc
Grade 8 Teacher Science	Mr. Dan Bird
Grade 8 Teacher History	Mrs. Jessica Wildman
Special Education Teacher	Mrs. Heather Blaney
Special Education Teacher	Mrs. Laura Kloock
Music / Band	Mr. Ryan Gerney
Project Lead the Way	Mr. Mike Premus
Physical Education / Wellness	Mr. Joe Scalise
Literature	Mrs. Debbie Matvey
K-12 Librarian	Mrs. Rebecca Moffatt
Speech Language Pathologist	Mr. Matt Bednar
K-8 School Counselor	Mrs. Cari Capozza
IU1 K-12 Social Worker	Mrs. Holly Gillis
IU1 K-12 School Psychologist	Mrs. Diane Silverblatt
School Nurse	Mrs. Elisa Delucia

INTRODUCTION

Vision

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.

To meet the needs of current and future students, the Frazier School District will consistently review and revise its curriculum to maintain a fresh, enlightened, research-based program. The district will also provide an ongoing system of professional development so that the district goals can be met and so instruction reflects the best of what is known about how learning occurs. The Frazier School District recognizes the current and future milieu of rapid, technological advancement, and the utilization of nanotechnology, which pervades many aspects of technical innovations. The District's response to this new and exciting era has resulted in the search for cutting edge resources, such as video-conferencing and Internet 2, innovative grants, such as "classrooms for the future", and the building of alliances with higher education agencies. All of this will have the impact of fostering progressive educational programming that meets the diverse needs of a multicultural society.

Mission

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

History

Frazier Middle School

In 2015, the Frazier School District built a new facility which houses the pre-k to grade eight programs. The Middle School remained its own entity serving grades 6, 7, 8. The new building was dedicated August 27th, 2015 and houses a population of nearly 300 students for the 2023/2024 school year.

The Frazier School District is committed to a middle school program that provides students with support and opportunities necessary for a successful transition from elementary school to high school. A balance between academic studies, exploratory experiences and practical arts activities is provided in a nurturing environment. The middle school approach recognizes individual differences and enables the students to value their own potential as successful, informed, productive citizens in a multicultural, democratic society.

Alma Mater

The Alma Mater is our school song. It represents the tie between you and everyone else who has ever been enrolled at Frazier. When this song is played or sung, you should respond with the traditional respect and decorum afforded to your alma mater. Both students and alumni should stand still with heads uncovered during the alma mater. It is generally expected that students and alumni sing along whenever the alma mater is heard. The words to your alma mater are as follows:

Hail alma mater, hats off to you

Ever you'll find us, loyal and true.

Firm and undaunted, always we'll be.

Hail to the school we love

Here's a toast to thee.

School Colors

The Frazier school colors are *red* and *white*.

Policy on Nondiscrimination

The Frazier School District is an equal education institution and, as such, will not discriminate on the basis of race, color, national origin, sex, marital status, parental status and handicap in its employment and promotional practices or in admission, access and treatment of its various programs or activities as required by Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

FERPA and PPRA Rights and Responsibilities

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents, guardians and students over eighteen (18) years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within forty-five (45) days of the day the School receives a request for access.

Parent(s) and/or guardian(s) or eligible students should submit to the School Principal a written request that identifies the record(s) they wish to inspect. The School Principal will make arrangements for access and notify the parent(s) and/or guardian(s) or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent(s) and/or guardian(s) or eligible student believes are inaccurate.

Parent(s) and/or guardian(s) or eligible students may ask the School to amend a record that they believe is inaccurate. They should write to the School Principal, clearly identify the part of the record they want changed and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent(s) and/or guardian(s) or eligible student, the School will notify the parent(s) and/or guardian(s) or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s) and/or guardian(s) or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as attorney, auditor, medical consultant, or therapist); or a parent(s) and/or guardian(s) or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

(NOTE: Frazier School District will forward records, upon request, to the school district in which the student seeks to enroll.)

4. The right to file a complaint with the U. S. Department of Education concerning alleged failures by the Frazier School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parent(s) and/or guardian(s) and students who are eighteen (18) or emancipated minors ("eligible students") certain rights regarding our conduct of surveys, collection and use of information for marketing purposes and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one (1) or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –
 1. Political affiliations or beliefs of the student or student's parent(s) and/or guardian(s);
 2. Mental or psychological problems of the student or student's family;
 3. Sexual behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors or ministers;
 7. Religious practices, affiliations or beliefs of the student or parent(s) and/or guardian(s); or
 8. Income, other than as required by law to determine program eligibility.

Additionally, in any covered program, all instructional materials, including teacher's manuals, films, tapes or other supplementary, instructional material, which will be used in connection with any survey, analysis, evaluation or part of any applicable program, shall be available for inspection by the parent(s) and/or guardian(s) of the children.

- Receive notice and an opportunity to opt a student out of –
 1. Any other protected information survey, regardless of funding;
 2. Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect, upon request and before administration or use –
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

Frazier School District will develop policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure or use of personal information for marketing, sales, or other distribution purposes. Frazier School District will directly notify parent(s) and/or guardian(s) and eligible students of these policies at least annually at the start of each school year and after any substantive changes. Frazier School District will also directly notify parent(s) and/or guardian(s) and eligible students, such as through U. S. Mail or email, at least annually at the start of each school year, of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any nonemergency, invasive physical examination or screening as described above.

Parent(s) and/or guardian(s)/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-46

August 28, 2024

Dear Parents and/or Guardians,

In compliance with the federal McKinney-Vento Homeless Assistance Act, as reauthorized in 2015 by the Every Student Succeeds Act (ESSA), the Frazier School District is attempting to identify all children within the district that may be experiencing homelessness.

The term "homeless children and youth" is identified as individuals who lack fixed, regular, and adequate nighttime residence. This includes individuals:

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Living in a motel, hotel, trailer park, or campground due to the lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Living in cars, parks, public spaces, abandoned buildings, bus/train stations, or similar settings;
- Living in substandard housing (no running water or working utilities, infestations, etc.).

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 your child(ren) may qualify for this service please contact Amanda Law, Homeless Liaison at 724-736-9507, Ext. 128 or by email at alaw@fraziersd.org.

If your living situation changes during the school year, and your child(ren) experiences homelessness, please be sure to contact the school. We will work with you so that your child(ren)'s education is disrupted as little as possible.

Sincerely,

Amanda R. Law
Frazier School District
Homeless Liaison

Homeless Students

Under McKinney Vento all school districts are responsible for identifying students experiencing homelessness and connecting them with the resources need to ensure academic success.

Who is considered homeless—Children or youth living in a shelter, transitional housing, hotel/motel, vehicle, campground, on the street or doubled up with friends or family due to a lack of alternate resources are considered homeless. An unaccompanied homeless youth is a child or youth that is not in the care of their parent or legal guardian and meets the definition of homeless under McKinney Vento.

Where can students experiencing homelessness attend school?—The law indicates that homeless students have the right to remain in their school origin (the school they attended at the time of the homeless episode or last school attended) through the end of the school year in which they find permanent housing, provided it is in the child/youth's best interest.

If through consultation between the school and the family and/or unaccompanied youth it is determined that remaining in the school of origin is not in the student's best interest, then the student has the right to immediately enroll in the school that non-homeless students living in the attendance area in which the child/youth is actually living are eligible to attend, even if they do not have all of the required documentation. Additionally, unaccompanied homeless youth have the right to immediately enroll in school, even if they do not have a legal guardian present.

What supports can school districts provide to homeless students?—Homeless students are eligible for supports and services to remove barriers to educational success. This may include transportation to the school of origin, free meals, referrals to physical/mental health providers, clothing to meet school requirements, access to school supplies and resources, assistance with credit recovery, tutoring supports, expedited evaluations and assistance to participate in school activities including parent engagement opportunities, sports, club, etc.

Homeless Dispute Process—If at any time there is a disagreement about homeless status or best interest for school placement, the district will notify the family in writing of their determination that the family/unaccompanied youth is ineligible for McKinney Vento services. At this time, the district will provide the family/unaccompanied youth with the ability to dispute their determination. Throughout the dispute process, the child/youth, including unaccompanied youth, will continue to be educated in the school of origin or immediately enrolled in the school they are seeking enrollment until the dispute process is finalized. Transportation will continue throughout the dispute process. All disputes will be sent to the ECYEH Regional Coordinator who will issue a determination. If any party is unhappy with the determination, they can elevate the dispute to the state coordinator.

What if I think that I am eligible for services under McKinney Vento?—Please contact the Frazier School District's director of student program/Special Education or your building principal.

McKinney-Vento Homeless Assistance Act

In compliance with the federal McKinney-Vento Homeless Assistance Act, as reauthorized in 2015 by the Every Student Succeeds Act (ESSA), PA Distance Learning Charter School is attempting to identify all children within the district that may be experiencing homelessness, including unaccompanied homeless youth.

The term homeless children and youth is defined as individuals who lack a fixed, regular and adequate nighttime residence. This includes individuals:

Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;

Living in a motel, hotel, trailer park or campground due to lack of alternative adequate accommodations;

Living in emergency or transitional shelters;

Living in cars, parks, public spaces, abandoned buildings, bus or train stations or similar settings;

Living in substandard housing (no running water or working utilities, infestations, etc.). FRAZIER SD attempts to identify homeless students during the initial enrollment process and on an ongoing basis. If a student or family has indicated they are homeless, or if a staff member has reasonable suspicion that a student or family is homeless, they are required to alert the Homeless Liaison. All procedures in place are designed to ensure this identification does not create or exacerbate educational barriers.

Students shall not be discriminated against, segregated nor stigmatized based on their status as homeless. To the extent feasible, and in accordance with the student's best interest, a homeless student shall continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Parents/Guardians of a homeless student may request enrollment in the school in the attendance area where the student is actually living or other schools. If a student is unaccompanied by a parent/guardian, the Frazier SD Homeless Liaison will consider the views of the students in determining where they will be enrolled.

The selected school shall immediately enroll the student and begin instruction, even if the student is unable to produce records normally required for enrollment pursuant to Frazier SD policies. However, Frazier SD may require a parent/guardian to submit contact information. The homeless liaison may contact the previous school for oral confirmation of immunizations, and the school shall request records from the previous district. Homeless families are not required to prove residency regarding school enrollment.

Frazier SD may contact the district of origin for oral confirmation that the student has been immunized, but must not be a barrier to enrollment. Oral confirmation between professionals is a sufficient basis to verify immunization with written confirmation to follow within thirty (30) days. The instructional program should begin as soon as possible after the enrollment process is initiated and should not be delayed until the procedure is completed. The Homeless Liaison will assist the parent/guardian in obtaining necessary immunizations, or immunization and medical records. Homeless students shall be provided services comparable to those offered to other Frazier SD students including but not limited to: programs for students with limited English proficiency; and educational services for which students meet eligibility criteria, such as programs for disadvantaged

students, and students with disabilities. Homeless families will also have access to all parent involvement activities and initiatives. Students automatically qualify for free lunch services.

Frazier SD has staff members who will work with local community agencies to coordinate services in the student's community. The staff includes: (liaison, Social Worker, counselor etc) as well as those involved in Student Assistance Program. Additionally, Frazier SD has certified nurses on staff that work to ensure necessary referrals take place to appropriate health care, dental services, and other medical services.

Frazier SD will ensure the student has transportation to school related events, such as, but not limited to testing and field trips.

Placement/Dispute/Complaints: If Frazier SD is unable to determine the student's grade level due to missing or incomplete records, the school shall administer tests or utilize appropriate means to determine the student's placement.

If a dispute arises over school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent/guardian/student will be provided with a written explanation of the school's decision on the dispute, including the right to appeal. The parent/guardian/student will be referred to the Homeless Liaison who will carry out the state's grievance procedure as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied student, the Homeless Liaison shall ensure that the student is immediately enrolled in school pending resolution of the dispute.

If disputes or complaints on noncompliance arise regarding the education of homeless students, the following steps may be taken:

- The person filing the complaint shall first contact the school's Homeless Liaison to present their concerns to the people closest to the situation and most likely to be able to resolve it quickly.

- If Step 1 is not successful or is not possible under the circumstances, contact should be made with the Homeless Project Education Liaison, or the Pennsylvania Department of Education (PDE) will accept complaints directly through the Education for Homeless Children and Youth Program.

- Individual cases may be referred to PDE's Office of Chief Counsel and the Office of the Deputy Secretary for Elementary and Secondary Education, as needed, by the State Homeless Coordinator.

PDE will deliver a response within fifteen (15) business days of the receipt of the complaint. The complaint may arrive in the form of a copy of the school/district letter or on the Dispute Letter Form if given directly to a Liaison of the Homeless Initiative.

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

If you believe your child(ren) may qualify for this service, please contact the- Homeless Liaison at (724) 736-9507.

If your living situation changes during the school year, and you and your children become homeless, please be sure to contact the school. We will work with you so that your child(ren)'s Education is disrupted as little as possible.

Gifted Education (Chapter 16)

Definition for Mentally Gifted

Gifted student – shall mean a student of school age with an IQ of 130 or higher who meets established multiple criteria indicating gifted ability or a school-aged student with an IQ lower than 130 when other educational criteria strongly indicate gifted ability. For purposes of this definition, any determination of mentally gifted status shall include an assessment by a certified school psychologist.

Frazier School District shall establish procedures to determine whether a student is mentally gifted. This term includes a person who has an IQ of 130 or higher or when multiple criteria as set forth in the Pennsylvania Department of Education Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted special education. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted must include an assessment by a certified school psychologist.

Multiple criteria indicating gifted ability include:

1. A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas.
2. An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability.
3. Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment.
4. Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude or technology expertise.
5. Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities defined in 34 CFR 300.8 (relating to a child with a disability), gender or race bias, or socio/cultural deprivation are masking gifted abilities.

Referral and Evaluation Procedures

The Superintendent or designee shall develop and implement procedures and the necessary forms to permit teachers to refer students or allow a parent/guardian to request in writing that a school-aged student undergo a gifted multidisciplinary evaluation to determine if the student is gifted.

Referral for gifted multidisciplinary evaluation shall be made when the student is suspected by teachers or parents of being gifted and not receiving an appropriate education under Chapter 4 (relating to academic standards and assessment).

Parents who suspect that their child is gifted may request a gifted multidisciplinary evaluation of their child at any time, with a limit of one request per school term. The request must be in writing. The school district shall make the "Permission to Evaluate" form readily available for that purpose. If a request is

made orally to any professional employee or administrator of the school district, a copy of the "Permission to Evaluate" form will be provided to the parents within 10 calendar days of the oral request.

The initial evaluation shall be completed and a copy of the evaluation report was presented to the parents no later than 60 calendar days after the school district receives written parental consent for evaluation, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term may not be counted.

Frazier Middle School Bell Schedules - 2024/2025

	Regular Bell	Two Hour Delay	Three Hour Delay
Student Arrival	7:00 - 7:27	9:00 - 9:27	10:00 - 10:28
Homeroom	7:30 - 7:48	9:30 - 9:36	Report to Pd. 1
Period 1	7:51 - 8:52	9:39 - 10:18	10:30-10:59
Period 2	8:55 - 9:56	10:21 - 11:00	11:02-11:31
Period 3	9:59 - 11:00	11:03 - 11:42	11:34-12:03
Lunch	11:03 - 11:33	11:45 - 12:15	12:06-12:36
Resource	11:36 - 12:06	12:18 - 12:48	12:39-1:09
Period 5	12:09 - 1:10	12:51 - 1:30	1:12-1:41
Period 6	1:13 - 2:14	1:33- 2:14	1:44-2:14
Student Dismissal	2:14	2:14	2:14

	One Hour Early Dismissal	Two Hour Early Dismissal	Three Hour Early Dismissal
Student Arrival	7:00 - 7:27	7:00 - 7:27	7:00 - 7:27
Homeroom	7:30 - 7:48	7:30 - 7:39	Report To Pd. 1
Period 1	7:51 - 8:40	7:42 - 8:21	7:30 - 7:59
Period 2	8:43 - 9:32	8:24 - 9:03	8:02 - 8:31
Period 3	9:35 - 10:24	9:06 - 9:45	8:34 - 9:03
Lunch	10:27 - 10:57	9:48 - 10:18	9:06 - 9:36
Resource	11:00 - 1:30	10:21 - 10:51	9:39 - 10:09
Period 5	11:33 - 12:22	10:54 - 11:33	10:12 - 10:41
Period 6	12:25 - 1:14	11:36 - 12:14	10:44 - 11:14
Student Dismissal	1:14	12:14	11:14

FID Day Schedule - Middle School		2-Hour Delay moving to all Virtual
Teacher Prep	7:30-8:30	
Office Hours	8:30 -9:00	
Period 1	9:00-9:40	9:00-9:40
Period 2	9:45-10:25	9:45-10:25
Period 3	10:30-11:10	10:30-11:10
Lunch	11:15-11:45	11:15-11:45
Period 5	11:50-12:30	11:50-12:30
Period 6	12:35-1:10	12:35-1:10
Band	1:15-2:00	12:35-1:10
Office Hours	1:15-3:00	1:15-2:40

FRAZIER SCHOOL DISTRICT 2024-2025 CALENDAR

Board Approved: Monday, April 15th, 2024

August 22 - Teacher In-Service August 23 - Teacher In-Service August 26 - Teacher In-Service / Open House 4:30-7:30pm August 27 - Closed August 28 - First Day for Students 3 Pupil = 3 6 Teacher = 6	AUGUST 2024	FEBRUARY 2025	February 17 - Presidents Day - Closed * February 21 - Teacher In-Service February 26 - 4 ½ week mark 18 Pupil = 115 19 Teacher = 120
September 2 - Labor Day - Closed September 30 - 4 ½ week mark 20 Pupil = 23 20 Teacher = 26	SEPTEMBER 2024	MARCH 2025	March 28 - Teacher In-Service March 31 - End of 3rd marking period / Act 80 Day (P/T Conf.) 4:30-7:30pm 20 Pupil = 135 21 Teacher = 141
October 14 - Act 80 Day (P/T Conf.) 12:00-3:00pm October 30 - End of 1st marking period 23 Pupil = 46 23 Teacher = 49	OCTOBER 2024	APRIL 2025	April 16 - 2 Hour Early Dismissal April 17-21 - Spring Break - Closed * 19 Pupil = 154 19 Teacher = 160
November 11 - Veterans Day - Closed November 26 - 2 Hour Early Dismissal November 27-29 - Thanksgiving - Closed * 17 Pupil = 63 17 Teacher = 66	NOVEMBER 2024	MAY 2025	May 6 - 4 ½ week mark May 9 - Act 80 Day - No School for students/Prom May 26 - Memorial Day Holiday - Closed 21 Pupil = 175 21 Teacher = 181
December 2 - Act 80 Day - No School for students December 6 - 4 ½ week mark December 20 - 2 Hour Early Dismissal December 23-31 - Winter Break - Closed 15 Pupil = 78 15 Teacher = 81	DECEMBER 2024	JUNE 2025	June 4 - ½ Day Early Dismissal June 5 - ½ Day Early Dismissal June 6 - End of 4th marking period / Turn Around Day / Graduation 5 Pupil = 180 5 Teacher = 186
January 1 - New Year's Day - Closed January 2 - Closed * January 3 - In-Service - No School for students January 6 - Students Return January 20 - ML King Holiday - Closed * January 22 - End of 2nd marking period 19 Pupil = 97 20 Teacher = 101	JANUARY 2025	<p style="margin: 0;">Make-Up Days:</p> <ol style="list-style-type: none"> 1. November 27 * 2. January 2 * 3. January 20 * 4. February 17 * 5. April 21 * <p style="margin: 0;">State Testing Windows:</p> January 6-17 - Winter Keystones April 22 - May 2 - PSSA May 12-23 - Spring Keystones	<p style="margin: 0;">Teacher Days:</p> Aug. 22 - In-Service Aug. 23 - In-Service Aug. 26 - In-Service Oct. 14 - Act 80 Dec. 2 - Act 80 January 3 - In-Service February 21 - In-Service March 28 - In-Service March 31 - Act 80 May 9 - Act 80

Academic Program and Policy

Program of Studies

Frazier Middle School offers a wide array of educational programs and courses that are designed to meet the individual needs of its students. Specific information regarding these educational programs and courses can be obtained from the guidance office.

GRADE SIX

Geography 6

Throughout this course, students will focus on the Western Hemisphere: United States/Canada and Latin America. Students will utilize map tools and learn about physical geography, human geography, culture, and human-environment interaction. Students will analyze important world issues using non-fiction current event news magazines and create various projects during the school year.

Language Arts 6

Students read grade-appropriate, complex literature and informational text and cite evidence to support analysis. Student's vocabularies expand as they become more attuned to using context knowledge of Greek and Latin roots and affixes and word analysis to determine the meaning of academic words. Students are increasingly challenged to sharpen their ability to write and speak with more clarity and coherence while providing clear reasons with relevant evidence. Students also learn how writers try to influence readers while discovering how they can do the same in their own prose.

Mathematics 6

Students will be able to focus on four critical areas:

1. Using concepts of ratio and rate to solve problems.
2. Understand division of fractions.
3. Use expressions and equations.
4. Understand statistical reasoning.

PLTW 6: Flight and Space (FS)

The exciting world of aerospace comes alive through the Flight and Space (FS) unit. Students explore the science behind aeronautics and use their knowledge to design, prototype, and test model rocket fuel and a glider. Custom-built simulation software allows students to experience space travel.

Reading 6

Reading 6 is a nine weeks course that explores reading comprehension and analysis, vocabulary, and reader response through the application of various reading strategies, teacher/student led discussion, and real world thematic application. Students will read and discuss a novel, along with various relevant supplementary texts, complete various vocabulary activities, and respond to literature in writing. Students will also pursue multiple areas of grammatical application.

Science 6

Course Description: Students learn and apply the scientific method and science process skills. Students focus their study on 3 critical areas: (1) understanding and applying environmental science to the world; (2) connecting astronomy to Earth's surface and space; (3) developing understanding of Earth's changing surface. During the year, we will be working in groups, reading, writing, completing projects/labs and other fun activities.

GRADE SEVEN

Language Arts 7

Seventh Grade English Language Arts focuses on mastery of the PA Core Standards for English Language Arts. The writing component of the course focuses on grammar, composition, research skills and vocabulary. Students will continue to build on their previous knowledge of written and spoken language. They will utilize the writing process as they write to tell a story, inform and persuade. The reading portion of the course focuses on literature, vocabulary study and reading comprehension skills. Students will continue to improve their ability to comprehend and analyze various types of literature and informational texts. Additionally, students will utilize the writing process to respond to and show their understanding of written works. This course aims to improve students' abilities in the areas of reading, writing, speaking and listening.

Mathematics 7

Integrated Math II focuses on four critical areas: (1) operations with rational numbers and working with expressions and linear equations; (2) developing understanding of and applying proportional relationships; (3) solving problems involving scale drawings; geometric constructions, surface area, and volume; and (4) drawing inferences about populations.

Music 7

Middle School General Music is an overview course which examines music as an academic subject. Students will explore music history, music theory, and music of different cultures around the world and in the U.S.

Some items which will be covered in this class are: Basic Music Theory, Piano Study, Guitar Study, History of Rock and Roll, Musical Theater

PLTW 7: Design and Modeling (DM)

Allows students to apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using Autodesk® design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.

Pre Algebra 7

Students in seventh grade Pre-Algebra will focus on five math areas: The Number System, Ratios and Proportional Relationships, Expressions and Equations, Geometry, Statistics and Probability. Building on their prior knowledge of rational numbers, students will study one variable equations and inequalities extensively including equations with variables on both sides, compound inequalities and absolute value. They will also use variables to represent quantities in real-world and mathematical problems.

Reading 7

Reading 7 is a nine weeks course that explores reading comprehension and analysis, vocabulary, and reader response through the application of various reading strategies, teacher/student led discussion, and real world thematic application. Students will read a novel, a poem, and a short story that connects to the high interest theme of dystopian literature. Students will use context clues to enhance vocabulary and synthesize concepts from multiple sources to make connections within a variety of texts. Students will also pursue multiple areas of grammatical application as well.

Science 7

This course focuses on Life Science. Students will learn about how living things are classified, the cell and all of the cell's functions, Genetics, and diversity of life. Many science skills will be incorporated into the labs that are associated with the course topics

World History 7

To understand today's world, we must learn about its past. Ancient civilizations laid strong foundations for modern cultures. The early ages of world history have added greatly to those cultures. In this class, you will understand how the ideas, events, and the people of those early ages have shaped our lives. Timeline: Prehistory - The Age of Discovery (A.D. 1500's)

GRADE 8

Algebra I Grade 8

(Keystone Exam Course) This course is a study of the language, concepts, and techniques of Algebra that will prepare students to approach and solve problems following a logical succession of steps. Skills taught in this course lay groundwork for upper level math and science courses and have practical uses. The key units studied in alignment with state assessment anchors include: Equations, Inequalities, Relations and Functions, Linear Functions, Systems of Equations and Inequalities, Exponents and Polynomials, Factoring Polynomials, Rational Expressions, and Probability and Statistics. Students are expected to be highly motivated in striving towards proficiency by way of a strong work ethic. Therefore, placement into this course will be determined based on the final grade from the previous pre algebra course, teacher recommendation, and placement scores.

American History 8

The 8th grade American History course covers the time period from George Washington taking office to the end of Reconstruction in the southern United States following the Civil War. Special attention is paid

to the development/change of the United States government, the rising conflict between the North and South, the Civil War, and Reconstruction. There will also be research-based projects that will explore American art and literature, inventors and their contributions to society, and a primary resource study of slavery.

Family and Consumer Sciences 8

The Family and Consumer Sciences Exploratory class will focus on students nurturing themselves and others in taking an increased responsibility for improving their quality of living independently. We will use an integrated approach to help individuals and families identify, create and evaluate goals and alternative solutions to significant problems of everyday life. Performance based assessments and labs will be the foundation of student learning within the classroom in learning the skills needed in making choices to meet their personal, family and work needs. The following areas of focus: career exploration, consumer services, family resources, early childhood, family relations, food science, production and service, housing, human development, interpersonal relationships, textiles, fashion and apparel care, including basic sewing skills.

Language Arts 8

Eighth grade English Language Arts focuses on mastery of the PA Core Standards for English Language Arts. Eighth grade writing focuses on composition using the writing process, research skills and grammar concepts. Students will continue to hone their written communication, research, listening and speaking abilities. The course focuses on literature, comprehension, vocabulary in context and text organization. This course targets a student's ability to comprehend, analyze and organize various selections of text. This course aims to prepare students for a secondary level way of thinking and interpreting in the areas of reading, writing, speaking and listening.

Mathematics 8

Students focus their learning on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

PLTW 8: Automation and Robotics (AR)

Allows students to trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

Reading 8

Reading 8 is a nine weeks course that explores reading comprehension and analysis, vocabulary, and reader response through the application of various reading strategies, teacher/student led discussion, and real world thematic application. Students will read a short story and a play that connects to the theme of courage during a time of adversity. Students will make cross curricular connections to history

alongside our present day, explore themes through research, and illustrate effective speaking and listening skills.

Science 8

Students learn and apply the scientific method and science process skills. Students apply scientific inquiry skills to focus on physical science topics including basic chemical properties (chemical building blocks and chemical interactions) and physical science principles (forces, motion, electricity). Scientific inquiry is also used to reinforce biological principles, environmental concepts, and earth science topics.

COURSES FOR MULTIPLE GRADE LEVELS

Frazier Junior News Team (7, 8)

This is an elective based course reserved for seventh & eighth grade students. The News Team is designed to help students develop a groundwork in different forms of media, including writing, videography, broadcasting, and public speaking. Students will learn how to write and report well-balanced, comprehensive, and visually compelling packages by learning how to interview, write, shoot, report, and edit stories.

Students will utilize these skills in a hands-on environment in our Middle School News Studio. Students will learn how to complete several different jobs during newscasts such as: camera, audio equipment, teleprompter, green screen, video editing as well as anchoring. The students will work daily on news broadcasts which will air two times per week.

Health and Physical Education (6,7,8)

The Health curriculum, conducted in conjunction with Physical Education, is designed to familiarize students with issues they will encounter during their middle school years. It is designed to provide knowledge and experiences, which will enable them to make choices which will have a positive impact on their health. The Physical Education program provides each student with the opportunity to participate in a comprehensive program consisting of skill development, lead up games, team sports, and physical fitness activities. The students receive instruction in rules, skills, and strategies associated with the different sports as well as learning experiences involving physical conditioning activities. The students will also have opportunities to become involved in lifelong physical activities through individual sport units. The program promotes the spirit of cooperation, leadership, fair play, and friendly competition.

Middle School Concert Band (6,7,8)

Band provides an academic opportunity to participate in instrumental ensemble playing. Special attention is given to proper habits with regard to band routine, tone production, intonation, interpretation, etc. through skill study and participation. Students are able to study and appreciate representative music of accepted value within the technical and intellectual range of their ability. The concert band performs in two concerts throughout the year (December and May) in which students are required to participate.

Read 180 (6,7)

Read 180 is a program by Scholastic that is designed to improve reading comprehension, vocabulary, and spelling. The program consists of four major components: Large group instruction, Small group instruction, software tutorials that are based on a student's ability and reading level, and Independent

reading. Large and small group instruction hone in on reading and writing strategies to maximize comprehension from a variety of genres of texts. Reading software promotes fluency, comprehension, spelling, and structured writing using a variety of high interest level topics. Independent reading allows time for students to select an appropriate book based on their individual reading levels, and practice becoming a better reader by the most effective way to learn - frequent reading. Together all of these components have been shown to improve reading comprehension for struggling readers.

SPECIAL EDUCATION

Learning Support -ELA (6,7,8)

Learning Support ELA is designed to meet the needs of individuals in a small group setting in the special education classroom.. Students will work on individual goals which have been determined by their IEP. This class may be a mixture of 6th, 7th, and 8th grades.

Learning Support -Math (6,7,8)

Learning Support Math is designed to meet the needs of individuals in a small group setting in the special education classroom. Students will work on individual goals which have been determined by their IEP. This class may be a mixture of 6th, 7th, and 8th grades.

Inclusion Support (6,7,8)

While in the regular education setting a Special Education teacher will assist students based on their IEP specially designed instruction (SDI).

Gifted Support (6,7,8)

Gifted Support is designed for students that have demonstrated a need for enrichment and/or acceleration based on an evaluation of the Gifted Support Team. Students have the opportunity to complete various activities based on their interests and needs. Various activities may include competitions, class assignments, or field trips.

Homework Requests/ Make-Up Work:

Students have the right to make up class work missed due to excused absences or suspensions. If a student will be absent from school for **3 or more days** due to illness, surgery, etc., parents/guardians may request homework by calling the MS office as early in the day as possible to request assignments. The student or parent must make arrangements for books and assignments to be picked up.

PLEASE NOTE: To fulfill a request for homework, teachers must be given sufficient time to prepare the assignments. It would be greatly appreciated if you could provide at least 24 hour notice to the Office to allow sufficient time for teachers to gather the assignments.

- If a student will be absent from school for field trips, educational trips, athletic events, etc. **it is the responsibility of the students to find out from their teachers what class work or assignments will be missed.**
- Students returning from suspension must submit make-up work to the building principal immediately upon arrival back to the building before returning to assigned classes.
- Students attending school sponsored activities or events are to be considered in attendance and are responsible for turning in all work assigned as if they were physically in class.

Make-Up Work

Students will only have one day per excused absence to make up graded assessments. If the student does not meet the deadline, he/she will receive a zero (0) for the graded assessment. Students may not make up work for illegal or unexcused absences, tardies or class cuts. In the event of an extended illness, special arrangements may be made through the principal.

After School Math and Reading Tutoring

The Frazier School District may provide after school tutoring in math and reading for middle school students during the school year. Interested students or parent(s) and/or guardian(s) should contact the building principal for additional information.

Promotion Guidelines

(Middle School)

Middle School students may be retained at their current grade level if they fail two (2) major subjects or any combination of three (3) subjects. Students may also be retained if the total number of absences exceeds twenty or more school days. (See page 35)

Evaluation and Assessment Procedures

Purpose

- a. A grading system provides a means to measure students' proficiency with respect to the planned course (as defined by the approved district planned program of students) and its objectives.
- b. The grading system provides a means to inform students and parent(s) and/or guardian(s) of the students' progress towards achieving the course objectives.
- c. This procedure is designed to bring a degree of uniformity, consistency and fairness into the grading system while still allowing teachers sufficient latitude of judgment in measuring student achievement. Research has shown that teachers differ greatly in determining how students will be evaluated; therefore, the evaluation procedure must be clearly stated in a student evaluation system.

Definitions

Assessment: any number of methods that may be utilized to gather information about the performance of students.

The purpose of assessment is to monitor students' learning and to guide instruction. Assessment must be aligned with the goals and learning outcomes of the planned course and units.

In order to accurately analyze student performance, a teacher must use multiple assessment methods. Accurate assessment requires the use of a range of instruments; not just multiple choice, true/false, fill in the blank or paper and pencil tests.

When a student is offered a fixed number of options (e.g., multiple choice, true/false, fill in the blank) a scoring key can be used to score the items by comparing the option to the scoring key. Performance based methods (open-ended questions, performance tests, journals, exhibitions, and portfolios) depend, to a greater extent, on teacher judgment of a response. Instead of a scoring key, a rubric provides the guidelines laid out for judging student work on

performance-based tasks.

Evaluation: what the teacher does with the information collected in the assessment program. Once the assessment data is collected, teachers will interpret their findings and make judgments about student learning.

Students are **evaluated** on the **product** of their learning experiences – not on the learning process; however, the students' participation in the learning process (e.g., cooperative education) may be evaluated.

Student Learning Experience (Process)

Learning Outcome (Product)

Learning Outcome: What a student knows and can do (Procedural and Declarative Knowledge). Since classroom activities and learning focuses on such instruments as labs, demonstrations and hands-on activities, much of the assessment must be performance based.

Test: A test typically denotes the presentation of a specific set of questions to be answered. The questions are normally essay, multiple-choice, true/false, matching, or fill in the blank. Tests must assess the specific objectives of the planned course. **Teachers should “test what they value and value what they test!”** Tests must also address the Pennsylvania State Standards.

Portfolio: A representative and judicious collection of a student's best work, over time. A portfolio can provide documentation of the student's work and serve as a basis for **evaluation** of work in progress or work over time by providing evidence of how the student's work evolved and was refined.

Product: The tangible results of the learning process. The product is valid if it reflects the knowledge or skills that were taught and appropriately samples the **essential learning outcomes of the course**.

Rubric: A set of scoring guidelines for giving scores (points) to a student's work. The rubric is to be designed to answer the question: What does proficient (and varying degrees of proficiency) at this task look like?

A sample rubric:

- Contains a scale of different possible points to be assigned, often ranging from one (1) to six (6), with six (6) being the highest score.
- States all the different major traits or dimensions to be examined (e.g. syntax or understanding of scientific method)
- Provides key signs or salient points of performance or product for finding the right place on the scoring scale to measure student mastery of the task

Mastery Grading: grading students on what they know and can do rather than grading them on how they compare with one another (curve). We do not grade on a curve. We grade on a straight percentage.

Student Evaluation System: Grades 6-8

1. Evaluation Grade

Evaluation grades reflect students' mastery of planned course objectives on assessment instruments such as tests, reports, projects, homework, papers, labs, quizzes, journals, diaries, portfolios, observational checklists, exhibitions, videotapes, audiotapes, interviews, performances, debates and other assessment instruments.

A minimum of one (1) graded application project per course is required in each course.

Teachers must review assessment with students so that students may learn from their errors. Assessments must be graded and be available for review by the parent(s) and/or guardian(s) or student, if requested.

Research indicates time spent on graded homework correlates positively with student achievement. (The more time spent, the higher the achievement.) Teachers must give adequate relevant homework designed to develop and achieve automaticity in skills and extend knowledge. **Assignment and completion** of a representative amount of homework **must** be included as part of each marking period grade.

Research indicates that frequent quizzes have been found to correlate positively with student achievement in secondary students. Teachers should use an adequate number of quizzes or equivalent evaluation instruments reasonably spaced throughout the marking period and include them as part of the marking period grade.

Evaluation grades **must be recorded in the grade book as a point system that must be converted to a percent** for grading upon request so that a student, parent and/or guardian, or administrator can be informed of the student's academic progress during the marking period. Total points earned will be converted to a percent for the marking period grade

Grade Percentage	Grade	Proficiency Level
98 – 100	A+	Advanced
93 – 97	A	
90 – 92	A-	
87 – 89	B+	High Proficient
83 – 86	B	
80 – 82	B-	
77 – 79	C+	Proficient
73 – 76	C	
70 – 72	C-	
67 – 69	D+	Basic
63 – 66	D	
60 – 62	D-	
0 – 59	F	Below Basic

Example:

Student earned 250 points out of a possible 300 points for the marking period

$$\frac{250}{300} = 83.4\% = B$$

$$\frac{\text{Points Earned}}{\text{Points Available}} = \text{Percent} = \text{Letter Grade}$$

- Teachers must use an adequate **number** and **variety** of evaluation instruments to determine the marking period grade. A minimum of ten (10) evaluation **grades**, of which at least three (3) must be major (of substantial depth), graded separately and reasonably spaced, will be required to be recorded in the grade book for each student, per marking period. This does not include midterms or finals. Most teachers will have significantly more evaluation grades.
- Student class participation **or** performance **must** be evaluated and be a reasonable portion of the student's marking period grade, though not counted as part of the

minimum number of evaluation grades, as described in six (6) above.

- c. **Middle School Students who have an illegal absence or unexcused absence as a result of a class cut must receive a zero (0), recorded in the grade book for each day of such absence (does not include suspensions).**
- d. **Middle School Students** must be informed, in writing, by the teacher at the beginning of the course as to the evaluation process used and what is expected from them to determine the student's marking period grade and final course grade.
 - I. A student's grades must be private, not discussed or distributed to anyone who does not have a legitimate educational reason to know the grades. Student grades must never be announced or published in the classroom.
 - II. Teachers must allow students access to their grades, at reasonable times, as recorded in the grade book, so that the students may regularly be aware of their progress in the planned course.

2. Grade Interpretation: Grades 6–8

Note that pluses (+'s) and minus' (-'s) are a definite part of the grading scale.

- * The grading scale of that school will govern classes taken at Central Westmoreland Career/Technology Center.

3. Final Course Grade Computation Formula

$$\frac{\text{Sum of Marking Point Percent Grades}}{\text{\# of Grade Marking Periods}} = \text{Grade}$$

Example:

<u>MP1</u> 87%	<u>MP2</u> 89%	<u>MP3</u> 91%	<u>MP4</u> 89%	EQUALS	$356 \div 4 = 89\%$
Grade					$89\% = B+$ For Final Report Card

Rounding

.0 - .4 do not round up

.5 - .9 round up

Example:

$87.4\% = 87\%$

$87.5\% = 88\%$

3. Midterm and Final Assessment Grades

Students in grades 6– 8 will receive a mid-term and final assessment in each course of one (1) credit or more. The mid-term grade and final assessment grade will become part of the marking period grade in which they are administered. Semester courses will include the mid-term grade with the first (1st) marking period grade and final assessment grade with the second (2nd) marking period grade. Full year courses will include the mid-term grade with the second (2nd) marking period grade; and the final assessments grade with the fourth (4th) marking period grade.

Midterm assessments and final assessments must count as a minimum of **twenty (20%)** percent of the marking period points available as per teacher discretion.

Example:

If there are 750 points in a marking period, a minimum of 150 points must be from the midterm or final test.

1. Pass/Fail

Certain courses will be designated Pass/Fail. The teacher will mark a **P** for any marking period grade averaging sixty percent (**60%**) or higher and an **F** for any score of fifty-nine percent (**59%**) or lower.

Students who are suspended from school may turn in graded assignments only on the day returning from suspension. Otherwise, failure to do so will result in zeros on the assignments.

Incomplete Grades

No incomplete grades ("I") will be given as a final grade in any subject except in cases where the incomplete grade ("I") is the result of an excused absence supported by a medical excuse and/or has the approval of the principal.

Incomplete grades ("I") given during the first three (3) grading periods will change to a failing grade ("F") unless the missing work is made up within four (4) weeks of the end of the grading period.

Report Cards

Reports on the progress of the student's academic work are issued four (4) times each year at nine (9) week intervals using the Skyward system. If you would like to receive a paper copy, please call Middle School Counselor, Cari Capozza (724) 736-9507.

Honor Roll

The honor roll will be calculated for each grading period according to the student's grade point average. The following guidelines are established to determine honor roll status:

Highest Honors – 4.0 with no grade lower than an "A"

(NOTE: Students who receive an (A-) will not be eligible for Highest Honors.)

High Honors – 3.5 to 3.99 with no grade lower than a "B"

Honors – 3.0 to 3.49 with no grade lower than a "C"

Parent/Teacher Conferences

Parent/Teacher conferences can be arranged at any time during the school year by contacting the classroom teacher or the guidance office. Middle school conferences are scheduled during the faculty's common planning times.

Objections to Classroom Activities

Parent(s) and/or guardian(s) may decline to have students participate in classroom activities that involve harmful or destructive use of animals (dissections, etc.). Alternative assignments will be given and no academic penalty will be issued. Teachers will notify students in advance of any such project. In order to be excused from the assignment, a written objection from the parent(s) and/or guardian(s) must be submitted prior to the day of the project.

It should also be noted that the secondary wellness curriculum is designed to address a wide variety of health issues. These involve human reproduction and sexually transmitted diseases, including AIDS. Any parent(s) and/or guardian(s) who wish to exempt his/her child from such instruction should notify the school in writing, stating the basis of the objection. Alternative assignments will be given and no academic penalty will be issued.

Loss of Course Credit Due to Class Cuts or Excessive Tardy Violations

Students who cut class and/or are tardy to class will be disciplined according to provisions outlined in the disciplinary policy.

In addition to the provisions outlined in the disciplinary policy, students who cut a class more than three (3) times will lose the credit value assigned to that class. **Students who are tardy to class more than twelve (12) times will lose the credit value assigned to that class.**

Record keeping for class cuts and class tardiness is the responsibility of the individual classroom teacher. These records shall be kept in the teacher's grade book.

The classroom teacher is also responsible for keeping the parent(s) and/or guardian(s) informed of their child's class cuts and class tardiness. This notice will be made on forms provided by the school administration. A separate notice must be sent home for each class cut and for every three (3) instances of class tardiness. A copy of each notice must be filed with the school administration. Credit value for a class cannot be withheld unless all requirements relating to parental notices have been met.

Students shall not lose course credit for an **excused** tardiness. Tardiness shall only be considered excused when **proper** written verification is provided noting that the tardiness was the result of a medical appointment, legal appointment, binding religious obligation, attendance at the funeral of a relative or close friend or involvement in an approved education meeting or activity.

Dress Regulation for Wellness Class

Students enrolled in Wellness classes are required to change clothes in order to participate in physical education activities.

The following attire will be required for participation in all physical education activities:

- A. Gym shorts or sweatpants (preferably red or black)
- B. Loose fitting T-shirts or sweatshirts (preferably white)
- C. Tennis shoes (students are encouraged to bring a separate pair of tennis shoes for physical education. This is encouraged due to the fact that shoes worn for street wear can damage the gymnasium floor.)

Students who do not participate in physical education activities, due to their unwillingness to participate and/or due to their failure to wear the proper attire, will have their class grade lowered for each day of non-participation. The scale governing this reduction in the student's grade will be developed by the Wellness teaching staff and will be distributed to each student at the beginning of their Wellness course.

Possible Remediation Programs (but not limited to):

1. In-Class Remediation – Classroom Teacher
2. After-School Tutoring
3. Study Island
4. Read 180 Remedial Reading Program

Student Expression

Pledge of Allegiance

Act 157 of 2002 amends the School Code to require students to recite the Pledge of Allegiance at the beginning of each school day and requires a United States flag be present in each classroom. The act allows students to decline reciting the pledge; however, the school district is required to notify parent(s) and/or guardian(s) in writing of their child's refusal to recite the pledge.

Symbolic Speech

Students may wear buttons, badges or armbands as a form of symbolic, political or religious expression, providing they are not disruptive of the orderly operation of the school or the educational process, the welfare of the school or community, do not encourage unlawful activity or interferes with another person's rights, and do not violate the Student Personal Appearance Regulations printed in this handbook.

Student Distribution or Posting of Literature

Students may distribute literature to fellow students, or post literature or announcements, provided the material would not interfere with the orderly operation of the school or community, does not encourage unlawful activity or interfere with another person's right and does not violate the regulations of this handbook. Examples of disruptive material include, but are not limited to, hate messages, material degrading to any race, religion, gender, ethnic group, or other protected class and material judged to be libelous or obscene.

Procedures for distribution or posting of literature are:

1. Material must be pre approved by the principal at least twenty-four (24) hours prior to distribution or posting
2. Materials may only be distributed on school grounds before or after school or during the lunch period
3. Announcements may be posted on a bulletin board approved by the principal for student posting use and for the amount of time prescribed by the principal

Student Non-School Communication

Student written or oral communication including electronics communication involving but not limited to texting, Email and home created websites (**Instagram, Tiktok, Snapchat, Facebook, Twitter, etc.**) may be subject to discipline if they create an actual disruption or are likely to create a reasonable anticipation or fear of a substantial disruption of the educational environment, threaten to cause personal injury to a school employee, school official or another school student or threaten to cause damage to the personal property of a school employee, school official or another school student or to damage school district property.

Summer School Policy

Students who receive less than a proficient grade in any course at Frazier Middle School may make up that course in a summer school program, or a private tutoring program that has received the prior approval of the building principal, or a pre-approved correspondence program.

Summer school programs must be conducted and supervised by a public school district or by an accredited private school, which has been approved by the Pennsylvania Department of Education. A properly certified teacher must conduct private tutoring programs. The private tutoring program must consist of a minimum of (30) thirty hours of direct instruction by the properly certified teacher.

The student's parent(s) and/or guardian(s) shall pay the cost of all summer school programs and private tutoring programs. The school district shall bear no responsibility for the cost of either program. Tutors shall work as independent contractors to parent(s) and/or guardian(s); no employer/employee relationship shall exist between the tutor and the school district. Preference for private tutors shall be given to the professional employees of the Frazier School District because they are most familiar with the required curriculum.

Students who successfully complete a course in an approved summer school program or approved private tutoring program will receive full credit for the course and full points (quality points) for the grade earned in that course. That credit and grade will be added to the student's permanent record card and shall be counted in determining the student's cumulative grade point average. The original failing grade will remain a part of the student's permanent record and shall be counted in determining the student's cumulative grade point average. The district will follow the State Board of Education regulations for the awarding of credits.

Attendance Policy

The Frazier School District Board of School Directors believes that daily attendance is an integral part of an effective educational environment. Since learning occurs in a sequential order, regular attendance is necessary for students to build upon previous information, to provide understanding and to develop skills in all areas of the curriculum. Daily attendance contributes to the total development of the student and helps the student develop a sense of responsibility, self-discipline and good work habits. Regular school attendance is essential if students are to derive maximum benefit from their education and reach their fullest potential.

Responsibilities

Student Responsibilities

- To attend school regularly
- To submit a written excuse signed by his/her parent(s) and/or guardian(s) on the day of return to school
- To make up work missed during his/her absence
- To know and understand the school's attendance regulations along with the consequences for noncompliance

Responsibilities of the Parent(s) and/or Guardian(s)

- To make sure their child attends school on a regular basis
- To refuse to write false excuses for their child
- To provide signed excuses for their child upon the day of his/her return to school
- To instruct their child to make-up all work missed during his/her absence
- To provide appropriate, information/documentation regarding medical problems which might require their child to be periodically absent from school
- To know and understand the school's attendance regulations along with the consequences for noncompliance

Responsibilities of the Teacher

- To maintain accurate daily records of student attendance
- To provide accurate reports of student attendance as directed by the principal
- To provide students with make-up work for all excused absences

Responsibilities of the Principal

- To develop procedures which promote student attendance
- To ensure communication with parent(s) and/or guardian(s) regarding student attendance
- To vigorously enforce all student attendance regulations
-

Regulations – Absences

1. Written excuses are required for all absences. The written excuse must be submitted to the MS office upon his/her return to school after any absence. **There will be a grace period of 3 school days that the office will accept a written excuse upon return from an absence; otherwise, it will remain unexcused/illegal.**

- a. **Parental excuses** are acceptable for the first (1st) through tenth (10th) day of absence. The excuse must contain the student's name, the dates of absence, the reason for the absence, and the signature of the parent(s) and/or guardian(s).
- b. **Medical excuses** are required for all absences after the tenth (10th) day of absence. The excuse must contain the student's name, the dates of absence, the reason for the absence, and the signature of the doctor.

2. The following guidelines shall be used to determine if an absence is excused or unexcused and/or illegal:

- a. **Excused Absences**

- Personal illness
- Quarantine of the individual or home
- Death in the immediate family
- Cancellation of school due to weather or similar emergency
- Farm or domestic service emergency permits
- Educational trips or tours, as approved by the administration
- Religious holidays

- Required court appearances
- Emergencies that affect the child and are approved by the principal

b. Unexcused and/or Illegal Absences

Absences are considered unexcused and/or illegal for any reason not listed as “excused” under “Section 2a.” Absences are also considered as unexcused and/or illegal when a student fails to provide school officials with a proper written excuse, as provided in “Section 1a” and “Section 1b,” within three (3) days of his/her return to school.

c. Policy on Skip Days

When an entire class of students or a major portion of that class is absent from school on a particular day, and there is no reason to suspect any medical situation that could affect only that class of students, the school administration shall consider the day as an organized “skip day.” Any student in that class who is absent from school on that day shall be marked with an unexcused/illegal absence unless the student produces a medical excuse in support of his/her absence.

Each student who is marked with an unexcused/illegal absence due to his/her involvement in a “skip day” shall be assigned Saturday Detention. In addition, as provided in the school district's “Assessment and Evaluation Procedures,” the student's grade shall be lowered in each class that was missed due to unexcused/illegal absence.

3. Contact via mail will be attempted with the parent(s) and/or guardian(s) when the student has accumulated three (3) or more illegal absences.
4. In accordance with the compulsory school attendance laws of the Commonwealth of Pennsylvania, when a student accumulates three (3) days of illegal absence, an official notice will be issued to the parent(s) and/or guardian(s) informing them that they will face criminal charges for each subsequent day of illegal absence.
5. Upon the fourth (4th) day of illegal absence, the student and parent/guardian will be referred to **“Connect to Classrooms”** for completion of a Truancy Elimination Program which is reportable to the court.
6. Upon the fifth (5th) day of illegal absence and upon each subsequent day of illegal absence, criminal charges may be filed against the parent(s) and/or guardian(s) at the office of the district justice.
7. Students whose names are on the active membership roll, who are at any time in the school term absent from school for 10 consecutive school days, shall thereafter be removed from the active membership roll unless one of the following occurs:
 - a. The district has been provided with evidence that absence may be legally excused.
 - b. Compulsory attendance prosecution has been or is being pursued
8. School officials shall discipline students for truancy, as provided in the school's discipline policy.

Regulations – Tardiness

1. Students who report to school after **7:30am** but before **7:59am** will be marked tardy. **Students will be considered tardy if they are not in their first (1st) period class by 7:51am**
Students who report to school after 8:00 A.M. will be marked one-half (½) day absent.
2. Tardiness shall be considered unexcused unless documentation is provided to the school administration showing evidence of a medical appointment, legal appointment, binding religious obligation, or attendance of a funeral of a relative or close friend.
3. Students who report to school after **7:30am** must sign the late arrival book located in the main office. The student will then be issued a late arrival pass for admittance to their respective class.
4. Unexcused tardiness will result in disciplinary action, as provided in the school disciplinary regulations.

Regulations – Early Dismissals

1. A student who leaves school before 10:00 A.M. will be marked absent for the entire day. A student who leaves school after 11:00 A.M. will be marked absent for one-half (½) day. A student who leaves school after 2:14 P.M. will not be marked absent.
2. To be dismissed early, the student must present a written request from his/her parent(s) and/or guardian(s). The request must include the student's name, date, time, reason for dismissal, and the signature of the parent(s) and/or guardian(s). The request must be presented to school officials in the main office upon the student's arrival at school.
3. Parents/guardians must sign the early dismissal log located in the MS Security Vestibule before a student leaves school premises. Failure to do so will result in disciplinary action and the early dismissal will be counted as an unexcused absence.
4. Approved reasons for early dismissal shall be the same as for "excused" absences from school. All other early dismissals shall be marked as unexcused/illegal.
5. Any student who abuses the privilege of early dismissal shall have that privilege revoked by school officials.
- 6. Students who do not have early dismissals or become ill while at school are not permitted to text or call a parent/guardian to be picked up early. A nurse or administrator must see students before they can be excused.**

*** PHONE CALLS TO EXCUSE STUDENTS WILL NOT BE PERMITTED.**

Regulations – Educational Trips

1. Students may be legally excused from school to participate in personal tours and trips for educational reasons, as provided by the school district policy.
2. The prior approval of the principal is required for such trips to be marked as an excused absence. If the trip exceeds ten (10) school days, the prior approval by the superintendent is required, in addition to the prior approval of the principal.
3. If the student takes a personal trip or tour without the proper prior approval, his/her makeup privileges may be forfeited and the day of absence will be unexcused.
4. Required job-shadowing experiences and college visits will not count against perfect attendance.

Regulations – Co-Curricular Activities

See Co-Curricular Program Participation Requirements

Regulations – Grades

Students in grades 6-8, who have an illegal absence, unexcused absence or an unexcused tardy (15) minutes in the middle school or a class cut, must receive a zero (0) for missed assignments or participation points earned during the missed time recorded in the grade book for each day of such absence (does not include suspensions).

Regulations – State Law

1. Parent(s) and/or guardian(s) Responsibility and Liability

- a. A parent(s) and/or guardian(s) who is convicted of a summary offense for failing to comply with the provisions of the Public School Code regarding compulsory school attendance could be ordered to pay a fine not to exceed \$300 and court cost, or be sentenced to complete a parenting education program.
- b. In lieu of, or in addition to, any other sentence, the district justice may order the parent(s) and/or guardian(s) to perform community service in the school district for a period not to exceed six (6) months.
- c. A parent (s) and/or guardian (s) who fail to pay the fine and cost, or complete the parenting education program, could be sentenced to county jail for a period not to exceed five (5) days.
- d. The district justice may suspend a parent(s) and/or guardian(s) sentence, in whole or in part, provided that the child is no longer habitually truant.

2. Student Responsibility and Liability – Thirteen (13) Years of Age or Older.

- a. If the parent(s) and/or guardian(s) is not convicted of a summary offense because he/she took every reasonable step to ensure the attendance of the child, the child who has attained the age of thirteen (13) who is habitually truant will be deemed to have committed a summary offense and shall, upon conviction, be sentenced to pay a fine not to exceed \$300 or be assigned to an adjudication alternative program.
- b. The child may be referred by the school district to Children Youth Services for possible disposition as a dependent child.
- c. The district justice may suspend a child's sentence or adjudication alternative, in whole or in part, provided that the child is no longer habitually truant.
- d. Children convicted of a summary offense because of truancy are subject to a **(90) ninety-day suspension of their automobile operating privileges by the Department of Transportation. A second conviction requires a six (6) month suspension period.**

3. Student Responsibility and Liability – Under Thirteen (13) Years of Age

A child who has not attained thirteen (13) years of age and who fails to comply with the compulsory school attendance provisions of the law shall be referred by the school district to Children and Youth Services for possible disposition as a dependent child.

Co-Curricular Program

The co-curricular activities program is an integral part of the total education experience at Frazier Frazier Middle School. The program is designed to foster the intellectual, physical, and social development of students. This program is also designed to stimulate school spirit and pride.

Student Activities

Interscholastic Athletics

- Middle School Softball
- Middle School Football
- Middle School Basketball
- Middle School Cheer
- Middle School Volleyball
- Middle School Baseball
- Junior High Wrestling
- Middle School Soccer

Activities and Organizations

- Art Club
- Band/Majorettes/Silks
- Computer Club
- Drama Club
- National Junior Honor Society
- Weight Lifting
- Ski Club
- Student Government
- Middle School Yearbook Club

Participation Requirements

1. Academic Guidelines

Each nine-week period, all students participating in co-curricular activities must have a minimum of a 1.75 cumulative grade point average for the current school year. Students who fail to maintain a 1.75 grade point for the current school year shall be denied participation in co-curricular activities for the first fifteen (15) school days of the next marking period, effective the day after the issuance of report cards.

Students who wish to participate in interscholastic athletics must also comply with PIAA academic regulations. These regulations require students to pass at least four (4) full credit subjects or their equivalent two (2) full credit classes on a block schedule, one of these being a core subject class) during the previous grading period in order to participate in that activity during the first (1st) fifteen (15) days of the next grading period. At the end of the school year the student's final credits, rather than the credits for the last grading period, shall be used to determine eligibility for the next grading period. For the first marking period

of the current school year, the student's eligibility will be determined by the cumulative grade point average of the prior year.

During each grading period, students must continue to pass four (4) full credit subjects or their equivalent (two (2) full credit subjects on a block schedule, one of those being a core subject class) in order to participate in that activity. Eligibility shall be cumulative from the beginning of the grading period and shall be reported weekly. In cases where a student's cumulative work from the beginning of the grading period does not, as of Friday, meet the standards provided in this article, he/she shall be ineligible from the immediate following Sunday through the following Saturday and until such time that his/her grades meet these standards.

2. Attendance Guidelines

Students cannot participate in any co-curricular activity on the day of their absence from school.

Students who report to school after 8:05 A.M. and/or students, who are dismissed early, will not be permitted to participate in any co-curricular activity held on that day unless documentation is provided to the principal showing evidence of a medical appointment, legal appointment, binding religious obligation or attendance of the funeral of a relative or close friend. If the tardiness occurs on a Friday, these provisions shall apply to any co-curricular activities held on the following Saturday or Sunday.

Students who are absent twenty (20) or more days without a medical excuse during any semester shall not be permitted to participate in any co-curricular activity during the following semester. Variances, as stipulated in WPIAL regulations, will be considered.

School principal has final authority over participation.

3. Discipline Guidelines

Students who are suspended or expelled from school are not permitted to participate in or attend any co-curricular activities held during the period of their suspension or expulsion. Students who are assigned to detention are not permitted to participate in or attend any co-curricular activity during the time of the detention.

***Students who are suspended or expelled from school are not permitted on school property for the duration of this period.**

Discipline Policy

Student Code of Conduct

Introduction

The rules and guidelines set forth in this document represent the code of student conduct for secondary education in the Frazier School District.

This document is intended to serve as a guideline for discipline. Students should know in advance what procedures would be used to deal with various discipline problems. Also, it is important that the parent(s) and/or guardian(s) and school staff be thoroughly familiar with the information contained in these rules and guidelines.

This document is not intended to contain all of the information needed for handling every discipline problem in the secondary schools. However, for those situations not specifically mentioned, the material in this document should serve as a guide for handling such situations.

Authority

The board of school directors of the Frazier School District has the authority to make reasonable and necessary rules governing the conduct of students in its school. The rule making power, however, is not unlimited; it must operate within statutory and constitutional restraints. A school board has only those powers, which are enumerated in the law of the state, or which by reasonably be implied or necessary for the orderly operation of the school.

Boards of school directors may not make rules which are arbitrary, capricious or outside their grant of authority from the General Assembly or State School Board Regulations. Their rules must stand the test of fairness and reasonableness. A rule is generally considered legitimate if it uses a rational means of accomplishing some legitimate school purpose.

School rules are assumed to be reasonable until they are rescinded or waived. Students, therefore, should obey rules while working through channels to help change those which they feel are not applicable.

Coverage

The board of school directors of the Frazier School District requires each student of this district to adhere to the rules and guidelines promulgated by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules and guidelines.

The Student Code of Conduct governs student behavior in all of the following situations:

1. During travel to and from school and anytime within the School Safety Zone, which is within 1,000 feet of the real property of the school district.
2. In school or during school hours at school-sponsored activities.
2. In concert with after school and weekend school-sponsored activities on or off school premises.
3. During non-curricular related student group meetings on school premises.
4. During meetings/activities on school premises sponsored by non-school person(s).
5. Anytime outside of school involving violations or possible violations of the Pennsylvania Criminal Code and/or when such conduct or conditions may directly, and/or immediately result in adverse effects on the educational process, when there is a reasonable need to preserve overall school discipline, when there is a reasonable need to preserve respect for teachers and other school employees, and/or when there is reason to believe that the effect could include endangering the health, safety, welfare, or morale of students within the school system.

Such student rules and guidelines shall require that students conform to reasonable standards of socially acceptable behavior, respect the rights, person, and property of others, preserve a degree of order necessary to the educational program in which they are engaged, obey constituted authority, and respond to those who hold that authority.

The Student Code of Conduct shall be the standard for discipline within secondary schools in the Frazier School District unless altered by the board of school directors, with the recommendations of the superintendent.

The superintendent shall promulgate, where necessary, additional regulations for student code during the school year that carry out the purposes of this policy.

The superintendent or superintendent's designee shall be responsible for the enforcement of the School Code of Conduct.

The Frazier School District recognizes that if any provision of this policy or application thereof to any person or circumstances is judicially determined invalid, the provisions of the remainder of the policy and the application to other persons or circumstances shall not be affected thereby.

The Frazier School District recognizes that the provisions of this policy supersedes all other provisions of school district policy that may be inconsistent with the provisions of this policy.

Rights and Responsibilities

Students in the Frazier School District have rights as private citizens just as private citizens have rights. Likewise, students have certain responsibilities. During enrollment in the Frazier School District, there is always the possibility that a student might ignore responsibilities and infringe on someone else's right to learn. It is also possible that a given school official may unintentionally infringe upon a student's rights. It is with the intent of creating this mutual understanding between students, teachers and administrators that these statements of rights and responsibilities exist. Better understanding can be achieved when everyone acknowledges the rights and responsibilities of others.

Student Responsibilities

Students share in the responsibility for good discipline in the schools. Moreover, students share with the administration, faculty and other school staff a responsibility to develop a climate within the school that is conducive to wholesome learning and living. **No student has the right to interfere with the education of his fellow students.** It is the responsibility of each student to respect the rights of administrators, teachers, students and all others who are involved in the educational system and associated with the right to a free public education.

A student will be disciplined when he/she ignores his/her responsibilities or infringes on the rights of others to learn. Past experiences in the Frazier Secondary Schools have shown that only a small percentage of students face teacher or administrative discipline. Quite often, misunderstandings are worked out by an informal talk between the parties involved.

Students have the responsibility to:

1. Be aware of all rules and guidelines for students' behavior and conduct themselves in accordance with them
2. Be able to express their ideas and opinions in a respectful manner so as not to offend or slander others
3. Be willing to volunteer information in matters relating to health, safety and welfare to school community and the protection of school property
4. Dress and groom themselves so as to meet fair standards of health, safety and welfare of the school community and the educational process
5. Assume that until a rule is waived, altered or repealed, it is in full effect

6. Assist the school staff in operating a safe school for all students enrolled therein
7. Be aware of, and comply with state and local laws
8. Exercise proper care when using public facilities and equipment
9. Attend school daily, except when excused, and be on time to school, class and other school meetings, activities and events
10. Make all necessary arrangements for making up work when legally absent/tardy from school
11. Pursue and attempt to complete satisfactorily the courses of study prescribed by state and local school authorities.
12. Avoid inaccuracies in student newspapers or publications and indecent or obscene language
13. Strive for mutually respectful relations with teachers, administrators and other staff
14. Know and respect the rights of teachers, administrators, school staff members and other students.
15. Take advantage of the academic opportunities offered at school and make a conscientious effort in classroom work

Rules and Regulations

Abusive/Offensive Language

Profane, indecent or vulgar language is prohibited in all Frazier Schools. Language that would be regarded as offensive to a reasonable person is likewise unacceptable.

Affection

Visible and open displays of affection between students will not be permitted. Examples of visible or open displays of affection that will not be permitted include, but not limited to, kissing, petting, caressing, embracing, hugging, and/or other bodily contact that represents a visible or open display of affection.

Appearance (Dress Code)

The Frazier Board of School Directors does not subscribe to a mandatory dress code. However, concern for the safety, health, welfare and morals of the students, as well as the prevention of disruption of the educational program, has prompted the board to adopt certain personal appearance regulations for all students in the Frazier School District.

1. Clothing: Students' dress shall conform to the present contemporary community standards of health, safety, decency, and optimum learning conditions and good taste.
 - a. Clothing worn on school premises shall not be immodest, suggestive, unclean, vulgar, obscene, disturbing and/or distracting. Students' clothes and personal appearance shall be clean and neat at all times. The student accepts responsibility for such appearance and the responsibility to help enforce it. Unclean clothes constitute a health hazard and students shall be required to correct the situation immediately.

Examples of clothing that would be considered distracting include:

1. Exposed midriff
 2. Halters, fishnet, muscle shirts or cut off t-shirts
 3. Excessively tight dresses, skirts, pants, or slacks
 4. Clothes which advertise, promote, or display alcohol, prohibited drugs, or promote, suggest or imply the use of alcohol or drugs
 5. Clothes which depict or suggest sexual relations or vulgar/obscene language or images
 6. Clothes which advertise, promote, display or imply the use of tobacco products
 7. Clothes that depict violent acts
 8. Clothes that result in scantily clad bodies or reveal inappropriate portions of the anatomy, such as sweaters or tops that are an inappropriate height at the chest or that expose the stomach
 9. Clothes not intended as street wear, such as, loungewear, slippers, pajamas, etc.
 10. No bra straps or sports bras should be visible at any time
- b. Clothes shall be opaque and are not to be revealing, suggestive or distracting.
 - c. Outer garments such as coats and jackets shall be placed in the student's assigned locker and must not be worn in school during the school day.
 - d. Hats and other head garments are not to be worn inside the school building during the school day.
 - e. For safety reasons, and to avoid immodesty and distractions, clothes that are ripped, torn or have holes or holes above the knees shall not be permitted on school premises.
 - f. Clothes that are held together by safety pins are not to be worn. No display of safety pins.
 - g. Clothes that are frayed or touch the floor are a safety hazard and shall not be permitted on school premises.
 - h. Student's clothing shall not cause the material disruption of any lawful mission, process or function of the school or classroom.
 - i. Students may be required to wear certain types of clothing while participating in physical education classes, labs, industrial arts classes, extracurricular activities or other situations where special attire may be required to insure the health or safety of the students.
2. Footwear: For safety and health reasons, footwear that covers and protects the foot must be worn and shoes must be appropriately laced or otherwise appropriately fastened at all times while on school premises.
 - a. Shower shoes, flip-flops, and athletic sandals/slides that **do not have a back** are **not** permitted.
 - b. No one shall be permitted on school premises without appropriate footwear.
 - c. The wearing of metal heel/toe plates on the outside of students' shoes is prohibited on

school premises

3. Shorts and skirts: Students may wear shorts and/or skirts that meet the following provisions:
 - a. Will extend to mid-thigh, when seated
 - b. May not be immodest, suggestive, unclean, vulgar, obscene, disturbing or distracting
 - c. May not be excessively tight
 - d. May not be made of spandex or other stretchable material that contours closely.
 - e. May not be ripped, torn, have holes, be frayed, cutoffs, rolled-up jeans, etc.
4. Shirts: Students' shirts must meet the following guidelines:
 - a. Tank tops must have a wide shoulder strap; no "spaghetti" straps are allowed on any shirt, dresses, etc. Shoulder straps should be at least 1" and the shirt should fit tight under the arm.
 - b. See through jackets or blouses can only be worn over other opaque, appropriate apparel
 - c. Shirts must not be excessively tight, low-cut, high rising or otherwise revealing
 - d. No midriff tops
5. Hair: Hair, including facial and other body hair, must be clean and styled so as to not disrupt the educational program.
 - a. Students whose dirty hair constitutes a health hazard shall be required to correct the situation immediately
 - b. Students whose hair length would cause a safety or health hazard in such courses as vocational education, physical education, industrial arts, home economics, crafts, extracurricular activities, or intramurals shall be required to take appropriate remedies to correct the situation.
6. Jewelry: Jewelry that is a potential health/safety hazard, suggestive or that depicts obscene, vulgar, disturbing, distracting or otherwise inappropriate terminology or images shall not be worn while on school premises.

Examples of such jewelry include, but are not limited to:

- a. Jewelry which advertises, promotes, or displays alcohol, prohibited drugs, or promotes, suggests or implies the use of alcohol or drugs
- b. Jewelry which depicts or suggests sexual relations or vulgar/obscene language or images
- c. Jewelry which advertises, promotes, displays or implies the use of tobacco products
- d. Long earrings create a safety hazard in vocational education, physical education, industrial arts, crafts, intramural, interscholastic athletics
- e. Rings with sharp points or edges, chain belts, safety pins, chains hanging from jackets or any other jewelry or ornament that could be used as a weapon

In the case of an appearance violation, the administration will, where possible, have the student correct the violation immediately; where necessary, contact the student's parent(s) and/or guardian(s) and have the student removed from the school premises; where necessary, isolate the student for the remainder of the school day; follow the disciplinary structure as required by the Student Code of Conduct.

All violations of the school guidelines for personal appearance should be reported to the office. Ideally,

these referrals will be made during homeroom (MS) First (1st) offenses will be addressed with a written record, an office warning and the opportunity to arrange for a change of clothes. Subsequent offenses will be recorded as willfully disruptive behavior or insubordination.

Arson

A student shall not intentionally and/or recklessly place another person in danger of death or bodily injury by starting a fire or causing an explosion, or attempting to do so, or conspiring to do so.

Assault or Battery on a School Employee or Student

A student shall neither intentionally, or recklessly cause, nor attempt to cause, nor threaten to cause injury, nor intentionally place another in fear of bodily harm or injury; nor conduct himself/herself in such a way, as could reasonably cause physical injury to any person employed by the Frazier School District or another Frazier student. Criminal charges for assault and battery will be filed against all students involved in an assault and battery.

Book bags, Backpacks, Etc.

At no time are students permitted to carry book bags, backpacks, briefcases, oversized carries or similar accessories around the building during the school day, except to and from their lockers upon arrival and dismissal. Ideally, these items should be left at home. When they are used to carry books to and from school, they are to be placed in lockers upon arrival at school and remain in lockers until the end of the school day. They may not be used to carry clothing or materials to and from the gym.

- For the safety of both students and staff, all students choosing to use a bookbag will only be permitted to bring a **CLEAR or MESH** book bag to Frazier Middle School.

Bullying

Bullying means an intentional electronic, written, verbal or physical act(s) which:

- (1) is directed at another student or students;**
- (2) occurs in a school setting;**
- (3) is severe, persistent or pervasive; and**
- (4) has the effect of doing any of the following:**
 - (i) substantially interfering with a student's education;**
 - (ii) creating a threatening environment; and**
 - (iii) substantially disrupting the orderly operation of the school.**

Consequences for Violations: A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:

- 1. Counseling within the school.**
- 2. Parental conference.**
- 3. Loss of school privileges.**
- 4. Transfer to another school building, classroom or school bus.**
- 5. Exclusion from school-sponsored activities.**
- 6. Detention.**
- 7. Suspension.**

8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

Bullying Retaliation

The district will discipline any individual who retaliates against any person who reports actual or alleged bullying/harassment or who retaliates against any person who assists in an investigation or proceeding relating to a bully-harassment complaint.

Retaliation includes, but is not limited to, any form of intimidation, reprisal threats or harassment.

Consequences for Violations: A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention.
7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

Cell Phones

1. Student **use of** communication devices shall be prohibited from the time the student enters the school facility until the time the student exits the school facility and, while in the school facility, such devices shall be turned off or made inoperable. Exceptions to this rule can be made only upon the approval of the building principal. While being transported using school district operated and/or sponsored transportation, students will be allowed inaudible use of the device in order to text message, play games, privately play music (i.e., with earphones) or for other similar inaudible purposes. No other use of a cell phone or communication device will be permitted, including the taking of photographs and/or for audio and/or video recording. In all such cases, all ringers or audible devices must be turned off or disabled. Should students have any questions regarding the appropriateness of use, they shall first seek guidance/permission from a staff member prior to any such use.
2. Communication devices are prohibited for use in locker rooms, health suites and/or lavatories at all times.
3. At no time while in the school facility and/or when participating in a school-sponsored event are students permitted to carry an exposed communication device on their clothing or book bag.
4. The prohibitions contained in this policy shall not apply to any student for whom the

school authorities approve of the presence of specifically-named devices.

5. Parents/Guardians should call the school for any emergency situation. The school will in turn contact the student in question as is possible and appropriate. Parents/Guardians shall not try to contact students by cell phone, pager, or other device.
6. For students participating in after school activities, permission to use cell phones and/or other communication devices shall be at the discretion of the coach or advisor.
7. While in the school facility and/or when participating in a school-sponsored event, unless otherwise approved by the building principal or designee, it will be a policy violation if a communication device can be seen or heard. A student may not make a call or receive a call, send or receive a text message, and/or take, send or receive an electronic image and the communication device is to be turned off at all times, even if the device is stored in a backpack, locker or other out-of-sight location.
8. Each of the above prohibitions remains in effect during any emergency drill or actual emergency. Furthermore, any student using a cell phone or other electronic communication device while on school district property or while using school district operated and/or sponsored transportation during an emergency will have the device immediately confiscated by any school district personnel.
9. Each of the above prohibitions remains in effect during all off-campus activities, such as field trips, sporting events, music competitions, and/or other school-sponsored events.
10. In the event that another student owns the cell phone in question, both students may be liable for consequences resulting from its misuse.
11. If a communication device is used to transmit or receive any communication during class time the student will receive disciplinary consequences as per the applicable school code of conduct.
12. The Board of Education assumes no responsibility in any circumstance whatsoever for the loss, destruction, or theft of any communication device that is brought to school at any time or to any school-sponsored activity.
13. The school district shall not be liable for the loss, damage or misuse of any electronic device.
14. Violations of this policy by a student may result in disciplinary action and may result in confiscation of the electronic device.

Exceptions

The building principal may grant approval for possession and use of an electronic device by a student for the following reasons:

1. Health, safety or emergency reasons.
2. An Individualized Education Program (IEP).
3. Classroom or instructional-related activities.
4. Other reasons determined appropriate by the building principal.

The building principal may grant approval for possession and use of a telephone paging device by a student for the following reasons:

1. Students have a need due to the medical condition of an immediate family member.
2. Other reasons determined appropriate by the building principal.

Electronic Images and Photographs

The Board prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing. Because such violations may constitute a crime under state and/or federal law, the school district may report such conduct to the state and/or federal law enforcement agencies.

Cheating

No student shall intentionally possess, handle or transmit any devices or maneuvers that could reasonably be construed as being utilized to deceive or defraud the educational institution.

No student shall intentionally assist another student(s), nor conspire with other student(s), to intentionally possess, handle, or transmit any devices or maneuvers that could reasonably be construed as being utilized to deceive or defraud the educational institution.

No student shall intentionally assist another student(s), nor conspire with another student(s) to utilize tricks, theft, impersonation/copying or other means of obtaining improper access to answers or questions in an attempt to falsely represent oneself in a deceptive or fraudulent manner. Cheating as a first (1st) offense shall be classified as an academic problem, to be handled by each individual teacher.

1. Evidence required to prove cheating shall be in the form of witnesses, statistical analysis, or other reasonable evidence that the student possessed, handled, or transmitted a device or maneuver that could reasonably be construed as being utilized to cheat, or that the student utilized tricks, theft, impersonation, copying or other means to obtain improper access to answers or questions in an attempt to cheat.
2. Teachers will handle proven cases of first (1st) offense cheating by giving a zero ("0") grade on that particular activity, assignment or examination.
3. The teacher shall be required to communicate to the parent(s) and/or guardian(s) all cases of first (1st) offense cheating and the punishment issued within three (3) school days of exercising such options.
4. All cases of first (1st) offense shall be conveyed, in writing, to the principal or principal's designee before the close of school on the day the teacher has established proof of cheating. Copies of all information and materials utilized by the teacher to establish such proof, as well as the option(s) utilized must accompany this written notification.

First (1st) offense cheating involving more than one (1) course of study shall be handled by the principal or principal's designee as repetitive cheating and will be classified as a disciplinary problem.

1. The student and parent(s) and/or guardian(s) will be informed in writing, by the principal or principal's designee, of the student's repetitive cheating.
2. The student will be disciplined, as required by the Student Code of Conduct.

Repeated cheating in the same course of study shall be classified as repetitive on or after the second (2nd) proven case of cheating.

All cases of alleged repetitive cheating in the same course of study shall be referred, in writing, to the principal or principal's designee before the close of school on the day the teacher believes proof has been established. Copies of all information and materials utilized by the teacher to establish said proof of repetitive cheating must accompany this written referral. The principal or principal's designee will meet with the parties involved to review the case and determine guilt or innocence. If guilt is the determination reached by the principal or principal's designee, these options shall be followed:

1. The student and parent(s) and/or guardian(s) will be informed in writing, by the principal or principal's designee, of the student's repetitive cheating.
2. The student will receive a failing grade for the marking period in the course in which said actions took place.
3. The student will be disciplined, as required by the Student Code of Conduct

Cumulative Offenses

Cumulative offenses of any level are regarded as a disruption of the learning environment and warrant increased severity of discipline. Students may be moved to a higher level of disciplinary action for an accumulation of the same or different offenses. Students that create a disruption on a minor scale repetitively will be subject to a progressive discipline plan.

Cyber Bullying

Cyber-bullying involves the use of a computer or other forms of technology to harass, defame, slander, bully, or intimidate fellow students, teachers, district personnel, or members of the community.

Damage or Theft of Public Property

A student shall not intentionally cause in fact, attempt to cause in fact, or assist to cause in fact damage to private or other public property, steal or attempt to steal private or other public property either on school premises or off school premises during a school activity, school function, school-sponsored event or while traveling to or from an event.

A student shall not intentionally cause in fact, or attempt to cause in fact, damage to private or other public property or steal, or attempt to steal, private or other public property on school premises.

A student shall not come into control of property of another that he/she knows to have been lost, mislaid or delivered under a mistake without taking reasonable measures to restore the property to a person entitled to have it.

A student shall not intentionally receive, retain, or dispose of property of another knowing that it has been stolen or believing that it has probably been stolen.

Damage or Theft of School Property

A student shall not intentionally cause, attempt to cause, or conspire to cause damage to school property, shall not steal, nor attempt to steal, school property, nor otherwise deprive the school of said property. No student, without school authorization to do so, shall receive, retain,

possess or otherwise dispose of any property, which the student knows or has reason to know belongs to the school.

1. The student shall be required to provide restitution for damages and/or non-recovered property, including the "current" replacement of said property.
2. The parent(s) and/or guardian(s) of said student may be held liable for any and all damages to school property and/or any and all unrecovered property that the student himself/herself does not provide restitution for.

Referrals to Civil Authorities for charges under the Pennsylvania Criminal Code shall be made when deemed necessary by school authorities.

Disruption of School-Sponsored, Related, and/or Sanctioned Meetings, Activities, Events

A student shall not by the use of violence, noise, coercion, threat, harassment, intimidation, fear, passive resistance, or any other conduct intentionally cause or attempt to cause, or urge other students to cause, the material disruption or obstruction on any school-sponsored, related, and/or sanctioned meeting or event.

Referral to civil authorities for charges under the Pennsylvania Criminal Code shall be made when deemed necessary by school authorities.

Electronic Devices

See Acceptable Use Policy and Cell Phone Policy

Energy Drinks

Energy drinks (such as Monster, Rock Star, etc...) are not permitted on school grounds due to the high amounts of caffeine and other Drug and Alcohol identified ingredients.

Extortion

No student shall obtain the property or services or any benefit from another induced by blackmail, ultimatum, intimidation, threatened exposure of any secret tending to subject any person to hatred, contempt or ridicule or wrongful use of actual or threatened force, violence or fear. Referral to Civil Authorities for charges under the Pennsylvania Criminal Code shall be made when deemed necessary by school authorities.

Failure to Comply with Assigned Discipline

Any student who does not fulfill the conditions of an assigned disciplinary action will face an additional imposition of the next level of disciplinary action.

False Fire Alarms or Tampering with Safety Equipment or Devices

No student shall willfully, maliciously or recklessly tamper with fire alarms, security alarms, fire extinguishers, emergency exit doors, emergency exit lights, directions, information, labels, signs,

or any other such equipment or devices with the intent to deface, alter, manipulate or interfere with its intended use.

No person shall intentionally and/or recklessly pull, play with, hang on, or otherwise manipulate fire and/or security alarms in any way that interferes with their intended use. Referral to Civil Authorities for charges under the Pennsylvania Criminal Code shall be made when deemed necessary by school authorities.

Fighting

Fighting is an unacceptable anti-social behavior that will not be tolerated in the Frazier Schools. In case of a fight, all participants will be equally accountable regardless of who started the incident. In addition to school disciplinary action, criminal charges for disorderly conduct will be filed against participants in a fight. Fighting should not be confused with assault. Fighting involves the active, willful participation of two (2) or more individuals; assault is a unilateral attack. Retaliation following an assault will be construed as fighting.

Fireworks/Explosives

The possession of fireworks and/or explosives of all kinds are strictly forbidden in all Frazier schools. Such materials pose an immediate threat to the health, safety and general welfare of the student body. Any such material found in the possession of or under the control of students will be immediately confiscated, and disciplinary action will result.

Food/Beverages

Food and beverages are not permitted in halls or classrooms. Such items are restricted to the cafeteria. **Students are not permitted to bring bottled beverages, paper cups, travel coffee cups, or any other drink containers to school. Bottled beverages purchased in the cafeteria are not permitted to be taken out of the cafeteria.**

Students are permitted to bring their lunch to school prior to the start of the school day. Should the need arise for a parent/guardian to deliver lunch to the school for a student; the lunch must be delivered to the MS front office only. All student lunches will be held in the office until the beginning of the assigned lunch period for the student to pick up. The student will be notified at the beginning of the assigned lunch period that lunch has been delivered for them to eliminate classroom disruptions. Students are not permitted to leave school grounds or classrooms to pick up food or meet anyone in order to bring food into the building. Outside food or beverages are not to be delivered to school by vendors at any time and will not be accepted at the office.

Forgery

The unauthorized use of another person's name, initials, signature or identity shall be deemed forgery. In addition to school disciplinary action, perpetrators of forgery may be subject to criminal and/or civil penalties under the laws of the Commonwealth of Pennsylvania.

Gum Chewing

Due to the increase of nicotine products that can be mistaken for gum, gum chewing is prohibited.

Hazing

Policy on Hazing

Purpose:

The opportunity for students to participate on athletic teams and in athletic or extracurricular events sponsored by the school district is a privilege extended to the students of the district, which privilege may be suspended or revoked under circumstances. The Frazier School District Board strives to provide a safe, positive, educational and extracurricular climate for its students and participants in athletic and extracurricular activities events. Hazing as hereinafter defined, regardless of the form in which it takes, shall not be tolerated, and activities, which constitute hazing, shall be disciplined and governed by the provisions hereinafter set forth.

Definitions:

The term hazing is hereafter defined as follows:

Any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in any organization operating under the sanction of or recognized as an organization by an institution of education. The term shall include, but not be limited to, any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug or other substance, or any other forced physical activity which could adversely affect the physical health and safety of the individual and shall include any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual, or any willful destruction or removal of public or private property. For purposes of this definition, any activity as described in this definition upon which the initiation or admission into or affiliation with or continued membership in an organization is directly or indirectly conditioned shall be presumed to be "forced" activity, the willingness of an individual to participate in such activity notwithstanding.

Delegation of Responsibility:

It shall be the responsibility of all employees, including without limitation, coaches, assistant coaches and athletic and extracurricular coordinators to protect the rights, safety and welfare of the students and athletes and to ensure an atmosphere free from all forms of hazing. Any and all information received by such individuals and all knowledge or reports of hazing, or anticipated hazing, shall be reported to the principal.

Guidelines:

1. If a student, athlete or extracurricular activity participant obtains information or hears about an actual or potential "hazing" incident, such student shall immediately report this information to his/her coach or principal.
2. The coach shall immediately notify the principal and Athletic Director, all of whom shall take immediate measures to address the situation, as hereinafter set forth.
3. Students or athletes who become aware of a "hazing" incident, or if they are personally confronted with a hazing situation, the student should immediately make it known to

the hazing participants that this behavior is unwelcome and that he/she refuses to take part in it. Any retaliation for a student's refusal to participate in a hazing event shall be immediately reported to the coach or principal. A student who willingly participates in a hazing event, regardless of whether he/she initiated it, shall have violated this policy and shall be subject to disciplinary action.

4. Upon receipt of information regarding hazing, the coach shall inform that principal and Athletic Director thereof. Likewise, the coach shall be notified, should either the principal or the Athletic Director be the first recipient of information pertaining to hazing.
5. The principal shall immediately conduct a full investigation, which shall be conducted in a confidential and thorough manner. The principal shall notify the Superintendent of the pending investigation and the circumstances related thereto.
6. As a part of the principal's investigation, the parent(s) and/or guardian(s) of any such student who may be involved in the hazing incident shall be notified and apprised of the facts pertaining to their child.
7. In the event the hazing involved, or will involve, illegal activity, the principal shall notify the appropriate police agencies.
8. The principal shall provide a written report of his/her findings and recommend disposition and any disciplinary measures to the Superintendent, based upon such findings.

Disciplinary Measures:

The disciplinary measures imposed herein shall not be exhaustive and may be imposed in addition to any other disciplinary measures which may be applicable and/or appropriate, provided for elsewhere in the policies of the Frazier School District.

1. A student found to be in violation of this policy shall be subject to disciplinary measures set forth in the discretion of the Superintendent, which may include suspension and/or exclusion from athletic teams, athletic events and extracurricular activities and events.
2. A student found to have made false statements in connection with this policy shall be subject to the same disciplinary measures as those found to have violated the policy.
3. The policy herein shall be applicable to any and all incidents of hazing involving the District's students or athletes, regardless of whether they occurred on or off school premises, or regardless of whether they occurred during the school year, or outside of the school year, including without limitation during the summer recess months.

Due Process:

If, as a result of the aforesaid investigation the Superintendent concludes that a violation of the policy occurred, then the students and/or athletes involved shall be notified, along with their parent(s) and/or guardian(s), and a meeting shall be held at which the student shall have an opportunity to review and challenge the evidence substantiating the violation. If, after the due process meeting the Superintendent finds that a violation occurred, then the Superintendent shall take such disciplinary action as may be appropriate.

Annual Notification:

The Athletic Director shall, on an annual basis, inform the District's coaches and athletes of the District's foregoing policy on hazing.

Discipline for Hazing

The following disciplinary action shall be applied to students who violate the "Hazing Policy" of Frazier School District.

First Offense:

*Suspension from the activity in which the violation took place for twelve (12) full months. The administration may issue an alternate form of punishment to a senior who cannot complete one (1) full year of suspension prior to his/her graduation from high school.

Second Offense:

*Permanent exclusion from all co-curricular activities. The administration may issue an alternate form of punishment to a senior who is involved in a second (2nd) violation of the "Hazing Policy" during his/her final year of school.

**The disciplinary measures listed above shall not be exhaustive. Other applicable and/or appropriate disciplinary measures, as provided in the "Student Code of Conduct," shall be applied.

Insubordination

Students have an obligation to comply with reasonable requests from school officials.

Any student behavior that undermines the authority of school officials in the conduct of his/her school function will not be tolerated, nor will any show of disrespect toward school authorities.

LIBRARY POLICY

Students who owe a book to the library will not be permitted to check out an additional book until the overdue book is returned.

The following assessments will be made on lost or damaged books:

Lost Book	Cost of item
Damaged Book (usable)	\$5.00
Damaged Book (unusable)	Cost of item

Off Limits, Truancy (Class Cutting and Leaving School Grounds)

"Off Limits" refers to being in an unauthorized area. Truancy refers to not being where assigned or being any place other than where assigned, inside or outside the building.

Provocation

Provocation cannot be tolerated in the public school environment and will not be permitted in Frazier Schools. Provocation includes, but is not limited to, violation of civil rights, instilling fear in another, making threats, spreading malicious gossip or rumors about another.

Reckless Endangerment

No one has the right to place another person at risk or peril. The creator of any situation that poses any threat to another will be held responsible.

Refusal to Participate and/or Refusal to Complete Work During Class

A student who blatantly refuses to participate in a classroom activity or assignment will be subject to consequences. This behavior may also include sleeping during class.

- First Offense - Parent contacted and notified of the student's chosen behavior.
- Second Offense - Parent contacted and notified, referral to guidance counselor.
- Third Offense - Parent contacted notified, referral to the building principal, discipline report submitted by the classroom teacher. (Saturday Detention Assigned.)

If the student becomes disrespectful to staff during an attempt to redirect the student to an on task behavior, please refer to (Disrespect to Staff pg. 58) .

Searches

In general, searches must be reasonably related to the objectives of the search and not be excessively intrusive in light of the past history, school record, age and sex of the student and the nature of the infraction. Searches should be no more intrusive than necessary to discover that for which the search was instigated.

In general, at no time should school officials conduct a search, which requires a student to remove more clothing than his/her shoes or jacket. If school officials are convinced that a more intrusive strip search is required to expose contraband, they should advise the proper law enforcement agency and the student's parent(s) and/or guardian(s) as soon as possible, of the grounds for their conclusion, unless there is an immediate threat to other students or staff; health, safety or welfare or to school property.

School lockers and other storage spaces are school property loaned to the student for the student's convenience and use of legitimate purposes. Students have no expectation of privacy in relation to their assigned lockers. Lockers can, and will be, searched as provided in the following guidelines:

1. School lockers and other storage spaces are provided to students for their convenience. These storage areas remain school property, and as such, are subject to periodic administrative inspections by school authorities. Students are, therefore, warned not to store items in lockers, which they do not want to bring to the attention of school authorities.
2. The principal or principal's designee shall be required to hold locker inspections throughout the school year. Reporting rooms will be extended for said inspections and each shall be reported to the superintendent.
3. Circumstances, which put the safety of students or school officials at risk or could result in substantial property damage, will also constitute sufficient reasons for school, police and/or fire officials to conduct a thorough search of all school property. A bomb scare is an example of such an emergency. School authorities may search a student's locker if they have reasonable suspicion that a student has violated a rule guideline set forth in the Student Code of Conduct.
4. School authorities may search a student's locker if they have reasonable suspicion that a student has violated a regulation set forth in the Student Code of Conduct.

5. Prior to such a locker search, the student shall be notified and given an opportunity to be present. Any inappropriate or illegal materials found in the locker will be seized and shall be used as evidence against the student in disciplinary proceedings.
6. However, where school authorities have reasonable suspicion that the locker contains materials which pose a threat to the health, welfare, and safety of students in the school, students' lockers may be searched without prior warning. Materials shall be used as evidence against the student in disciplinary proceedings. If reasonably possible, the student will be present for the search.
7. Blanket searches of every locker lack individual suspicion and will not be permitted except in an emergency search.
8. Students are responsible for the contents of the locker assigned to them. Therefore, it is important that students keep their lockers locked and do not give another student access to their locker.

School authorities are authorized to conduct searches of student property when reasonable suspicion indicates that a particular student is in possession of an item or a substance that represents a material threat to school routine, poses a threat to the health, welfare, and safety of students or is prohibited by school board regulation or by law.

1. Student property may include, but not limited to purses, book bags, coats, luggage, cars and other such belongings
2. Such searches of student's property will be done by a school employee of the same sex in the presence of a second witnessing school official, if possible

Where school authorities have reasonable suspicion that a student has on his/her person, materials which pose a threat to the health, welfare, and safety of students in the school, a pat-down search of such a student's person may be done by a school employee of the same sex, in the presence of a second witnessing school official.

Where school authorities have reasonable suspicion that a student has on his/her personal materials that pose a threat to the health, welfare, and safety of students in the school, a pocket search of the student's person may be done where the student is asked to empty his/her pockets. A school employee of the same sex, in the presence of a second witnessing school official, will do this search.

Referral to Civil Authorities for charges under the appropriate Pennsylvania statute shall be made, when deemed necessary by school officials.

Every student entering Frazier Middle School will be required to pass through a metal detector. Students bringing lunch boxes, backpacks or book bags and/or sporting equipment bags will be required to have each of these bags searched before being permitted entrance into the school. Bookbags and/or backpacks are required to be see-through/clear to help with the process of search and procedure in a timely manner.

Sexual Harassment

It is the policy of Frazier School District to maintain an environment conducive to learning and working that is free from sexual harassment. It is a violation of district policy for any member of the district staff to harass any student or any other member of the district staff through conduct or communication of a sexual nature. It is also a violation of district policy for students to harass other students or members of the school staff through conduct or communication of a sexual nature.

Sexual harassment shall consist of unwelcome sexual advances, request for sexual favors, and other inappropriate verbal or physical conduct when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education.

2. Submission to, or rejection of, such conduct is used as the basis for academic or employment decisions.
3. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive employment or educational environment.
4. Such conduct includes sexual assault.

Incidents of alleged sexual harassment shall be reported to the building principal and then to the Superintendent Office. For complete information regarding sexual harassment, including the complaint procedures, refer to the school district's sexual harassment policy.

Terroristic Threats

A student shall at no time threaten to commit any crime of violence with the purpose to terrorize another or to cause evacuation of a building, place of assembly, or facility of transportation, or otherwise cause serious public inconvenience, or in a reckless disregard of the risk of causing such terror or inconvenience. Referral of Civil Authorities for charges under the Pennsylvania Criminal Code shall be made when deemed necessary by school authorities.

Tobacco, Nicotine Products, Smoking, Vapor Cigarettes and the like, Lighted Objects

The possession and/or use of any tobacco/nicotine products, vapor products or lighted objects, by students are prohibited in school buildings, on school transportation, on school-sponsored field trips, at athletic events (home or away), on property, owned by, leased by or under the control of the school district.

Student possessing, and/or using tobacco/nicotine products shall be disciplined in the following manner:

- First (1st) offense – Participation in the “Smokeless Saturday” Program sponsored by the Respiratory Alliance of Western PA or FCDA Commission Tobacco Education Program. This program is held from 9am-1pm. Lunch is provided. Students will be required to pay the \$50.00 tuition fee. Students' unwilling to participate in the Smokeless Saturday Program will be assigned Saturday detention, enrollment in smoking cessation groups and a citation for disorderly conduct issued through the Perryopolis Police Department.
- Second (2nd) offense – One (1) day suspension and a citation for disorderly conduct issued through the Perryopolis Police Department.
- Third (3rd) offense – Three (3) day suspension and a citation for disorderly conduct issued through the Perryopolis Police Department.
- Fourth (4th) offense – Five (5) day suspension and a citation for disorderly conduct issued through the Perryopolis Police Department.
- Fifth (5th) offense – Ten (10) day suspension, recommendation for expulsion and a citation issued through the Perryopolis Police Department.

*Tobacco cessation classes may be ordered by the administration.

Weapons and Dangerous Instruments

A student shall not knowingly possess, handle, or transmit any object that can reasonably be considered as a weapon or dangerous instrument.

This rule does not apply to normal school supplies like pencils or compasses, unless such instruments are utilized in such a manner as to reasonably be construed as weapons or

dangerous instruments.

This rule does apply to, but is not limited to, any firearm, any explosive including firecrackers, teargas canisters, smoke bombs, or other incendiary devices, army knife, razor, or cutting instrument, cutting incendiary devices, cutting tools, nunchaku sticks, chains slingshots, and other dangerous objects, tools, instruments, or implement capable of directly and/or indirectly inflicting bodily injury, and is of no reasonable use to student at school, or any other instrument which, in the manner in which it is used or intended to be used, is calculated or likely to produce bodily injury.

Pennsylvania Safe Schools

Act 26 of 1995

Act 26 of 1995 implements the federal Gun Free Schools legislation. This amendment to the Pennsylvania Public School code contains specific provisions, which require the expulsion of any student who brings a deadly weapon to school. The main parts of this important legislation are as follows:

1. Except as otherwise provided in this section, a school or area vocational-technical school shall expel, for a period of not less than one (1) year, any student who is determined to have brought a weapon onto school property, any school-sponsored activity, or any public conveyance providing transportation to a school or school-sponsored activity.
2. Every school district and area vocational-technical school shall develop a written policy regarding expulsions for possession of a weapon, as required under this section. Expulsions shall be conducted pursuant to all applicable regulations.
3. The superintendent of a school district or an administrative director of an area vocational-technical school may recommend discipline short of expulsion on a case-by-case basis. The superintendent or other chief administrative officer of a school entity shall, in the case of an exceptional student, take all steps necessary to comply with the Individuals with Disabilities Education Act (Public law 91-230, 29 U. S. C. 2400 et seq.)
- 4. The provisions of this section shall not apply to the following:**
 - a. A weapon being used as part of a program approved by the individual who is in charge of the program
 - b. A weapon that is unloaded and is possessed by an individual while traversing school property for the purpose of obtaining access to public or private lands used for lawful hunting, if the entry on school premises is authorized by school authorities
5. Nothing in this section shall be construed as limiting the authority or duty of the school or area vocational-technical school to make an alternative assignment or provide alternative educational services during the period of expulsion.
6. All school districts and area vocational-technical schools shall report all incidents involving possession of a weapon prohibited by this section as follows:
 - a. The school superintendent or chief administrator shall report the discovery of any weapon prohibited by this section to local law enforcement officials
 - b. The school superintendent or chief administrator shall report to the Department of Education all incidents relating to expulsions for possession of a weapon on school grounds, school-sponsored activities or public conveyances providing transportation to a school or school-sponsored activity. Reports shall include all information, as required under Section 1302-A
7. As used in this section, the term "weapon" shall include, but not be limited to, any knife, cutting instrument, cutting tool, firearm, shotgun, rifle, and any other instrument or implement capable of

inflicting serious bodily injury.

8. The student discipline file of any student who is determined to have brought a weapon onto school property, any school-sponsored activity, or public conveyance providing transportation to a school or school-sponsored activity, will be maintained until his/her graduation. A copy of the record would follow the student if he/she transferred to another school district.

DISCIPLINARY OPTIONS

Disciplinary actions occur on four (4) levels, referred to as Level I, II, III, and IV. With each higher level, the severity of the behavior problem, and the repetitious nature of the behavior problems are addressed with stronger disciplinary action.

A strong behavior plan starts with classroom rules regarding Level I behavior. Each student is to be aware of the rules of the individual teacher and the penalties regarding misconduct in each classroom assigned. Classroom rules will be kept on file in the office for referral by the administration. Students must know what each teacher expects and be prepared for penalties if the rules are not followed.

Students will receive no administrative warnings for any discipline report filed with the office, except for the first (1st) violation of the guidelines listed in this handbook under "Appearance." All other behavior problems that are referred to the administration will be handled according to the level of misconduct as follows:

Level I

Level I misconduct involves minor behavior problems that must be addressed in order to insure the orderly operation of the classroom, school, and/or school-sponsored activities.

Such behavior seen as Level I will be addressed as follows:

OFFENSES

- Disruptive behaviors
- Tardiness to class* (first (1st) three (3) offenses must be handled under the respective teacher's classroom management plan)
- Tardiness to school* (first (1st) three (3) offenses must be disciplined with a warning)
- Public displays of affection
- Cell Phone Violation (First Offense) possession of/ or use of a cell phone will result in confiscation of the device and will only be released to a parent/guardian. The student will also be assigned to (1) after school detention.
- Pushing, running, horseplay
- Second (2nd) "Dress Code" violation
- Possession of any item that distracts from education is prohibited.
- Disrespect to fellow students
- Throwing objects
- Consumption of food/beverage outside the cafeteria
- Throwing snowballs
- Breaking minor classroom rules (first (1st) two offenses must be handled under the respective teacher's classroom management plan)

DISCIPLINARY ACTION

- Discipline report filed
- After school detention assigned
- Parent(s) and/or guardian(s) contacted by written report or telephone
- Conference with Principal

ADDITIONAL ACTION AS APPROPRIATE

- Withdrawal of privileges
- Confiscation of material
- Referral to counselor
- Referral to Student Assistance Team

***Other actions are also associated with this misconduct. Refer to the passage in the student handbook dealing with loss of course credit due to class cuts and tardiness.**

***Additional consequences may be at the discretion of the administrator.**

Students shall not be disciplined for an **excused** tardy. Tardiness shall only be considered excused when **proper** written verification is provided noting a medical appointment, legal appointment, religious obligation, attendance at the funeral of a relative or close friend, or involvement in an approved education meeting or activity.

Level II

Level II misconduct involves behavior that is repetitious, or serious enough to disrupt the learning climate of the school, or school-sponsored activity.

Such behavior seen as Level II will be addressed as follows:

OFFENSES

- Bullying (First Offense)
- Third (3rd) Level I offense
- Refuse to accept Level I discipline
- Unauthorized selling of merchandise
- Off limits/unauthorized presence
- Misbehavior during after school detention
- Gambling
- Insubordination
- Vulgar/abusive language
- Disrupting school and/or bus operations
- Cutting class*
- Refusal to Participate and/or Refusal to Complete Work During Class assigned to (1) Saturday Detention.
- Cell phone violation (**Second Offense**) – possession of/ or use of a cell phone will result in confiscation of the device and will only be released to a parent/guardian. The student will also be assigned to (1) Saturday Detention.

DISCIPLINARY ACTION

- Discipline report filled
- Saturday detention assigned/Suspension
- Parent(s) and/or guardian(s) contacted by written report and/or telephone
- Conference with principal

ADDITIONAL ACTION AS APPROPRIATE

- Withdrawal of privileges
- Confiscation of material
- Referral to Student Assistance Program
- Restitution for damages
- Referral to law enforcement officials

* Other actions are also associated with this misconduct. Refer to the passage in the student handbook dealing with the loss of course credit due to cutting class and tardiness.

*Additional consequences may be at the discretion of the administrator.

Level III

Level III misconduct involves continued Level II offenses along with other behaviors which are considered to be more serious in nature. Level III offenses can, at times, be viewed as those which may pose a potential threat to the health, safety, welfare and/or morals of an individual.

Such behavior seen as Level III will be addressed as follows:

OFFENSES

- Third (3rd) Level II offenses
- Refusal to accept Level II discipline
- Misbehavior at Saturday Detention
- Smoking/Tobacco/Nicotine use and/or possession of Tobacco/Nicotine products, to include e-cigarettes and "vaping." As well as look alike and similar products.
- Lighted object on premises
- Distribution of obscene/pornographic/abusive materials through the use of books, magazines, Internet usage, email, texting or other methods
- Cheating (2nd and subsequent offenses)
- Leaving the building without permission
- Harassment
- Forgery, fabrication, alterations
- Minor vandalism (with restitution)
- Minor theft (\$50)
- Cell Phones violation (**Third Offense**) – possession of or use of cellphones will result in confiscation of the device and will only be released to a parent/guardian. The student will also be assigned to attend 2 Saturday Detentions.

DISCIPLINARY ACTION

- Discipline report filed
- Saturday Detention/Suspension
- Parent(s) and/or guardian(s) contacted by written report and/or telephone

*** TOBACCO / NICOTINE/SMOKING/LIGHTED OBJECTS/VAPING/ELECTRONIC CIGARETTES (E-CIGARETTES) VIOLATIONS**

- **1st offense** - Referral to Smokeless Saturday program at a cost of \$50 to the student. Failure to report will result in notification to Perryopolis Police for possible citation.
- **2nd offense** – One (1) day suspension and a citation for disorderly conduct issued through the Perryopolis Police Department.
- **3rd offense** – Three (3) day suspension and a citation for disorderly conduct issued through the Perryopolis Police Department.
- **4th offense** – Five (5) day suspension and a citation for disorderly conduct issued through the Perryopolis Police Department.
- **5th offense** – Ten (10) day suspension, recommendation for expulsion, and a citation for disorderly conduct issued through the Perryopolis Police Department.

ADDITIONAL ACTION AS APPROPRIATE

- Withdrawal of privileges
- Confiscation of materials
- Referral to Student Assistance Team
- Restitution for damages
- Referral to law enforcement officials

***Additional consequences may be administered at the discretion of the administrator.**

Level IV

Level IV misconduct involves behavior that includes acts of violence directed toward a person and/or property. Such behavior poses a threat to the safety, health, welfare and/or morals of others, and/or materially disrupts the educational environment. Also included are unmodified Level III behaviors.

The staff member documents a proper and accurate record of the offense and the student is then referred to the administration for appropriate disciplinary action.

The administrator meets with the student to review the information and decide the appropriate course of action. A discipline report is completed with copies given to the parent(s) and/or guardian(s), student, teacher and superintendent.

Parent(s) and/or guardian(s) are contacted by telephone and a discipline report is mailed home. A formal conference will be held when appropriate and an informal hearing will be offered as required by law.

Such behavior seen as Level IV will be addressed as follows:

OFFENSES

- A Refusal to accept Level III punishment
- A Provocation
- A Verbal Assault of Student
- A Disrespect to Staff
- A Disrespect to School Employee
- B Leaving the building without permission (2nd and subsequent violations)
- C Disorderly Conduct
- C Verbal assault on staff member
- C/H Bullying (Second Offense)
- C/L Indecent exposure
- D/H/L Racial Intimidation
- D/H/L Sexual harassment
- F/G/H Sexual assault
- D/H Molesting a student
- D Reckless endangerment
- D Walkouts/demonstrations
- D/H Terroristic threats
- D/H Extortion
- D/H Fighting
- D/H/J Major vandalism (over \$50)
- D/H/J Theft/possession/sale of stolen property
- D/H/M Bullying (Third Offense)
- F/H/K Possession of drug or alcohol related paraphernalia
- F/H/I Battery on student*
- F/H/I Assault
- F/H Physical assault on student
- F/G/H Bomb threat*
- F/G/H False fire alarm
- F/G/H Possession/use/transfer of weapons/dangerous instruments*
- F/G/H Battery on staff member*
- F/G/H Arson*
- F/G Any other offense so severe as to merit expulsion*
- F/G/H Cyber Attacks - Denial of Service Attack* (DoS)
- F/G/H Cyber Attacks - Distributed Denial of Service Attack* (DDoS)
- F/G/H/K Use of unauthorized substance/drugs/alcohol*
- F/G/H/K Distribution/selling of unauthorized substance/drugs/alcohol*

DISCIPLINARY ACTION

- A Mandatory one (1) day suspension, parent/guardian conference
- B Mandatory two (2) day suspension, parent/guardian conference
- C Mandatory three (3) day suspension, parent/guardian conference
- D Mandatory five (5) day suspension, parent/guardian conference, informal hearing
- E Mandatory seven (7) day suspension, parent/guardian conference, informal hearing
- F Mandatory ten (10) day suspension, parent/guardian contact, informal hearing

- G Recommendation for expulsion
- H Notification of police/possible citation
- I Prosecution for conduct or assault and battery
- J Restitution
- K Implementation of drug and alcohol policy
- L Referral to Title IX officer
- M Recommendation for placement in alternative program/school

***In cases where the district believes that the student presents a serious threat to himself/herself or others, the suspension will continue until the expulsion hearing is held.**

***Additional consequences may be administered at the discretion of the administrator.**

Guidelines for Detention, Suspension, Expulsion and Probation

Detention

Detention is a designated period of supervised study held during or after the regular school day, on a Saturday or during student vacations. The building shall set the date, time and place of detention; a designated detention monitor shall provide supervision of students serving detention.

Parent(s) and/or guardian(s) are responsible for providing transportation for any of their children who are assigned to detention. Students must be informed of their detention assignment at least twenty-four (24) hours in advance in order for their parent(s) and/or guardian(s) to arrange for transportation.

Students who owe any detention time at the end of the school year will be assigned summer detention or may be served during the next school year at the discretion of the building administrator. Report cards, diplomas, transcripts and all other school records will be held until this obligation is made up.

After-School Detention

1. After-school detention will be held at the end of the regular school day from **2:15 P.M. - 3:15 P.M.**
2. Detention responsibilities take precedence over all other school activities, including band, athletics and organizational meetings. Students who miss after-school detention for any reason other than an excused absence (see the "Attendance Policy" for a definition of an excused absence) will be assigned to Saturday detention.
3. Rules governing behavior during after-school detention:
 - a. Students must report to the after-school and morning detention on time with all assignments and supplies.
 - b. Students must be engaged in assigned class work or approved readings for the entire detention period.
 - c. Loafing, sleeping and playing games will not be tolerated. Students must bring something to do. Students will be provided a writing assignment if necessary.
 - d. Talking and any type of disruptive behavior will not be tolerated. Students will not

- be excused from the detention room except for the most extreme emergencies.
- e. Students will sit in seats assigned by the detention monitor.
- f. Students who violate any of these rules will be assigned another day of after-school detention.
- g. Any teacher or administrator may assign after-school detention. Teachers must adhere to the following guidelines when assigning after-school detention:
- h. Meet with the student and provide him/her with a written statement noting the reason for assigning after-school detention and the date, time and location of the detention.
- i. Provide the parent(s) and/or guardian(s) with information regarding the after-school detention. This information will include the reason for assigning after-school detention and the date, time, and location of the detention.
- j. Provide the principal with a written statement noting the reason for assigning after-school detention and the date, time and location of the detention.

Saturday Detention

1. Saturday detention will be held on Saturday morning from 8:00 A.M. to 11:00 A.M.
2. Detention responsibilities take precedence over all other school activities, including band, athletics and organizational meetings. Students who miss Saturday detention for any reason other than an excused absence (see the "Attendance Policy" for a definition of an excused absence) will be assigned one (1) day of suspension.
3. Rules governing behavior during Saturday detention:
 - a. Students must report to the Saturday detention on time with all assignments and supplies.
 - b. Students must be engaged in assigned class work or approved readings for the entire detention period.
 - c. Loafing, sleeping and playing games will not be tolerated. Students must bring something to do. Students will be provided a writing assignment if necessary.
 - d. Talking and any type of disruptive behavior will not be tolerated.
 - e. Students will not be excused from the detention room except for the most extreme emergencies.
 - f. Students will sit in seats assigned by the detention monitor.
 - g. Students who violate any of these rules will be assigned another day of Saturday detention.
4. Only the principal may assign Saturday detention.

Suspensions and Expulsions

The board of education and the middle school administration recognizes that public schools have a legal and moral obligation to educate all children. It is the responsibility of the board of education and the school district to provide a curriculum and an atmosphere within which students can be educated. It is also the responsibility of the school district to formulate policies and procedures governing the exclusion of students who are disruptive to the education

process. **Students who are suspended or expelled for any reason are not permitted on school property or other properties hosting a school event involving any participants from the suspended student's school of record.** Students that are suspended or expelled may NOT attend any athletic competition at home or away competitions or events. A violation of this rule shall be considered a defiant trespass and the local police shall be notified for possible citation.

The following information provides a description relating to the types of exclusion used by the school district. The information also provides the guidelines under which these exclusions can be imposed.

Spectators are considered participants in all school events.

Suspension Up To Three (3) School Days

Exclusion from school for a period of up to three (3) days can be issued by the building principal. Prior to the suspension, the principal will meet with the student to provide the reason for the suspension, along with the dates of the suspension. The principal will also provide the parent(s) and/or guardian(s) with a written notice regarding the suspension.

Students who are suspended can turn in homework assignments for full credit but must do so the first day of their return to their assigned teachers.

Suspension between Four (4) to Ten (10) School Days

Exclusion from school for a period of four (4) to ten (10) days can be issued by the building principal. Prior to the suspension, the principal will meet with the student to provide the reason for the suspension, along with the dates of the suspension. The principal will also provide the parent(s) and/or guardian(s) with a written notice regarding the suspension. An informal hearing relating to the suspension shall be offered to the student and parent(s) and/or guardian(s). This hearing must be offered during the first (1st) three (3) days of the suspension.

Expulsion

Expulsion refers to the exclusion from school for a period of more than ten (10) days. The building principal and superintendent may recommend expulsion; however, only the board of education has the power to expel a student. Expulsion requires a formal hearing before the board of education. Specific requirements relating to this formal hearing are spelled out in state law.

Students who are expelled may not attend or participate in any school activities/events including Graduation and Proms. **Students who are expelled are not permitted on school property or other properties hosting a school event involving any participants from the expelled student's school of record.** Students that are suspended or expelled may NOT attend any athletic competition at home or away competitions or events. A violation of this rule shall be considered a defiant trespass and the local police shall be notified for possible citation.

Spectators are considered participants in all school events.

Probation

Under the laws of the Commonwealth of Pennsylvania, the board of education has the right to place a student on probation in addition to any disciplinary action stated in the discipline code. Generally, some form of probation is imposed when a student returns from expulsion. Probation means that the student must be on his/her "best behavior" for a specified period of

time. Any "Level II," "Level III," or "Level IV," disciplinary infraction committed while a student is on probation will automatically result in an expulsion hearing before the board of education.

For more serious offenses, the board of education may impose intensive probation. Intensive probation means that any two (2) disciplinary offenses of any level will automatically result in an expulsion hearing before the board of education.

Drug and Alcohol Policy

Preface

The purpose of any policy must relate to the welfare and well-being of individual students, staff members and the school population in general. Individuals under the influence of drugs or alcohol may have their mental processes altered, thus impeding their own learning and also may present social and behavioral problems within the school and community. The Frazier School District recognizes that the use and abuse of drugs is a serious and difficult problem for an educational system.

Statement of Policy

Through the use of appropriate curriculum, classroom activities, student assistance team, strong and consistent administration and faculty effort, community support and resources, and rehabilitative and disciplinary procedures, the Frazier School District will work to educate, prevent and intervene in the use and abuse of all drugs, alcohol and mood altering substance by the entire student population.

As an extension of this policy, all school district personnel when responding to drugs, alcohol and mood altering substances shall use the following rules, regulations and guidelines.

Categories of Offenses:

Medical Emergency

A student demonstrates symptoms of possible drug and/or alcohol overdose (incoherence, inability to respond, vomiting, unconsciousness, etc.) This situation will be handled as a medical emergency:

- a. Immediate Action: The school nurse will be summoned immediately. All standard first aid procedures for medical emergencies will be followed. The student is not to be left alone.
- b. Investigation: the principal will investigate the incident. This may include a search of the student's desk, locker and possessions in the presence of the student. Refer to the Student Assistance Team.
- c. Notification of parent(s) and/or guardian(s): It will be the responsibility of the principal or principal's designee to notify parent(s) and/or guardian(s).
- d. Confidentiality: Confined to those with a legitimate educational interest as mandated by school district confidentiality policy.
- e. Disposition or Substance: Not applicable unless the student has possession of substance. In that case, it will be confiscated and turned over to the appropriate authorities for analysis.
- f. Discipline/Rehabilitation: Referral to the Student Assistance Team. The student will

abide by their recommendations. If there is evidence of violation, see appropriate situational category.

- g. Notification of Police: Not applicable unless the safety of the emergency victim or the school population is at risk.

Student Inquiry

A student is making an inquiry about or requesting drug/alcohol related help or advice from school personnel:

- a. Immediate Action: Refer to the guidance counselor. Also refer to the Student Assistance Team. The student shall be fully informed of services that are available, their right to receive the service, and its confidentiality.
- b. Investigation: There is no need for investigation in this situation.
- c. Notification of Parent(s) and/or Guardian(s): Parent(s) and/or guardian(s) shall not be notified without the consent of the student.
- d. Confidentiality: Confined to those with a legitimate educational interest as mandated by school district confidentiality policy.
- e. Disposition of Substance: Not applicable.
- f. Discipline/Rehabilitation: Referral to the Student Assistance Team. No need for disciplinary action in this situation.
- g. Notification of Police: Not applicable.

Concern Regarding Possible Use

The possible drug and/or alcohol use of a student is of concern; however, there is no evidence of a violation of law or school regulation:

- a. Immediate Action: A teacher may approach a student in regard to behavior, classroom performance or general health. Students should not be accused of drug use. The teacher shall notify the principal, school nurse or counselor to discuss his/her concerns. If possible, an attempt should be made to discuss the situation in a positive light or refer the student to a counselor, school nurse or the Student Assistance Team.
- b. Investigation: Data collection by the Student Assistance Team and/or counselor.
- c. Notification of Parent(s) and/or Guardian(s): Parent(s) and/or guardian(s) will be notified if the Student Assistance Team feels it is warranted.
- d. Confidentiality: Confined to those with a legitimate educational interest as mandated by school district confidentiality policy.
- e. Disposition of Substance: Not applicable.
- f. Discipline/Rehabilitation: Referral to the Student Assistance Team. The student will abide by their recommendations.

Drug-Related Paraphernalia

A student possesses drug-related paraphernalia:

- a. Immediate Action: Confiscate all items; principal notified.
- b. Investigation: Principal or principal's designee will search the student's desk, locker and possessions in the presence of the student.

- c. Notification of Parent(s) and/or guardian(s): the principal or principal's designee will notify parent(s) and/or guardian(s).
- d. Confidentiality: Confined to those with a legitimate educational interest as mandated by school district confidentiality policy.
- e. Disposition of Substance: Will be turned over to the appropriate authorities who will make an analysis and maintain the chain of evidence.
- f. Discipline/Rehabilitation: Seven (7) day suspension. Referral to the Student Assistance Team. The student will abide by their recommendations.
- g. Notification of Police: Principal will notify the police.

Possession or Suspected Use

A student is found using, in possession of, or suspected to be under the influence of drugs and/or alcohol.

- a. Immediate Action: Principal or principal's designee summoned. Staff member writes an anecdotal report of the incident and submits it to the principal.
- b. Investigation: Principal or principal's designee conducts investigation. School nurse becomes involved. Principal or principal's designee will search the student's desk, locker and other possessions in the presence of the student.
- c. Notification of Parent(s) and/or Guardian(s): Principal or principal's designee will contact parent(s) and/or guardian(s) in a timely manner and describe the situation.
- d. Confidentiality: Confined to those with a legitimate educational interest as mandated by school district confidentiality policy.
- e. Disposition of Substance: Substance will be turned over to the appropriate authorities who will make an analysis and maintain the chain of evidence.
- f. Discipline/Rehabilitation: Referral to the Student Assistance Team. Ten (10) day out-of-school suspension. Exclusion from extracurricular activities for an additional 180 school days after the suspension and/or expulsion. Formal school board hearing for expulsion from school. A required condition for return to school will be the student's assessment by a licensed Drug and Alcohol Clinic and compliance with the clinic's recommendations. Re-admittance will not be for at least the current semester and may be up to one (1) school year.**
- g. Notification of Police: Principal will notify the police.

Distribution

A student is caught distributing a drug and/or alcohol:

- a. Immediate Action: Confiscation of substance. Immediate notification of principal. Student is detained. Anecdotal report is prepared and sent to the principal or principal's designee.
- b. Investigation: Student questioned and his/her locker and other possessions will be searched in his/her presence.
- c. Notification of Parent(s) and/or Guardian(s): Principal or principal's designee will contact parent(s) and/or guardian(s) in a timely manner and describe the situation.
- d. Confidentiality: Confined to those with a legitimate educational interest as mandated

by school district confidentiality policy.

- e. Disposition of Substance: Substance will be turned over to the appropriate authorities who will make an analysis and maintain the chain of evidence.
- f. Discipline/Rehabilitation: Referral to the Student Assistance Team. Ten (10) day out-of-school suspension. **Permanent suspension from extracurricular activities. Formal school board hearing for expulsion from school. A required condition for return to school must be an assessment at a licensed Drug and Alcohol Clinic and compliance with the clinic's recommendations. Re-admittance will not be for at least the current semester and may be up to one (1) school year.**
- g. Notification of Police: Principal will notify the police.

Possession, Distribution or Use at a School-Sponsored Function

Students possessing, using, under the influence or distributing drugs and/or alcohol at a school-sponsored function or school-approved activity:

- a. Immediate Action: Group sponsor and principal or principal's designee will be notified. Security will be summoned, if necessary. The student should not be left alone.
- b. Investigation: Sponsor or principal will perform a search with the most appropriate adult witness present. The search will include asking the student to empty pockets/purse, etc. An anecdotal report of the incident will be written and submitted to the principal or principal's designee.
- c. Notification of Parent(s) and/or Guardian(s): Sponsor/principal or principal's designee contact parent(s) and/or guardian(s) in a timely manner and describe the situation.
- d. Confidentiality: Confined to those with a legitimate educational interest as mandated by school district confidentiality policy.
- e. Disposition of Substance: Substance will be turned over to the appropriate authorities who will make an analysis and maintain the chain of evidence.
- f. Discipline/Rehabilitation: If there is evidence of violation, see appropriate situational category, PLUS referral to the Student Assistance Team and the student will abide by their recommendations.

Non-Student Possessing, Using or Distributing

A non-student is found to be in possession of, using or distributing drugs and/or alcohol:

- a. Immediate Action: Immediate summons of principal or principal's designee. Confiscation of substance, if possible. Anecdotal report maintained. Attempt to detain or identify the seller. Detain involved students and refer to the appropriate situation category.
- b. Investigation: Administration and/or police will handle investigation from a legal point of view.
- c. Notification of Parent(s) and/or Guardian(s): Not applicable.
- d. Confidentiality: Not applicable.
- e. Disposition of Substance: Substance will be turned over to police.
- f. Discipline/Rehabilitation: Not applicable.

- g. Notification of Police: Principal will notify the police.

Possessing, Using and Distributing on Non-School Time

A student is found in possession of, using or distributing drugs and/or alcohol on non-school time and not on school property:

1. Immediate Action: Principal or principal's designee will be notified.
2. Investigation: Students will be notified that an investigation will take place.
3. Notification of Parent(s) and/or Guardian(s): Principal or principal's designee will have parent(s) and/or guardian(s) notified that the school is investigating the incident.
4. Confidentiality: Confined to those with a legitimate educational interest as mandated by school district confidentiality policy.
5. Disposition of Substance: Not applicable.
6. Discipline/Rehabilitation: Students will be suspended from participating in extracurricular activities for a minimum of forty-five (45) days up to permanent suspension from extracurricular activities. Referral to the Student Assistance Team. The student will abide by their recommendations.
7. Notification of Police: Not applicable.

Rules and Regulations for Bus Students

Bus Behavior

All students are expected to act in a sensible and dignified manner on the school bus. Misconduct is just as inappropriate on the bus as it is in the classroom and shall be treated in the same manner. Obedience to the driver in conduct and assignment of seats is absolutely necessary. Seating charts will be posted on all buses. Two (2) copies of these charts will be made; one copy for the bus driver and one for the building principal.

Rules

- Loud talking is not permitted.
- Eating food and drinking beverages is not permitted.
- Possession/Use of tobacco or vaping devices in any form is not permitted.
- Students must sit in their assigned seats as they appear on the seating chart.
- Students must ride the bus assigned to them. Students will not be permitted on a bus to which they have not been assigned without a note from the building principal. Such approval will be given only in case of an emergency.
- Students will only be picked up and dismissed at their assigned bus stop.
- Students are to respect and obey the bus driver.
- Students are to be on time. Bus drivers have been instructed not to wait for latecomers.
- Students must board the bus in an orderly manner by forming a single line. Shoving and pushing at the door are definitely not permitted.
- Students are not permitted in the driver's seat and are not permitted to manipulate or play with the bus operating equipment and mirrors.
- The rear door is **NOT TO BE OPENED BY ANY STUDENT** unless directed by the bus driver or in an emergency.
- Destroying or defacing bus property in any manner is not permitted.

Anyone who violates the established rules may be denied the privilege of bus service.

- 1st Offense Verbal Warning
- 2nd Offense Seat Change
- 3rd Offense Suspension of bus privileges for three days.

- Bus consequences are administered by building administrators and may be altered depending on the severity of the incident.

In all cases suspension from riding the bus will not be considered a legal excuse for being absent from school.

Audio/Video Monitoring

The District has adopted a policy to record audio and video on the buses in order to more effectively monitor activities/behavior. With the addition of audio, the Frazier School District will be able to better monitor activities and verbal exchanges between the drivers and the students, making for a safer experience. (2014)

Emergency Procedures

Fire Drill Regulations

In order to vacate our building safely in case of an emergency, it is imperative we conduct fire drills as orderly, quickly and quietly as possible.

When the fire bell rings, all students will remain quiet and listen for orders from the teacher. Turn off the lights and close the door when leaving the room.

Students will leave the room in single file and proceed to the assigned exit. Teachers will accompany their students, taking their grade books with them. Upon reaching the outside, move away from the building, but stay with your class in order that attendance can be taken. Remain outside and away from the building until an "all clear" bell is sounded; then proceed back into the building the same way you left.

Middle School Fire Exits

- M170, M178, M172, M171, M177 Use Exit "2" Middle School front entrance.
- M173, M174, M175, M176 Use Exit "3"
- M182, M181 Use Exit "4"
- Gym Exit through Gymnasium Exit "5 and 6"
- MS Cafeteria Use Exit "7"
- ES Cafeteria Use Exit "8"
- Library, M270, M271, M272, M278, Use the Main Stairwell and Exit out front entrance. Exit "2"
- M279
- M273, M274, M275, M276, M277 Use Side Stairwell and Exit out the side door. Exit "3"

Severe Weather Drills

Periodically, severe weather drills will be conducted in all Frazier schools. An announcement will direct teachers to take their students to their severe weather stations. Teachers are to see that the students sit facing the wall in a crouched position with hands protecting the back of the head. Students are to remain in this position until the “all clear” is given.

Assigned Stations: Middle School

- Grade Six: Bottom floor, main hallway: **facing front side** of building.
- Grade Seven: Bottom floor, home economic/music hall way
- Grade Eight: Bottom floor, main hallway: **facing back side** of building.

Delays/Cancellations of School

All parents/guardians and staff will be notified of delays/cancellations through an automated calling system. Emergency announcements pertinent to the delay and cancellation of school will be made over:

Television Stations

KDKA – Channel 2
WTAE – Channel 4
WPXI – Channel 11

Food Service

Frazier School District will be implementing a new provision known as the Community Eligibility Provision (CEP) in the 2024-2025 school year. This program is available to schools and districts that are participating in the National School Lunch and School Breakfast Programs. All enrolled students of Frazier School District are eligible to receive a nutritional breakfast and lunch each school day at no charge to your household. No further action is required of you. Your child(ren) will be able to participate in these meal programs without paying a fee or submitting an application.

Breakfast

Students must be in the cafeteria for breakfast by **7:25** and they will be dismissed at **7:45**

Cafeteria Service

The middle school cafeteria provides each student with the opportunity to purchase a nourishing breakfast and lunch. Menus are posted in the cafeteria and web pages.

We have Point of Sale software for each of our cafeterias which will give parents the opportunity to purchase breakfasts and/or lunches in advance. All students will be assigned a “pin number” which they will punch into a keypad each time they purchase a meal.

Breakfast is **\$1.35** for full-price students and \$.30 for reduced. Lunch is **\$2.45** for full-price and \$.40 for reduced. The software will automatically credit a meal for students who are approved for a free meal.

Students who forget their breakfast/lunch money must see the cafeteria cashier before breakfast or lunch. Charges will be permitted provided all bills are paid by the end of each month. Students will be permitted to charge up to three [3] meals.

Students who do not wish to purchase their meals from the food service department may carry their lunch to school. No student will be permitted to leave school grounds to purchase their lunch from an outside vendor. Students may not order food for delivery to the school.

Cafeteria Charge Policy (Updated May 2013)

PURPOSE

The Board acknowledges the need to have a policy to allow meal charges and a policy to collect delinquent account balances.

DELEGATION OF RESPONSIBILITY

The Board authorizes and directs the Cafeteria Coordinator to enforce the policy and the procedure to collect delinquent account balances.

GUIDELINES

The Frazier School District uses a Point of Sale System for meal purchases. With this system, each student is issued a Personal Identification Number (PIN) when they register for school and that number is carried with them until they graduate. Even though a student may be identified to receive a free or reduced lunch, all parents have the ability to deposit money into their child's accounts and to use the PIN to make meal purchases in the cafeteria. As a convenience to parents/guardians, Frazier School District permits students who forget their lunch money or who do not have sufficient funds in their student account to charge their lunch.

This policy is designed for the convenience of the parents and students so a student may charge his/her lunch when the student forgets his/her meal money or does not have enough funds available in their account. It is anticipated that student and parents/guardians will not abuse this privilege and will affirmatively monitor the cash balance in the student's account to assure that sufficient funds are available to cover the cost of all meals purchases, and to deposit the necessary funds whenever it is determined that the student's account balances is deficient. Cafeteria cashiers or monitors are required, when asked by a student or a parent/guardian, to provide account balance information relative to a particular student's account. In that the school district permits meal charges but reasonable controls must be established by the school district to limit the school district's cumulative exposure from losses resulting from negative account balances.

In order to keep track of your child's account, we are asking that parents set up an account at www.schoolcafe.com. You will need your child's student ID number in order to set up the account. You will also be able to set up a low balance email alert that will send you an email when your child reaches a dollar amount of your choice. You are also able to pay online but there is a transaction fee.

Seniors will be expected to pay all their lunch charges before receiving their cap and gown. Money owed can be from previous years, not just their senior year.

All student debt must be paid in full one week prior to the last day of school. If your child eats in the cafeteria during the last week of school, he/she must have money in their account or with them in order to eat.

If charges exceed **\$100.00**, the parent/guardian will be sent a certified letter letting them know the amount owed and to give them the option to pay the amount in full or set up a payment plan. If the parents/guardians choose not to adhere to one of the options, the district will seek the assistance of the local magistrate in order to collect the debt.

Students in all grade levels are not permitted to charge "a la carte" items, additional breakfast or lunch meal items (second sandwich, additional milk, or orange juice) or second breakfast or lunch.

The student's account balance (positive or negative) will remain with the student from year to year through the time of graduation from High School. At the end of each marking period if an **elementary student owes \$5.85 or more** and a **secondary student owes \$7.05 or more** a hold slip is placed on the student's report card. In the event the student has a negative balance at the end of his/her senior year, the student's diploma will not be released until all outstanding debts are paid in full.

Cafeteria Rules

All students are to report directly to the cafeteria and remain there throughout their assigned lunch period.

Quiet conversation will be permitted. Loud, boisterous behavior will not be tolerated.

Each student is responsible for cleaning his/her place at the lunch table, depositing trash in the proper container and returning his/her tray.

All food and drink must be consumed in the cafeteria. Students are not permitted to take any food or drink outside the cafeteria.

Cafeteria proctors are responsible for enforcing all cafeteria regulations. Seating arrangements and the general cafeteria procedures will be implemented at the discretion of the faculty cafeteria proctors with the approval of the principal.

Inappropriate behavior will result in the student's removal from the cafeteria.

Free and Reduced Meals

Free and reduced meals are provided to students who qualify under the National School Lunch Program. To apply go to www.paschoolmeals.com. If you do not have Internet access, you may request an application by calling the Cafeteria Office.

Publication of Student Name and Photo

Students who earned placement on the honor roll or other school awards and recognition will have their names forwarded to the local news media. Parent(s) and/or guardian(s) who do not want their child's name published must notify the building principal in writing indicating that they do not give permission to have the name published.

In some cases, students may have their photos taken for publication if they earn recognition in

a school-sponsored activity. Parent(s) and/or guardian(s) who do not want their child's photo published should notify the building principal in writing indicating that they do not give permission to have the photo published

Pupil Services

Child Find

The school district must maintain an ongoing system to identify, locate and evaluate all children who are disabled (as defined by IDEA) and in need of special education. This duty is owed to all students regardless of whether or not they attend school or the kind of school they attend. There is a copy of the Annual Public Notice for Child Find on Edline under Special Education. If you have any questions regarding Child Find, contact The Supervisor of Special Education at (724) 736-9507.

The Frazier School District, along with all school districts in Pennsylvania, and 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 in our districts; offer assistance to parents; and, describe the parents' rights regarding the confidentiality of information that will be obtained during this process.

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 district's LEA (see list below) to request an explanation.

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, 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 impairment, traumatic brain injury and visual impairment including blindness. In the case of a child that is of preschool age, developmental delay is a type of disability.

The Albert Gallatin School District, Brownsville School District, Connellsville Area School District, Frazier School District, Laurel Highlands School District and Uniontown Area School District, along with other school districts in the state, are 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. These activities are sometimes called *screening activities*. The activities include: reviewing group data; conducting hearing and vision screenings; assessing the student's academic functioning; observing 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 not before parents give consent for the evaluation to be conducted.

Protected Handicapped Students' Identification

In compliance with state and federal law, the Albert Gallatin School District, Brownsville School District, Connellsville Area School District, Frazier School District, Laurel Highlands School District, and Uniontown Area School Districts will provide to each protected handicapped student-without discrimination or cost to the student or his/her family-those related aids, services or accommodations which are necessary to provide the student equal opportunity to participate in and obtain the benefits from the school program and extracurricular activities to the maximum extent appropriate to the student's abilities.

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.

Gifted Identification/Services

The Albert Gallatin School District, Brownsville Area School District, Connellsville Area School District, Frazier School District Laurel Highlands School District and Uniontown Area School District provide services for mentally gifted students which enable them to participate in acceleration or enrichment programs, or both, as appropriate, and to receive services according to their intellectual and academic abilities and needs. The gifted support coordinators also plan a variety of enrichment opportunities and learning extensions outside of the classroom through educational trips, conferences, workshops and competitions. Students may be referred for evaluation to determine mental giftedness through a teacher or parent nomination or when their performance meets established criteria. To identify a student with mental giftedness, the district secures permission to evaluate from parents. A team comprised of district staff and parents then gather information for the evaluation which is summarized in the gifted written report (GWR) and used by the gifted individualized education program (GIEP) team to determine if the student meets criteria for mental giftedness and needs specially designed instruction. The GIEP team develops a program for the student.

Referral for a gifted multidisciplinary evaluation shall be made to the building principal when the student is suspected by teachers or parents as needing referral for a gifted evaluation. Parents who suspect that their child is gifted may request a gifted multidisciplinary evaluation of their child at any time, with a limit of one request per school term. The request must be in writing. Parents may obtain additional information regarding Gifted services for students by contacting the child's school principal or the Supervisor of Special Education.

Confidentiality

If disability is suspected following the screening, your child will be evaluated, given your consent. A written record of the results is called an Evaluation Report, which is directly related to your child and is maintained by the school district. 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 members, the address of the child or their family, a personal identifier such as social security number, and other information that would make the child's identity easily traceable.

Your school district of residence 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 a review of any records made available to the 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 assigning one school official as the person responsible for ensuring the confidentiality of those records. This official is responsible for training all persons using this information and for maintaining for public inspection a current list of employees' names and positions who may have access to this information.

When the school district no longer needs this information for the provision of educational services, you will be notified. And, the district will destroy this information at your request—with the exclusion of general information such as your child's name, address, phone number, grades, attendance record, classes attended, and grade levels completed, which may be maintained without time limitation.

As the parent of the child, you have several rights regarding the confidentiality of your child's records. You have the right to inspect and review all educational records related to your child that are collected, maintained, or used by the school district. Your district will comply with a request from you to review the records without unnecessary delay. You may also review the records before any meeting regarding planning for your child's special education program (IEP meeting) and before a hearing (should you and our school district disagree about how to educate your child who needs special education services). In no case, shall the district take more than 45 days to furnish you the opportunity to inspect and review your child's records.

You have the right to an explanation and interpretation 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.

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. The district may charge a fee to search or retrieve information.

You have the right to request an amendment to your child's education records if you believe they 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 a reasonable time of receipt of your request. If the district refuses to amend the records, you will be notified of the refusal and your right to a hearing. You will also be given additional information regarding the hearing procedures; and, upon request, the district will provide a records 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. School officials collect and utilize such information for purposes of identifying, locating, or evaluating children and to provide a free appropriate public education to children. A school official has a legitimate educational interest if he/she needs to review an education record in order to fulfill a professional responsibility. The school district may also, upon request, disclose records without consent to the officials of another school district in which your child seeks or intends to enroll. Further information regarding the Policy of the Collection, Maintenance, and Dissemination of records is available through the principal's office.

When a child reaches age 18, the rights of the parent regarding confidentiality of personally identifiable information is transferred to the student.

A parent may file a written complaint 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 regarding confidentiality of personally identifiable information may also be filed with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 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.

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 is 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 upon request. For additional information or to schedule an appointment for screening call the Supervisor of Early Intervention Services, Intermediate Unit 1 at 724-938-3241.

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) must 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) 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, with toileting needs. They may also 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 to avoid 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 gender; using objects in make-believe play; using 'I' or 'me' to refer to self; 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 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 the 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 drugs or alcohol are used during pregnancy. If you wish to learn more, have questions, or believe your child requires evaluation services, please contact the person listed for the district in which you reside:

Supervisor of Special Education
Frazier School District
724-736-9507

*** All parents/guardians can pick up a copy of the annual Public Notice for Child Find at the beginning of each school year in the MS office**

Counseling Service

Counseling services are available to all students through the office of the school guidance counselor. The guidance counselor is available to assist students with both educational problems and personal problems that may have bearing upon their academic performance. When appropriate, referrals can also be made to counseling services outside of the school.

In regard to the educational program, the guidance counselor is available to assist students in the selection of courses and with difficulties encountered in a particular course. The guidance counselor is also available to help students plan for their post-secondary education and career search. The guidance counselor also helps coordinate the school testing program and maintains a complete record of student progress from the time the student first entered school.

The guidance counselor is available to assist students in dealing with personal problems that may have bearing upon their academic performance. Through the Student Assistance Program, special counseling can also be arranged on such topics as chemical dependency, depression, peer difficulties and family problems. All counseling services are governed by school district and state regulations regarding confidentiality.

Students who want to see a counselor must seek an appointment. No student is permitted in the guidance office without a pass from his/her classroom teacher.

Health Services

The school nurse coordinates school health services. Students who need to see the nurse must obtain a pass from his/her classroom teacher. The nurse is on a schedule that does not permit her to be in the middle school full time. Should the nurse not be available, students in need of health room services should report to the office. Under no circumstances should a student use the telephone and/or leave the building.

Students are not permitted to carry any kind of medication (prescription or over-the-counter) in school. Students who are under medication are to report to the nurse with a note from home. The nurse will keep the medication during the school day, and at the appropriate time, the student will report to the health room to take the medication.

Immunization

All K-12 students admitted to the Frazier School District must meet the immunization requirements of the Commonwealth of Pennsylvania. Students who do not meet these requirements will not be admitted unless they meet the following criteria:

1. **Medical Exemption:**

Children need not be immunized if a physician provides a written statement that immunization may be detrimental to the health of the child. This written statement must be renewed prior to the start of each school year.

2. **Religious Exemption:**

Children need not be immunized if the parent(s) and/or guardian(s) object, in writing, on the grounds of a bona fide religious belief or ethical conviction. The parent(s) and/or guardian(s) must identify, in writing, the religious or ethical criteria upon which they base their objection.

3. **Kindergarten Exemption:**

Those children who have evidence of having received at least one (1) dose of each of the required antigens may be provisionally admitted to attend Kindergarten if the parent(s) and/or guardian(s) presents a plan, in writing, to the School Nurse for completion of the required immunizations and the plan is made part of the student's school health record. The School Nurse shall review the plan for completion every (60) sixty days. All immunization requirements must be completed within (8) eight months of the date of provisional admission. If the requirements are not met, the school principal will not permit the student to enroll for the next school year until said requirements are fulfilled.

4. **Out-of-State Exemption:**

Children who move into the school district from out of state shall be provided the same exemption as that listed under Kindergarten Exemption.

Student Assistance Program (S.A.P)

Many times in the course of our lives we come to a point where we must make a decision that will determine the road we will follow for years to come. We might have to make a decision about who our friends are, how we can get along without family members, if we will use drugs or alcohol or how we can succeed in school.

These are difficult decisions. Sometimes we need someone to talk to when we're confronting these problems. The Student Assistance Team is available to help students cope with these problems.

The Student Assistance Team helps students with problems related to drugs and alcohol, abuse, school adjustment, emotional adjustment, pregnancy, suicidal tendencies and personal health. When a student is referred to the Team, a Team member will meet with the student and gather information about the problem. Then the Team will design a course of action to resolve the problem.

Finally, the Team assists the student and the parent(s) and/or guardian(s) as they pursue this course of action.

There are three (3) ways in which the Student Assistance Team may get involved. Contacting any member of the team or placing a referral sheet in the box in the library may constitute self-referrals. All information will be held in strict confidence. Peer referrals may be appropriate if someone you know is genuinely at risk. These referrals may be made to a Team member. The identity of the person making peer referrals will be held in strict confidence, but anonymous referrals will not be accepted. Any member of the school staff who identifies behaviors that indicate that a student may be at risk may make staff referrals.

Members of the Student Assistance Team include:

Middle School

- Mrs. Capozza
- Mrs. Silverblatt
- Mrs. Gillis
- Mr. Scalise
- Mrs. Law

General Information

Authorized Access

Only authorized employees will have access to personally identifiable student educational records. A listing of specific employees by name may be reviewed by request. Included here is an overview of the access level of employees as presented by district policy.

Constant access level provided to Superintendent, Supervisor of K–12 Special Education, Guidance Counselors and School Psychologist at Secondary, Middle and Elementary levels. The principals are provided access to records at their specific levels and/or building. Classroom teachers are provided access to records only on a need to know basis and secretarial staff only when given specific authorization.

Assembly Programs

Frazier Middle School offers a series of assembly programs designed to supplement the classroom curriculum. These programs are presented throughout the year and are designed to provide diversity to the program of studies. At assemblies, students are to behave in a polite and courteous manner. Students who exhibit unacceptable behavior such as whistling, uncalled for clapping, rude and unnecessary shouting, will be promptly removed from the assembly. These students will forfeit their right to attend future assemblies.

Assessment/Tests

According to district policy, parent(s) and/or guardian(s) of children in the Frazier School District may have their children excused from taking the Pennsylvania State Assessment Test, for religious reasons, upon the receipt by the school administrator of a written request for such exemption from the parent(s) and/or guardian(s). The request must be dated and hand delivered to the school office.

Field Trip Requirements

1. Field trips will be contained within the normal school day.
2. Students who receive multiple detentions and suspensions may not be permitted to attend the field trip, which will be at the discretion of the administration. Detentions and suspensions will be cumulative beginning on the first day of school.
3. Grade level teachers will determine the destination and schedule for the field trip with

input from the parents and administration.

4. Grade level teachers will be responsible for planning the field trip, the distribution and collection of forms, and the scheduling of the trip.
5. Deadlines for collection of forms and money will be strictly enforced.
6. Grade level teachers will select the chaperones with input from the parents and administration.
7. Field trips are considered a valuable learning experience, but are not mandatory.

Confidential Communications

Information received in confidence by school personnel may be revealed to the student's parent(s) and/or guardian(s), the principal or the appropriate authority where the health, welfare or safety of the student or other persons is clearly in jeopardy. Statutes and regulations appropriate to the proceedings will govern other use of a student's confidential communications to school personnel in legal proceedings.

Lockers and Locks

All students will be assigned a locker and a lock. The locker is to be used to store textbooks and other items that the student may be required to bring to school. It is expected that lockers will be locked. **Students do not have an expectation of privacy regarding the use of lockers. Lockers are the property of the school and, as such, they may be searched under the guidelines in the "Student Code of Conduct."**

Students are responsible for keeping their lockers clean and orderly. **Students are not permitted to share lockers with other students.**

Medications

If your son/daughter requires medications (prescription or over-the-counter) to be taken during the school day, you will need to submit a **Permission to Administer Medication** form that could be obtained in the Middle School Office.

Pesticide Notification

Frazier School District principals will provide notice to parent(s) and/or guardian(s) of students enrolled in their school(s) at least three (3) days prior to each treatment. This notice will be provided to parent(s) and/or guardian(s) who, at the beginning of each school year, request such notice by sending a letter to the building principal.

Currently, pesticides are applied, as needed, on Friday afternoons, after school has been dismissed. Pesticides may be applied on other days, after school dismissal, if a sudden infestation develops.

The above statement shall serve as notice, for parent(s) and/or guardian(s), of application of pesticides on Fridays. Currently, the Frazier School District contracts with Vermin Control Company, 78 South Mount Vernon Avenue, Uniontown, PA 15401, (724)437-6351 for pesticide service.

Permission to Photograph

If you do not wish to have your son/daughter appear in any photographs/videos that will be distributed or broadcasted by the Frazier School District in video form, hard copy publication, and/or on the District's website, please submit your disapproval in writing to the Middle School Principal.

Religious Expression/Students

The establishment clause in the First (1st) Amendment to the Constitution has been interpreted by the federal court system to mean the public schools may not take sides in matters of religion, may not endorse a particular religion, nor take any action to promote or inhibit religion.

The free exercise clause in the First (1st) Amendment has been interpreted to mean that students have the right to exercise their religious beliefs in school, as long as they are not disruptive, nor attempt to coerce other students to join them or listen to them.

Students are free to pray, say grace before meals, read religious literature and discuss their faith in school as long as they are not disruptive, interfere with the educational process, obey school rules and do not infringe upon the rights of others, harass other students to accept their religious views or proselytize. These actions must be truly voluntary and student initiated. These activities can occur in formal settings before school begins, during class breaks, at lunch and after school.

Students may wear religious garb and display religious messages on clothing, subject to the same guidelines put forth in the Student Dress Regulations Section of this handbook.

Students may express their beliefs about religion in the form of homework, artwork and other written and oral assignments as long as the student's work directly relates to the assignment made by the teacher.

Students may distribute religious literature on school grounds, subject to the time, place and manner regulations found in the Literature Distribution Section of this handbook. This section only applies to students and is not applicable to non-students.

School Resource Officer

The Frazier School District has secured the services of a School Resource Officer. The School Police Officer's authority shall be exercised on school grounds and on school vehicles owned or leased by the school district.

Security Cameras

Security cameras monitor Frazier Middle School. Videotapes, recorded by the security cameras, are reviewed and maintained by school officials. Audio and video security cameras will also monitor school buses. These tapes can and will be used in disciplinary action and legal proceedings, as deemed necessary.

Textbooks

Students are responsible for maintaining their textbooks in good condition. Students should put their names on the inside cover of the books and provide a book cover in some fashion. Students will be charged for books that are lost, damaged or worn excessively.

All instructional books must be stamped and numbered. Teachers must record the number of

each book assigned to each student. Each book must be accounted for at the end of the course. All damaged or lost books must be reported to the building office on a form provided by the principal.

Fines for damaged or lost books will be assessed by the principal. The minimum fine for damaged hardback books is five dollars (\$5.00), and the minimum fine for paperback books is one dollar (\$1.00). The fine for books determined to be destroyed or lost is the replacement cost of the book.

Visitors

All visitors to the middle school must report to the office, sign in, state their business and receive a visitor's identification badge. Such visitations are limited to those with a specific, legitimate reason for being in the building. Any stranger in the building without a visitor's badge should be immediately reported to the office. Visitors will be required to pass through a security checkpoint, including metal detection and a search of belongings. (Purses, bags, etc...)

Student Records Policy

The following information is provided to notify you of your rights and privileges under the Family Educational Rights and Privacy Act (FERPA), a federal law that protects the confidentiality of student educational records by limiting their disclosure. FERPA guarantees parent(s) and/or guardian(s) or eligible students (students eighteen (18) years of age or older) certain rights which are described below.

Listed here is a summary of the comprehensive student records policy with specific areas highlighted for your information.

Access to Policy

Parent(s) and/or guardian(s) or eligible students have the right to inspect their child's or their own educational records, to receive copies of the records in most cases, and to have a school official explain the records, if requested. To inspect your child's or your records, contact the school principal.

Challenge to Records

Parent(s) and/or guardian(s) or eligible students have the right to request that their educational records be changed if they are inadequate, misleading or violate students' rights. They may schedule a hearing, if that request is denied.

Disclosure

FERPA provides that educational records cannot be released without the written consent of the parent(s) and/or guardian(s) or eligible student, except in certain specified instances.

Disclosure of Social Security Number

Section 7; Pub. L. 93579 provides that:

1. It shall be unlawful for any federal, state or local government agency to deny to any individual any right, benefit or privilege provided by law because of such individual's refusal to disclose his social security account number.
2. The provisions of paragraph one (1) if this subsection shall not apply with respect to:
 - a. Any disclosure which is required by Federal Statute, or (b) the disclosure of a social security number to any federal, state or local agency maintaining a system of records in existence and operating before January 1, 1975, if such disclosure was

required under statute or regulation adopted prior to such date to verify the identity of an individual.

- b. Any federal, state or local government agency which requests an individual to disclose his social security account number shall inform that individual whether that disclosure is mandatory or voluntary, by what statutory or other authority such number is solicited, and what uses will be made of it.

Directory Information

Information that is labeled "Directory Information" by the school district is excluded from protection from release and can be released without parental or student consent. In the Frazier School District, directory information that is released to the public consists of the student's name, address, telephone number and grade or class. If you do not want some or all of this information about your child released at any time, you may prevent its disclosure by contacting either the high school principal, middle school principal or the elementary principal.

Policy

A more detailed explanation of your rights, the procedures to follow if you want to take advantage of these rights and the limitations of the release of records is contained in the school district's student records policy. You may obtain this information by contacting the school principal.

Student Transfer

Students must notify the guidance counselor of their transfer to another school. Arrangements will be made to sign-out of Frazier and transfer all records to the new school. All school property must be turned in and obligations paid before records will be transferred to the next school.