2026 - 2027

FRAZIER

SMALL SCHOOL

Big Dreams

FRAZIER ELEMENTARY STUDENT HANDBOOK

Table of Contents

Frazier School District Administration **4**
Frazier Elementary Faculty **5**
Frazier School District Calendar **7**
Frazier School District **8**
K-5 Regular Schedule **9**
Academic Program Information **10**
ASSESSMENTS/TESTS 10
CURRICULUM 10
DEFICIENCY REPORTS 10
EVALUATION AND ASSESSMENT PROCEDURES: GRADES 3-5 11
EVALUATION SYSTEM OF STUDENTS: 12
EVALUATION GRADE 12
GRADING SCALE 13
HOMEWORK 14
HOMEWORK REQUESTS/ MAKE-UP WORK 14
HONOR ROLL: GRADES 1-5 15
HIGHEST HONORS 15
HIGH HONORS 15
HONORS 15
INCOMPLETE GRADES 15
NATIONAL ELEMENTARY HONOR SOCIETY (NEHS) 16
OBJECTIONS TO CLASSROOM ACTIVITIES 23
REPORT CARDS 27
Specialized & Support Services **27**
ELEMENTARY SCHOOL COUNSELING 27
GIFTED EDUCATION (Chapter 16) 29
IMMUNIZATIONS 31
MEDICATIONS 31
KINDERGARTEN SCREENING 33
STUDENT ASSISTANCE PROGRAM 34
General Information and Procedures **35**
REGULATIONS – ABSENCES 39
EXCUSED ABSENCES 39
UNEXCUSED AND/OR ILLEGAL ABSENCES 40
REGULATIONS – TARDINESS 41
REGULATIONS – EARLY DISMISSALS 41
REGULATIONS – NON-SCHOOL SPONSORED EDUCATIONAL TRIPS 41
REGULATIONS – GRADING & ATTENDANCE 42

REGULATIONS – STATE LAW 42
AUTHORIZED ACCESS 45
BUS BEHAVIOR 43
BUS RIDING RULES 43
BUS AUDIO/VIDEO MONITORING 45
BUS CHANGES/PASSES 45
CAFETERIA INFORMATION 45
BREAKFAST 45
CAFETERIA RULES 45
CAFETERIA SERVICE 45
FREE AND REDUCED MEALS 47
CELLPHONES 47
CHAPERONES/VOLUNTEERS 48
CHILD FIND 48
CLASSROOM ASSIGNMENTS 54
CLASSROOM CELEBRATIONS 54
CLEARANCES – PARENT CHAPERONES/VOLUNTEERS 48
CONFIDENTIAL COMMUNICATIONS 55
COMMUNICATION 55
DELAYS/CANCELLATION NOTICES 55
FERPA - NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS 55
FIELD TRIPS 56
NONDISCRIMINATION POLICY 57
NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA) 57
PARENT INVOLVEMENT 58
PARENT-TEACHER COMMUNICATION 61
PARENT-TEACHER CONFERENCES 61
PARENT TEACHER ORGANIZATION (PTO) 63
PERMISSION TO PHOTOGRAPH/VIDEO 63
PUBLICATION OF STUDENT NAME AND PHOTO 63
RECESS 64
RELIGIOUS EXPRESSION/STUDENTS 64
RESTROOMS 64
RIGHT TO KNOW 65
SCHOOL-PARENT COMPACT 65
STUDENT RECORDS POLICY 67
UNAUTHORIZED ITEMS 68
VISITORS 68
District Discipline Policy 71
Behavioral Intervention Procedures 73
Guidelines for Detention, Suspension, Expulsion and Probation 83

DETENTION **83**
Description of Disciplinary Offenses **85**
Bullying 88
Bullying Retaliation 88
DAMAGE OR THEFT OF SCHOOL PROPERTY 91
Safety Procedures **99**
CLEARANCES – VOLUNTEERS/CHAPERONES 48
SCHOOL POLICE 97
SECURITY CAMERAS 98
VISITORS 98
Emergency Procedures **98**
FIRE DRILL REGULATIONS **98**
FRAZIER ELEMENTARY FIRST FLOOR FIRE EXITS 98
FRAZIER ELEMENTARY SECOND FLOOR FIRE EXITS 99
SEVERE WEATHER DRILLS 99
Parent/Guardian Review of Handbook Form **101**
2025-2026 Frazier Elementary **102**
Student/Parent Handbook Return Slip **101**
2 HOUR DELAY SCHEDULE 104
COMMUNITY NEEDS ASSESSMENT 104
PRE-KINDERGARTEN SCREENINGS/OUTCOME ASSESSMENTS 106
PRE-KINDERGARTEN (PRE-K) ADMISSION REQUIREMENTS 106
PRE-KINDERGARTEN SUMMER READINESS PROGRAM 107
REGULATIONS - ABSENCES 110
MEALTIMES 110
SESSION ASSIGNMENTS 110
SUSPENSION AND EXPULSIONS 110
FOOD SERVICE **111**
EARLY INTERVENTION PRESCHOOL PROGRAM 111
KINDERGARTEN ADMISSION POLICY #5000A (REVISED 5/22/02) 112
PRE-KINDERGARTEN ADMISSION 114
PURPOSE 114
Parent/Guardian Review of Handbook Form **115**
2025-2026 Frazier Elementary **115**
Student/Parent Handbook Return Slip **115**

Frazier School District Administration

Superintendent's Office	
Superintendent of Schools	Mr. Michael V. Turek
Secretary to the Superintendent	Doreen T. Smith
Business Office	
Business Manager	Tyler Jacobs
Accounts Payable	Cheryl Mattay
Transportation/Cafeteria Coordinator	Suzanne Boni
Federal Programs	
Federal Programs Coordinator	Dr. Anne Stillwagon
Pre-K Programs	
Pre-K Coordinator	Dr. Anne Stillwagon
Special Education	
Special Education Liaison / LEA	Nicholas Damico
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

Frazier Elementary Faculty	
Pre-K Teacher	Mrs. Romanee Yandura
Kindergarten Teacher	Mrs. Tracy Dillon
Kindergarten Teacher	Ms. Heather McManus
Kindergarten Teacher	Mrs. Carly Turkovich
Grade 1 Teacher	Mrs. Rebecca Barota
Grade 1 Teacher	Mrs. Mary Ellen Blystonne
Grade 1 Teacher	Mrs. Lisa Hostetler
Grade 2 Teacher	Mrs. Kristin Blair
Grade 2 Teacher	Mrs. Amanda Chamberlain
Grade 2 Teacher	Mrs. Mary Valari
Grade 3 Teacher	Mr. Edward Elnikar
Grade 3 Teacher	Mrs. Laura Kaminsky
Grade 3 Teacher	Mrs. Jamie Wilkinson
Grade 4 Teacher	Mrs. Rachel Crabtree
Grade 4 Teacher	Mrs. Kristie McShane
Grade 4 Teacher	Mrs. Tanya Brown
Grade 5 Teacher	Mr. Jerry Strother
Grade 5 Teacher	Mrs. Carrie Collins
Grade 5 Teacher	Mrs. Susan Guiser
Grade 5 Teacher	Mrs. Leigh Ann Morsey
Title I Teacher	Mrs. Deena Peffer
Title 1 Teacher	Miss Jodie Madigan
Special Education Teacher	Miss Brooke Kokoska

Frazier Elementary Faculty	
Special Education Teacher	Mrs. Yolanda Pato
Special Education Teacher	Mrs. Nina Steiner
Special Education Teacher	Mrs. Ashley Zocco
K-5 Music Teacher	Mrs. Cristina Dascoli
K-5 Physical Education Teacher	Mr. Winston Shaulis
K-12 Librarian	Mrs. Rebecca Moffatt
Speech Language Pathologist	Mr. Matt Bednar
K-8 School Counselor	Mrs. Cari Capozza
IU1 K-12 Social Worker	Miss Blake Victor
IU1 K-12 School Psychologist	Mrs. Diane Silverblatt
School Nurse	Mrs. Elisa Delucia Mrs. Melissa Kessler

Frazier School District Calendar

2026-2027 SCHOOL YEAR CALENDAR

Board Approved: March 23rd, 2026

In-service 17th, 18th and 19th and 20th will be an Open House 12:00 pm – 7:30 p.m.
NO school on 21st
First day for students – 24th

6 - Pupil
10 - Teacher

AUGUST '26

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	~~21~~	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER '26

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Labor Day Holiday – 7th
4 ½ week mark – 24th
2hr. delay (am) – 30th

21 Pupil = 27
21 Teacher = 31

Act 80 Day – 12th
Parent/Teacher Conferences
Noon to 3:00
End of 1st marking period – 26th

22 Pupil = 49
22 Teacher = 53

OCTOBER '26

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER '26

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Veterans Day Holiday 11th

2 hr. Early Dismissal 24th
Thanksgiving 25th – 30th

16 Pupil = 65
16 Teacher = 69

Keystone Testing – 7th – 18th
4 ½ week mark – 3rd
2 hr. early dismissal – 18th
Christmas Holiday Break
21rd – 31st

14 Pupil = 79
14 Teacher = 83

DECEMBER '26

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY '27

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

New Year's Day – 1st
Keystone Testing – 4th – 15th
End of 2nd marking period – 19th
ML King Holiday – 18th
2hr. delay (am) – 27th

19 Pupil = 98
19 Teacher =102

In-Service Day – 8th
President's Day Holiday – 15th
4 ½ week mark – 23rd

18 Pupil = 116
19 Teacher = 121

FEBRUARY '27

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH '27

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Inservice Day – 1st
(Parent/Teacher Conferences)
Noon to 7:30 pm
2 hr. early dismissal – 23rd
Easter Holiday – 24th – 29th

18 Pupil = 134
19 Teacher = 140

End of 3rd Marking Period – 1st
PSSA Testing – 26th – 30th

22 Pupil = 156
22 Teacher = 162

APRIL '27

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY '27

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

PSSA Testing 3rd – 14th
4 ½ week mark – 4th
Act 80 Day – 7th (Prom Date)
Keystones – 17th – 28th
Memorial Day Holiday – 31st

20 Pupil = 176
20 Teacher = 182

Last Day School/Graduation – 4th

4 – Pupil = 180
4 – Teacher = 186

JUNE '27

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Inservice Days:
Aug. 17, 18, 19, 20 / Feb 8th / March 1st

	In –Service Days (6 days)
	Holidays
	ACT 80 Days (2 days)
	Testing Dates
	1st & Last Day of Marking Periods
	2 hr. Delays (am)

ACT 80 Days:
Oct. 12th and May 7th

End of 1st Marking Pd– 10/26/26
End of 2nd Marking Pd – 01/19/27
End of 3rd Marking Pd – 04/01/27
End of 4th Marking Pd – 06/04/27

Snow Make Up Days:
Dec. 21st - Jan. 18th - Feb. 15th
March 24th - March 25th

Frazier School District

VISION:

Small School, Big Dreams

To provide a learning environment where every student is valued, challenged, and supported to reach their highest potential.

MISSION

Mission:
The mission of the Frazier School District is to develop respectful, responsible, and contributing community members who are prepared for their unique life path by providing a safe and positive learning environment.

SHARED VALUES

The Frazier School District Community believes that all students can learn and that the students should share in the responsibility for their own education. We also believe that our schools should model loyalty and integrity in a respectful, inclusive, and dynamic environment. All students are to be valued and serve a safe and encouraging place to grow and learn. We believe that the district has a responsibility to seek out and cultivate strong partnerships among students, faculty/staff, families, and community in an effort to strengthen the educational process and broaden well-rounded educational opportunities in collaboration with post-secondary institutions, businesses, and industry to create and sustain programs to prepare students to excel beyond high school. We believe that the physical facility of the school should reflect a strong sense of pride while providing the resources needed to carry out our mission. The district will operate in a fiscally responsible manner in order to continually maintain and improve both the physical plant and the educational programs. Fiscal decisions are effectively balanced so that the educational needs of the students are met.

COLORS

The Frazier School District colors are red and white.

ALMA MATER

The Alma Mater is our school song. It represents the tie between you and everyone else who has ever gone to school 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!

K-5 Regular Schedule

ARRIVAL	
8:30 AM - 8:55AM	Building opens for students / Breakfast Served
8:45 AM - 8:55AM	Students report to Homeroom or Breakfast
9:00AM	Instructional Day Begins
Students are marked tardy when entering between 8:55AM - 9:29 AM Students are marked ½ day absent after 9:30 AM.	
LUNCH TIMES	
Kindergarten	11:46 - 12:16
Grade 1	11:41 - 12:11
Grade 2	12:40 - 1:10
Grade 3	12:40 -1:10
Grade 4	12:41 - 1:11
Grade 5	12:02 - 12:32
DISMISSAL	
3:15 PM - 3:30 PM	Student Dismissal – 5th Grader Walkers, Bus Riders & Car Riders
3:30 PM	Faculty Dismissal

2 HOUR DELAYS - The elementary school will be open at **10:30am**. Due to the delay and children arriving prior to lunch, recess may not occur. Please be advised, **breakfast will not be served on delay days.**

Academic Program Information

ASSESSMENTS/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 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.

CURRICULUM

Frazier Elementary School offers a wide array of educational programs and courses that are designed to meet the individual needs of its students.

- Art
- Career Education
- Digital Literacy
- Cursive Handwriting (Grades 2-5)
- ELA Enrichment/Intervention
- English/Language Arts (ELA) consists of: Reading, Grammar, Writing, Spelling, Speaking & Listening
- Gifted
- Handwriting
- Wellness (Health/Physical Education)
- Keyboarding
- Math Enrichment/Intervention
- Mathematics (Numbers & Operations, Algebraic Concepts, Geometry, Measurement, Data & Probability)
- Music
- Science (Earth & Space, Biological Science, Physical Science)
- Social Studies (Geography, Civics & Government, Economics, History)
- Special Education

PROGRESS REPORTS

Parents / Guardians will receive written notice by the mid-point of each 9 weeks if their child has a 59% or below in any class. Parents / guardians will be provided an opportunity to schedule a conference at that time as well.

EVALUATION AND ASSESSMENT PROCEDURES: GRADES K-2

Introduction

Students in the primary grades of Kindergarten, Grade 1, and Grade 2 will receive quarterly report cards based on the Learning Objectives developed by the grade level teachers in collaboration with the District Curriculum and the PA Core Standards. The 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. 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.

Quarterly Learning Objectives

Quarterly Learning Objectives are designed to inform parents and guardians about where their students should be performing at the end of each of the four quarters of the school year. Teachers will utilize a variety of assessments to determine students proficiency level based on the Frazier School District's approved grading scale.

EVALUATION AND ASSESSMENT PROCEDURES: GRADES 3-5

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.

EVALUATION SYSTEM OF STUDENTS:

Teachers must review assessments 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 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.

Grades will be updated at least once per school week and are accessible to parents/ guardians via Skyward Family Access.

GRADING SCALE

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

$$\frac{250}{300} = 83.3\% = B$$

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

a. 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.
b. 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.
c. **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. 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.

e. 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.

Students will only have <u>one day per excused</u> 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.

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.

HOMEWORK

Research has indicated that time spent on homework is one of the most important factors in achieving good grades. Yet clearly, the responsibility for homework is not the school's alone. This responsibility is also shared by parent(s) and/or guardian(s) and students. Homework is an important ingredient in our academic program and should be treated as such by all concerned. To reach the goal in education, today, it is essential that home time be budgeted so that the student may meet both his/her school obligations and his/her personal and social commitments. Homework assignments are an important part of student learning. Homework assignments provide practice of needed academic skills; assist in developing good study and work habits; enrich and extend what is learned in school; and helps students learn how to manage their time. Parents can assist in their child's learning at home by providing a well-lit, quiet area for your child to complete his/her work. It is essential for parents to encourage and support a child's educational activities both inside and outside the classroom.

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 due to illness, surgery, etc., parents/guardians may request homework by calling the Elementary 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 **<u>at least 24 hour notice</u>** 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 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.

HONOR ROLL: GRADES 1-5

HIGHEST HONORS

A student with all A's in each core class will receive the designation of highest honors. Students must all receive a Pass (P) in each corresponding class as well.

HIGH HONORS

A student can have no more than one (1) B and the rest A's in English/Language Arts, Math, Social Studies, Science. In addition, a student must receive a Pass (P) in Physical Education, Health, Library, Art, Music and Handwriting.

HONORS

A student must have a minimum of all B's in English/Language Arts, Math, Social Studies, Science. Also, a student must receive a Pass (P) in Physical Education, Health, Library, Art, Music and Handwriting.

INCOMPLETE GRADES

Incomplete grades ("I') will not 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 unless the missing work is made up within four (4) weeks of the end of the grading period.

NATIONAL ELEMENTARY HONOR SOCIETY (NEHS)

Chapter Bylaws
Of the
National Elementary Honor Society – Frazier Elementary Chapter
Charter Number: 00958672
of the
National Elementary Honor Society (NEHS)
Adopted: May 11, 2021

ARTICLE 1: NAME
The name of this chapter shall be the Frazier Chapter of the National Elementary Honor Society (NEHS) of Frazier Elementary School.

ARTICLE 2: PURPOSE
The purpose of this chapter shall be to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, to develop character, and to encourage citizenship in students in the Frazier Elementary School.

ARTICLE 3: POWERS
Section 1: This chapter operates under the direction of and in full compliance with the National Constitution of NEHS. NEHS is a program of the National Association of Secondary School Principals (NASSP) in cooperation with the National Association of Elementary School Principals (NAESP). NASSP administers the organization from its headquarters located at 1904 Association Drive, Reston, VA.
Section 2: The chapter adviser(s) is given the authority to supervise the administration of chapter activities, as delegated by the school principal.
Section 3: Final authority on all activities and decisions of the chapter resides with the school principal.
Section 4: Non-discrimination. Our chapter of NEHS maintains policies and practices that are designed to prevent discrimination against any qualified candidate or member on the basis of race, color, religion, ancestry, national origin, gender, and disability. This policy of nondiscrimination applies to all activities and practices, including the chapter administration and the selection, discipline, and dismissal of members

ARTICLE 4: MEMBERSHIP ELIGIBILITY AND SELECTION
Section 1: Membership in this chapter is an honor bestowed upon deserving students by the faculty and shall be based on the criteria of Scholarship and Responsibility.
Section 2: Membership in this chapter shall be known as active, honorary, and graduate. Active members become graduate members upon completion of their elementary school studies at this school. Graduate and honorary members have no voice or vote in chapter affairs.
Section 3: Eligibility:
a. Candidates eligible for selection to this chapter must be enrolled in grades 4 or 5.
b. To be eligible for selection to membership in this chapter, the candidate must have been enrolled for a period equivalent to one semester at Frazier Elementary.
c. Candidates eligible for election to the chapter shall have a minimum overall cumulative ¨4.0¨ average as the final average for their 3rd or 4th grade year of school and an overall cumulative ¨4.0¨ average for the first semester of their 4th or 5th grade year, respectively. This average is calculated using the following scale: 90-100% = 4.0; 80-89% = 3.0; 70-79% = 2.0; 60 - 69% = 1.0; 59 and below = 0.0; P = 4.0 and F = 0.0.
d. Upon meeting the grade level, enrollment, and academic standards, candidates shall then be considered based on their compliance with school regulations concerning programs, attendance,

and behavior. Following the passing of compliance criteria, students will then be voted on by the Faculty Council based on their demonstrated responsibility, leadership, service and character.
Section 4: The selection of members to this chapter shall be by a majority vote of the Faculty Council which consists of faculty members appointed by the principal. The chapter adviser is a non-voting member of the Faculty Council who facilitates all meetings of the council.
Section 5: Prior to the final selection, the following shall occur:
a. Students' academic records shall be reviewed to determine scholastic eligibility.
b. Students who are eligible scholastically (i.e., candidates) shall be notified and asked to complete and submit the Candidate's Form for further consideration.
c. The faculty shall be requested to evaluate candidates determined to be scholastically eligible using the official evaluation form provided by the chapter adviser.
d. The Faculty Council shall review the Candidates Forms, faculty evaluations and other relevant information to determine those who fully meet the selection criteria for membership. Descriptions used to determine responsibility, service, leadership, and character eligibility are listed below:

Compliance with school regulations and programs

- No suspensions, Level I, Level II, Level III, or Level IV infractions
- Attend school on a regular basis in accordance with Pennsylvania State Law

Responsibility

The student who is responsible:

- Keeps promises and honors commitments
- Accepts consequences for what he/she says and does
- Develops his/her potential
- Does not make excuses for actions or blame others
- Is prepared for class
- Turns work in on time

Leadership

The student who exercises leadership:

- Is resourceful in proposing solutions to problems, applying principles, making suggestions
- Demonstrates initiative in personal and school matters
- Exercises positive influence on peers in upholding school ideals
- Contributes ideas that improve the civic life of the school
- Exemplifies and inspires positive attitudes
- Demonstrates academic initiative
- Successfully holds positions of responsibility, demonstrates reliability and dependability
- Is a leader in the classroom and in other school or community activities
- Is thoroughly dependable in any accepted responsibility
- Is willing to uphold scholarship and maintain a loyal school attitude

Service

The student who serves:

- Volunteers and provides dependable and well-organized assistance
- Works well with others and is willing to take on difficult and inconspicuous tasks
- Enthusiastically renders requested service to the school
- Is willing to represent the school in interscholastic matters

- Does committee and staff work without complaint
- Participates in some activity outside of school, such a church or community groups
- Shows courtesy by assisting students, teachers and visitors

Character

The student of character:

- Accepts constructive criticism and recommendations graciously
- Exemplifies desirable qualities of behavior - cheerfulness, friendliness, poise, stability
- Demonstrates the highest standards of morality, integrity, and honesty
- Displays powers of concentration and self-discipline as shown by application to studies
- Helps to foster a positive school environment

Section 6: The selection of active members shall be held once a year at the end of the first semester
of the school year.
Section 7: Candidates become members when inducted at a special ceremony.
Section 8: The National Council and the NASSP shall not review the judgment of the faculty council regarding selection of individual members to local chapters.
Section 9: Transfer membership. Membership can be transferred from one chapter of NEHS to another.
a. An active member of the National Elementary Honor Society who transfers from this school with an active chapter of NEHS will be given an official letter indicating the status of his/her membership.
b. An active member of the National Elementary Honor Society who transfers to this school will be automatically accepted for membership in this chapter. The Faculty Council shall grant to the transferring member at least one semester to attain the membership requirements and, thereafter,
this member must maintain those requirements for this chapter in order to retain his/her membership.

ARTICLE 5: OBLIGATIONS OF MEMBERS
Section 1: Each member of this chapter who is in good standing with regard to the membership standards and member obligations shall be entitled to wear the emblem adopted by the National Elementary Honor Society.
Section 2: Annual dues for this chapter shall be $5.00.
Dues will be payable to the chapter treasurer within 30 days of induction.
Section 3: Members must complete 10 hours of community service each year and participate in all service activities conducted by the chapter.
Section 4: Members must attend all meetings unless excused by the adviser.
Section 3: Any member who withdraws, resigns, or is dismissed from the chapter shall return the emblem to the chapter.

ARTICLE 6: OFFICERS
Section 1: The officers of the chapter shall be president, vice president, secretary, and treasurer.
Section 2: Student officers shall be elected at the last meeting of each school year. Fourth grade members will inform the adviser in writing of their interest in an office. Nominees must be in good standing in the Society (cannot have any warning for any reason) and must have been with

the Society for one year. The adviser(s) will make up a ballot of all offices and interested candidates. All members will vote by secret ballot.
Section 3: A majority vote shall be necessary to elect any officer of this chapter. If the first vote does not yield a majority, a second vote shall be taken of the two candidates receiving the highest number of votes.
Section 4: It shall be the duty of the president to preside at the meetings for this chapter.
Section 5: The vice president shall preside in the absence of the president and shall also keep a record of members' contributions in the areas of leadership and service.
Section 6: The secretary shall keep the minutes of meetings and be responsible for all official correspondence of the chapter.
Section 7: The treasurer shall keep the record of expenses, dues, and all other financial transactions of the chapter.
Section 8: Officers shall serve a term of one year.
Section 9: Officers and the faculty adviser(s) shall collectively be known as the chapter's Executive Committee. The Executive Committee shall have general charge of the meetings and the business of the chapter, but any action by the Executive Committee is subject to the review of the chapter members.

ARTICLE 7: MEETINGS
Section 1: Meetings of this chapter shall be held on an as needed basis as determined by the chapter adviser(s).
Section 2: This chapter shall strive to conduct its meetings according to Robert's Rules of Order.
Section 3: Special meetings approved by the executive committee may be called by the president.

ARTICLE 8: ACTIVITIES
Section 1: The chapter shall determine one or more service projects for each year. A minimum total of four (4) official activities will be conducted each year.
Section 2: All members of the chapter shall regularly participate in these projects.
Section 3: These projects shall have the following characteristics: fulfill a need within the school or community, have the support of the administration and the faculty, be appropriate and educationally defensible, and be undertaken in a well-planned and organized manner.
Section 4: The chapter shall publicize and promote its projects in a positive manner.

ARTICLE 9: DISCIPLINE of MEMBERS
Section 1: Any member who falls below the standards of scholarship and responsibility may be considered for disciplinary actions by the Frazier Elementary chapter of the National Elementary Honor Society. A member of the National Elementary Honor Society is expected to maintain his/her academic standing, be responsible in all aspects, and take an active role in service and leadership to his/her school and community.
Section 2: If a member's cumulative grade average falls below the standard in effect when he/she was selected he /she will be given a written warning and a reasonable time period for improvement. If the cumulative grade average remains below standard at the end of the warning period, the student will be subject to further disciplinary action by the Faculty Council that can include consideration of dismissal from the chapter.

Section 3: Violations of the law or school regulations can result in immediate consideration of the dismissal of a member (see Section 5 below). These violations include, but are not limited to stealing,

destruction of property, cheating, truancy, or other serious offenses defined in the school's student code of conduct.
Section 4: Offenders of the school conduct code (such as use of profanity, unexcused absences, excessive tardiness, etc.) will receive a written warning. A conference may be requested by either party (Faculty Council or student/parent). If the member is involved in additional violations of the school conduct code, the member may be considered for dismissal.
Section 5: In all cases of pending dismissal:
a. The member will receive written notification from the adviser/Faculty Council indicating the reason for consideration of dismissal.
b. The member will be given the opportunity to respond to the charge(s) against him/her at a hearing before the Faculty Council. This will take place prior to any vote on dismissal (in accordance with due process identified in the National Constitution). The member has the opportunity to present his/her case either in person or through a written statement presented instead of the face-to-face hearing. Following the hearing, the Faculty Council will vote to determine the appropriate disciplinary action. A majority vote of the Faculty Council is needed to dismiss any member.
c. The results of the Faculty Council vote will be presented to the principal for review, and then stated in a letter sent to the student and parents. Dismissed members must surrender any membership emblems to the adviser.
d. The Faculty Council's decision may be appealed to the building principal and afterwards according to provisions of the school district discipline policies.
e. Members who resign or are dismissed can be reconsidered for membership upon written request to the chapter adviser.
Section 6: In lieu of dismissal, the Faculty Council may impose other appropriate disciplinary measures upon a member.

ARTICLE 10: RATIFICATION, REVIEW, and AMENDMENTS
Section 1: Ratification. These bylaws will be approved upon receiving a two-thirds affirmative vote of all active members of the chapter, a majority affirmative vote of the Faculty Council, and approval by the administration.
Section 2: Review. These bylaws shall be reviewed and if necessary, revised within five years from the date of approval noted on this document.
Section 3: Amendments. These bylaws may be amended by a 2/3 vote of the chapter, provided notice of the proposed amendment has been given to members at least one month prior to the vote. The exceptions are any provisions regarding selection of members and chapter disciplinary guidelines, which are developed by the Faculty Council with the approval of the principal.

These By-Laws shall be effective with the 2025-2026 school year.

NEHS Eligibility Letter

To the Students and Parent/Guardians of all Third and Fourth Grade Students,

This letter is being sent to all of you to let you know how you may become eligible for membership in the Frazier Chapter of the National Elementary Honor Society next school year.

Students who earn a cumulative 4.0 average as their final grades at the end of their 3rd or 4th grade year meet the first criteria for candidacy. This average is calculated using the following scale: 90-100% = 4.0; 80-89% = 3.0; 70-79% = 2.0; 60 - 69% = 1.0; 59 and below = 0.0; P = 4.0 and F = 0.0. You then must continue to have a 4.0 average on your report cards through the first nine week period and the second nine week period of your 4th or 5th grade year. This completes the second step in the candidacy process, a 4.0 average for the first semester.

After passing the scholastic portion of the membership requirements, students will be given a Candidate Application to fill out. This application is where you will be asked about your community service and leadership roles. So remember to be active in your community and keep track of all the great things you are involved with. First your compliance with school regulations concerning programs, attendance, and behavior will be reviewed by the council. This means you can not have any suspensions, or discipline infractions. You must also attend school on a regular basis in accordance with Pennsylvania State Law. Your application will then be reviewed by the Faculty Council so they can vote on your membership. The faculty will be looking for the following:

Responsibility

The student who is responsible:

- Keeps promises and honors commitments
- Accepts consequences for what he/she says and does
- Develops his/her potential
- Does not make excuses for actions or blame others
- Is prepared for class
- Turns work in on time

Leadership

The student who exercises leadership:

- Is resourceful in proposing solutions to problems, applying principles, making suggestions
- Demonstrates initiative in personal and school matters
- Exercises positive influence on peers in upholding school ideals
- Contributes ideas that improve the civic life of the school
- Exemplifies and inspires positive attitudes
- Demonstrates academic initiative

- Successfully holds positions of responsibility, demonstrates reliability and dependability
- Is a leader in the classroom and in other school or community activities
- Is thoroughly dependable in any accepted responsibility
- Is willing to uphold scholarship and maintain a loyal school attitude

Service

The student who serves:

- Volunteers and provides dependable and well-organized assistance
- Works well with others and is willing to take on difficult and inconspicuous tasks
- Enthusiastically renders requested service to the school
- Is willing to represent the school in interscholastic matters
- Does committee and staff work without complaint
- Participates in some activity outside of school, such a church or community groups
- Shows courtesy by assisting students, teachers and visitors

Character

The student of character:

- Accepts constructive criticism and recommendations graciously
- Exemplifies desirable qualities of behavior - cheerfulness, friendliness, poise, stability
- Demonstrates the highest standards of morality, integrity, and honesty
- Displays powers of concentration and self-discipline as shown by application to studies
- Helps to foster a positive school environment

If the Faculty Council votes to offer membership to you, you will be invited to participate in an Induction Ceremony. If you accept, you will become a member of the Frazier Chapter of the National Elementary Honor Society. Once a member, you do not need to reapply the following year. You will, however, need to maintain a 4.00 average in order to stay a member in good standing.

If you have any questions or concerns about this process, please feel free to ask either of the Advisers.

Thank you! We look forward to your future membership and your help with our community service projects (The Frazier Greenhouse, Caring Commodores, and Marker Recycling). So, study hard, be responsible, be a leader, help others and be someone you would be proud to know!

Sincerely,
NEHS Advisor Name(s)

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.

PRESIDENTIAL AWARD

Founded in 1983, the President's Education Awards Program (PEAP) honors graduating elementary, middle and high school students for their achievement and hard work. The program has provided individual recognition from the President and the U.S. Secretary of Education to those students whose outstanding efforts have enabled them to meet challenging standards of excellence. Each year, thousands of elementary, middle, and high schools participate by recognizing deserving students.

President's Award for Educational EXCELLENCE (Gold Seal Certificate)

This award recognizes academic success in the classroom. To be eligible, students must meet requirements, including grade point average or, school-set criteria and choice of state tests or teacher recommendations. Students at each award level (elementary, middle, or high school) must meet the requirements below:

SELECTION CRITERIA : The local requirements for the President's Award include all A's on the final report card from Fourth Grade and all A's in each subject for the first semester (which is the first 2 nine week periods) of 5th grade. Scores from the PSSA standardized test must be Advanced in Reading, Math, and Science in fourth grade.

****Please note the principal plays a leading role and has sole discretion in choosing recipients****

PROMOTION GUIDELINES

1. Retention of any child in grades K−5 shall be determined by a combination of teacher recommendations, tests, and other pertinent data and the child's age. Retention shall be subject to final approval by the elementary school's principal and the superintendent.
2. Kindergarten teachers shall make recommendations for retention well in advance of the end of the school term so that conferences may be conducted with affected parent(s) and/or guardian(s). Parents must indicate their decision to deny the teacher's request for retention in writing to confirm this decision with the understanding that a child deficient in Reading and Math skills will impair the child's success in language arts and arithmetic instruction in first (1st) grade
3. No child shall be retained in Kindergarten more than one (1) time.
4. A recommendation for retention in grades Kindergarten - Grade 2 occurs if the child receives a 59% or less in 3 or more courses based on the final average. When considering retention of a child, teacher recommendations, test data and expectancy levels are given primary consideration in addition to any other pertinent data as well as the child's age. Students in grades 3 - 5 will be recommended for retention when earning a final average of 59% or below in ELA and Math.

5. No child shall be retained at the primary level (grades 1–2) more than one (1) time if the child had been previously retained in Kindergarten.
6. No child shall be retained at the intermediate grade level (Grades 3–5) more than (1) time if the child had been previously retained in Kindergarten and previously retained in the primary level (grades 1-2).
7. When considering retention of a child at the intermediate grade level, teacher recommendations, test data and expectancy levels shall be given primary consideration.
8. In the elementary school, the final decision to retain or to promote a child shall be made in consultation by teachers and by the administration. However, every effort shall be made to meet with the parent(s) (s) and/or guardian(s) of the child and to explain the circumstances related to possible retention. Student tests and other pertinent data to support the recommendation of retention will be shared with the parent/guardian.
9. In the elementary school, beginning with the first nine (9) weeks marking period, a report shall be provided to parent(s) and/or guardian(s) at the midpoint of each marking period for every child who is failing work in any major subject. The deficiency report shall include a request for a parental conference to discuss the child's lack of achievement or possible retention

K-2 Retention Letter

Date:_____

Dear Parents/Guardians of _____:

Based on your child's academic performance and/or ability to meet the grade level expectations throughout the ------- school year, we feel that it is in your child's best interest to be retained in _____ grade level for the------school year.

A recommendation for retention in grades Kindergarten - Grade 2 occurs if the child receives a 59% or less in 3 or more courses based on the final average. When considering retention of a child, teacher recommendations, test data and expectancy levels are given primary consideration in addition to any other pertinent data as well as the child's age.

Course	1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	Midpoint 4th 9 Weeks	Anticipated Final Average
Math (Average of Algebraic Concepts, Numbers & Operations, Geometry, Measurement & Probability)					
Comprehension of Informational Text					
Comprehension of Literature					
Vocabulary					
Fluency					
Phonics					
Word Recognition					
Grammar Skills					
Writing Skills					
Year-to-Date Attendance				**____ days absent**	

Please return this document to school no later than _____.

I understand that my child will be retained in _____ grade for the ----- school year. I understand that retention will improve my child's ability to master literacy and/or computational skills that will enable him/her to meet academic success in years to come. Please sign and date this document below. A copy will be mailed to you after all signatures are obtained.

_____ _____

Parent / Guardian Signature Date

_____ _____

Teacher Signature Date

_____ _____

Principal Signature Date

Grade 3-5 Retention Letter

Date:_____

Dear Parents/Guardians of _____:

Based on your child's academic performance and/or ability to meet the grade level expectations throughout the ------ school year, we feel that it is in your child's best interest to be retained in _____ grade level for the ------ school year.

A recommendation for retention in grades 3 - 5 occurs if the child receives a 59% or below in Reading / English Language Arts and Math. When considering retention of a child, teacher recommendations, test data and expectancy levels are given primary consideration in addition to any other pertinent data as well as the child's age.

Grading Period	**Reading / ELA** (Average of Reading, ELA, Writing, Grammar)	**Math**
1st 9 weeks		
2nd 9 weeks		
3rd 9 weeks		
Midpoint 4th 9 Weeks		
Anticipated Final Average		
	Year-to-Date Attendance	**_____ days absent**

Please return this document to school no later than _____.

I understand that my child will be retained in _____ grade for the ----- school year. I understand that retention will improve my child's ability to master literacy and/or computational skills that will enable him/her to meet academic success in years to come. Please sign and date this document below. A copy will be mailed to you after all signatures are obtained

_____ _____

Parent / Guardian Signature Date

_____ _____

Teacher Signature Date

_____ _____

Principal Signature Date

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.

Specialized & Support Services

ELEMENTARY SCHOOL COUNSELING

School counselors are certified educators who support student success in the areas of academics, social/emotional growth and career development. School counselors provide short-term counseling to students and refer students for long-term counseling support as needed.

The Elementary School and Middle School are assigned one school counselor, Mrs. Cari Capozza ccapozza@fraziersd.org / 724-736-9507 x 124.

Students Experiencing Homelessness

FRAZIER SCHOOL DISTRICT
Special Education and Student Services Department
142 Constitution St.
PERRYOPOLIS, PA 15473
Phone: 724-736-9507

August 25th, 2026

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 Nicholas Damico, Homeless Liaison at 724-736-9507, Ext. 106 or by email at ndamico@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,

Nicholas Damico

Nicholas Damico
Director of Special Education and Homeless Liaison

Under McKinney-Vento all school districts are responsible for identifying students experiencing homelessness and connecting them with the resources needed 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?

If you believe your child may qualify for this service please contact the district Homeless Liaison, at 724-736-9507, Ext. 128 or by email at ndamico@fraziersd.org.

Regional Coordinator Contact Information:

Nicole Anderson
412-394-5894 office
412-295-5718 mobile
nicole.anderson@aiu3.net

District Homeless Information Links

- BEC
  https://drive.google.com/file/d/1V664baSsJ-vGeTYC2HpxPF6whplwVSS8/view?usp=sharing

- Board Policy 251
  https://drive.google.com/file/d/1VlXm-CN6-s3ZBgql0cDmwoeI4ztSuxPV/view?usp=sharing

- ECYEH General Guide
  https://drive.google.com/file/d/197crYzMUq_oIZkXUKXUPDixfEDn3uqgt/view?usp=sharing

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

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.

GIFTED EDUCATION REFERRAL AND EVALUATION PROCEDURES

The Superintendent or designee shall develop and implement procedures and the necessary forms to permit teachers to refer a student 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 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.

HEALTH SERVICES

The school nurse coordinates our school health services. Students who need to see the nurse must obtain a pass from his/her classroom teacher. 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.

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 School Office. **Students are not permitted to carry any kind of medication, (prescription or over-the-counter) in school.** If your child must take medication during the school day, a parent/guardian MUST bring the medication into the school, along with the ***Permission to Administer Medication*** form and deliver it to the school nurse. The medication must be in the original container. 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.

IMMUNIZATIONS

Please visit: www.health.pa.gov for more information.

If your child's immunizations are not up to date and additional doses are required, but are not medically appropriate to be given due to spacing, **you must provide a medical certificate detailing the schedule of the remaining doses.** This certificate must be submitted no later than the 5th day of school. It must be signed by a physician, certified registered nurse practitioner (CRNP), or physician assistant (PA). The medical certificate will be reviewed at least every 30 days and those that do not follow the schedule will be recommended for exclusion from school.

All K–12 students admitted to the Frazier School District must meet the immunization requirements of the Commonwealth of Pennsylvania.

Required Doses for Elementary School

- **Tetanus, Diphtheria, Pertussis (DTaP/DT/Td):** 4 doses. The final dose must be given on or after the 4th birthday. *(Note: A 4th dose is not needed if the 3rd dose was given at age 4 or older and at least 6 months past the previous dose.)*
- **Polio (IPV/OPV):** 4 doses. The 4th dose must be on or after the 4th birthday and at least 6 months after the previous dose.
- **Measles, Mumps, Rubella (MMR):** 2 doses.
- **Hepatitis B:** 3 doses properly spaced.
- **Varicella (Chickenpox):** 2 doses of vaccine or a written signed statement of history of chickenpox disease from a physician.

Pennsylvania allows exemptions for **medical reasons**, **religious beliefs**, or **philosophical/strong moral or ethical convictions**. Exempt children may be sent home if a vaccine-preventable disease outbreak occurs.

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; Moral or Ethical Conviction 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, moral or ethical convictions. 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 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) 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.

KINDERGARTEN SCREENING

During Kindergarten Screening, a comprehensive evaluation screening tool will be used to assess each child. The kindergarten screening and assessment process will include vision, hearing, gross/fine motor skills, speech and academic readiness.

KINDERGARTEN SUMMER READINESS PROGRAM

The Kindergarten Summer Readiness Program in the Frazier School District will be available to any student who will be attending Kindergarten in the fall. The objective of the program is to help children become familiar with:

- Self-help skills, such as rules and routines for kindergarten.
- Social and emotional skills, such as respect and use of manners
- Cognitive/language skills, such as letter and number recognition, following directions
- Fine/gross motor skills, such as locomotor, fine motor and balance skills

All children registered for kindergarten are eligible to attend.

KINDERGARTEN COMPULSORY EDUCATION

Through the enactment of Act 16, the definition of compulsory school age was changed to “the period of a child’s life from the time the child’s parents elect to have the child enter school and which shall be no later than 6 years of age until the child reaches 18 years of age. A child who has attained the age of 6 on or before September 1 must enroll and attend school. A parent can withdraw his or her child from kindergarten, prior to reaching compulsory school age (6 years old) without being subject to truancy charges.

STUDENT ASSISTANCE PROGRAM

The ESAP team made up of school and agency staff is available to help you access school and community services for your child.

In Pennsylvania, every school district is required to have a plan for identifying and assisting students who experience barriers to learning.

The ESAP team will help you find services and assistance within the school, and if needed, in the community. We do not diagnose, treat, or refer your child for treatment. We will provide you with information and you make the choice(s) that best fit your needs and wishes. As the parent/guardian you are an important part of the team.

Anyone can refer a child to the ESAP Team. Some students are referred by teachers or other school personnel. A friend or family member can also let the ESAP Team know that they are worried about someone. The child can even go directly to the ESAP Team to ask for help. Schools will gather information to determine how a student is doing in their classes. However, the ESAP team will not proceed unless you give your written parent permission. Once permission is received, the ESAP Team will work with you to develop a plan of action to help your child achieve success in school. Participation in the program is voluntary. The ESAP team information is completely confidential and the team will respect you and your child's privacy at all times.

If you have any questions about SAP or you feel that your child may need help, call your child's school and ask to speak with any of the following team members:

Members of the Student Assistance Teams include:

Miss Blake Victor
Mrs. Capozza
Mrs. McManus
Mr. Shaulis
Mr. Damico
Mrs. Silverblatt
Dr. Stillwagon

TITLE I

The Title I program provides supplementary reading and math support using the universal screening assessments. The Title I services are provided in conjunction with student achievement data, parent and teacher feedback to determine how to fulfill the needs of students. Our school receives federal funding to financially support Title I programs, materials and resources throughout the school year. We will continually solicit parent / guardian participation in training, workshops, meetings, surveys and other opportunities to provide families with information that can help support your child academically at home.

RESPONSE TO INTERVENTION & INSTRUCTION PROGRAM (RtII)

RtII is a multi-level research based model that integrates assessment and intervention to maximize student achievement and reduce behavioral problems. This approach enables us to coordinate all school resources, regular education, and special education to provide evidence based reading and math interventions to students who show skill deficits based on DIBELS

Benchmark indicators. It is a prevention system to fill in the foundational learning gaps identified through research based benchmark indicators to enable the possibility of successful student outcomes for all students. We identify student deficits based on assessment and screening indicators and then provide the appropriate tier interventions to address these learning deficits. Please note that interventions do not take place during core instruction. Reading Tier Time is designated in grades K-5. Title I funding enables us to provide this program.

General Information and Procedures

ARRIVAL and DISMISSAL

1. Arrival

Morning is a busy time. In order to make sure all students stay safe, please adhere to our student drop off guidelines:

- Car Riding Students: Parents in PreK through grade 5 who plan on picking their children up from school need to sign up for a car rider tag using the link on the school website. Car tags will be sent home with students. Please keep them visible by hanging the tag on your rearview mirror. Families will be given two tags per family. Please share accordingly.
- **Car Riding Students may begin to arrive at school at 8:30am.** Students can enter the school building at 8:30 am to eat breakfast that is supervised. Breakfast is served beginning at 8:30 am. We highly encourage students to eat breakfast.

- **All students arriving to school by bus** will enter the building using the Elementary School front entrance. All students will report to the cafeteria from 8:30 - 8:45. At 8:45, students will be dismissed to their homeroom. Students who arrive after 8:45 and wish to eat breakfast may proceed to the cafeteria then report to their homeroom. Breakfast will conclude at 9:00am.
- **Students who arrive by car or walk** must enter the building using the Elementary School front entrance of the school between 8:30-8:55 am. After 8:55 am, students must be signed in using the middle school entrance
    1. Students will not be permitted in the school before 8:30 am
    2. All students will report to the cafeteria from 8:30 - 8:45. At 8:45, students will be dismissed to their homeroom. Students who arrive after 8:45 and wishing to eat breakfast may proceed to the cafeteria then report to their homeroom. Breakfast will conclude at 9:00 am. Students who arrive by car will have staff members on duty to assist.
    3. Cars should remain in a single file line and respect any cones barring their entry in front of the building.
    4. All students should **exit the vehicle from the passenger side** and walk to the sidewalk.
    5. Please have your child prepared to exit the vehicle as quickly as possible.
    6. Do not let your child exit the vehicle on the driver's side.
- The drop off zone prohibits the parking of vehicles. It is for drop off only. If you need to assist your child, please park your car and walk the child to the entrance of the school. Additional parking is available at the ball courts and a few visitors' spaces closer to the building.
- **Students in grade 5 may be permitted to walk home with prior parental and principal approval.**

- Please do not drop off students where they will need to navigate through traffic, this increases the likelihood of being injured. Please walk with your child to the entrance of the school if you feel the drop off zone would not work for you or your child.

- Students who report to school after 8:55 A.M. but before 9:30 A.M. will be marked tardy.

- Students who report to school after 8:55 A.M. must have their parents/guardians sign the late arrival book.

- Vehicles should not interfere with the bus drop off.

- Please take your time during the busy drop off and adhere to the guidelines to ensure the safety of our students.

2. DISMISSAL

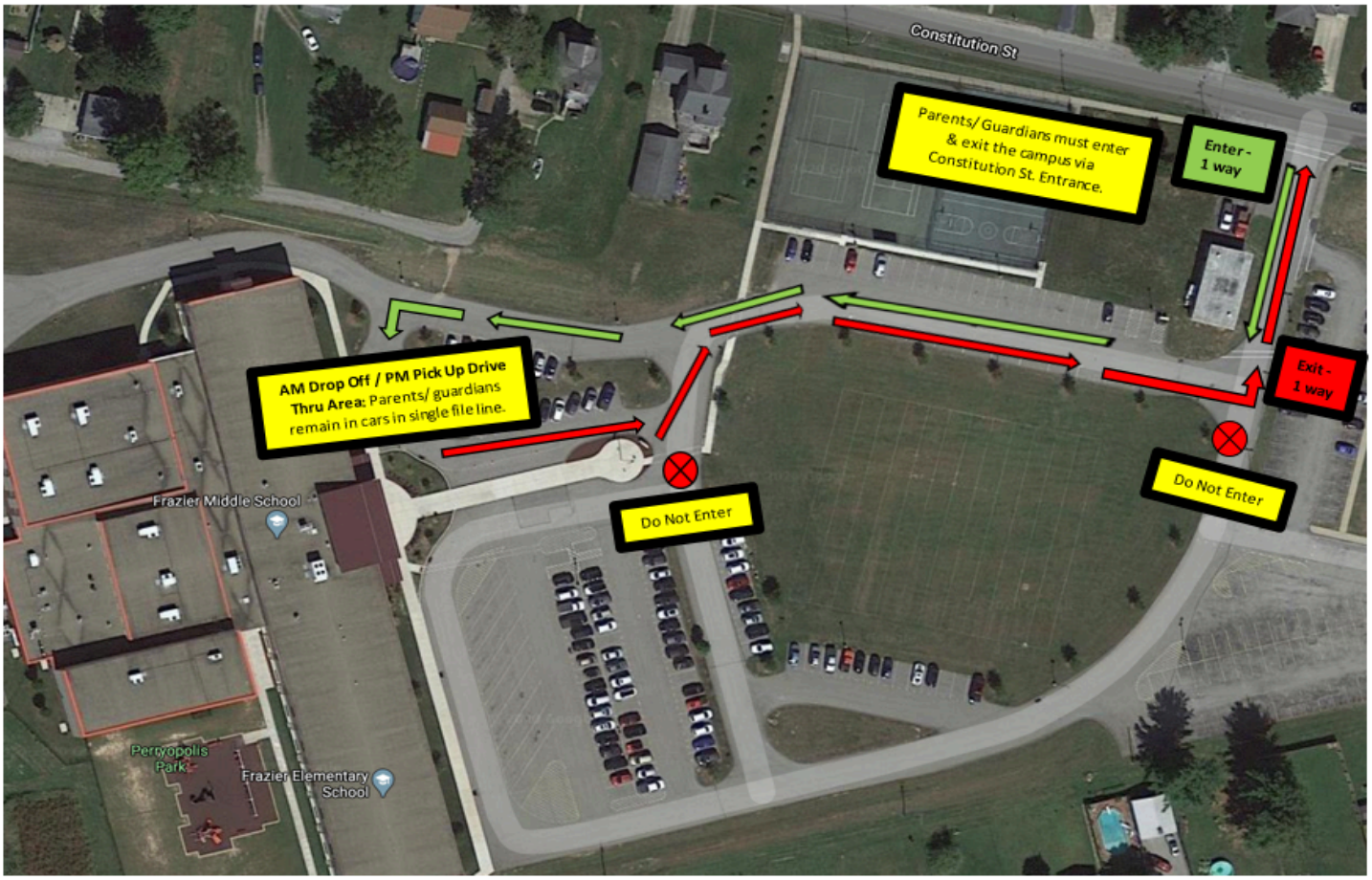
Dismissal Time is a very busy time of the day. To ensure our students are safely dismissed, please review our dismissal procedures:

- When parents change the usual way a child goes home, it can result in confusion. **It is extremely important that school dismissal changes are for emergency situations ONLY.** This will help to lessen confusion that can arise in last minute changes to a child's normal dismissal routine.

- The following dismissal procedures must be followed to provide for the safety of all students and ensure that students are dismissed with the appropriate adults.
  - **PLEASE NOTIFY THE CHILD'S TEACHER IN WRITING*** (e.g., send in a note with your child (even if you are changing your child's dismissal routine for even one day).
  - **IF THE OFFICE DOES NOT HAVE WRITTEN RECORD OF THE CHANGE, THE CHILD WILL FOLLOW HIS/HER NORMAL ROUTINE THAT IS ON RECORD.** Children sometimes state that they are getting picked up when in fact, they are not and it results in the child missing the bus.
  - **THE WRITTEN REQUEST MUST INCLUDE:**
    1) Student's name (First and Last)
    2) Date
    3) Time of dismissal
    4) Reason for change
    5) Name of person who is picking up the child (First and Last Name)
    6) Signature of the parent(s) and/or guardian(s) (First and Last Name)
    7) Phone number where parent/guardian can be reached if there is a question
  - Parents/guardians (or authorized person by parent/guardian to pick up the child) must come into the school to sign the child out if he/she is being picked up early. Please bring your driver's license or a photo ID for school staff to ensure the student is leaving with the appropriate person.

- If your child will always be picked up from school, please send in a note stating such during the first week of school. A daily note is not required afterwards unless you are altering who is picking up the child or if the child will go home another way.

- If a student is usually a bus rider, he/she must bring a note if he/she will be picked up on any given day. Never take your child off the bus while parked and loading for dismissal or take your child out of a bus line during bus dismissal procedures. Please alert a faculty or staff member that you need assistance.



ARRIVAL /DISMISSAL PROCEDURES:

1. Parents / Guardians are to enter the campus via Constitution Street by Frazier Maintenance Building.
2. Follow Green Arrows on the attached map for Drive Thru Arrival Drop Off.
3. Remain in a single-file line in the vehicle.
4. When the vehicle arrives at the Middle School doors, the student(s) will exit the vehicle from the passenger side and walk to the sidewalk to enter the building using the Elementary School front entrance.
5. Parents/ Guardians are to remain in their vehicles, in line, and exit the campus following Red Arrows on the attached map.
6. Parents/ Guardians are to exit the campus via Constitution Street.

ASSEMBLIES

Frazier Elementary 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. All assemblies must support the school curriculum and will be announced on the monthly school calendar.

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.

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 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

Regulations – Absences

1. Written excuses are required for all absences. The written excuse must be submitted to the ES 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, 30 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.

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 absences, 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 i legal absence, the student and parent/guardian will be referred to 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.

UNEXCUSED AND/OR ILLEGAL ABSENCES

Absences are considered unexcused and/or illegal for any reason not listed as "excused" (see previous section). 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 "Excused Absences" section within three (3) days of his/her return to school.

1. Contact will be attempted with the parent(s) and/or guardian(s) when the student has accumulated three (3) or more illegal absences.
2. 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).
3. Upon the fourth (4th) day of illegal absence the parent/guardian will be referred to the Justice Works for completion of a Truancy Elimination Program which is reportable to the court.
4. Upon the tenth (10th) 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.
5. 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.
6. It will be at the discretion of the building principal to deny promotion of grade should a student accumulate 20 or more unexcused/illegal absences.
7. School officials shall discipline students for truancy, as provided in the school's discipline policy.

REGULATIONS – TARDINESS

1. Students who report to school after **8:55 A.M.** but before **9:30 A.M.** will be marked tardy. Students who report to school after **9:30 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 **8:55 A.M.** must have their parent/guardian sign the late arrival book.

REGULATIONS – EARLY DISMISSALS

1. A student who leaves school before 10:30 A.M. will be marked absent for the entire day. A student who leaves school after 10:30 A.M. will be marked absent for one-half (½) day. Early Dismissals **will NOT** be permitted from 2:00pm-2:30pm due to Middle School Dismissal. Early Dismissals will not be permitted after 2:50pm due to causing confusion with a student's dismissal arrangements.
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 the classroom teacher upon the student's arrival at school. **PHONE CALLS TO EXCUSE STUDENTS WILL NOT BE PERMITTED.**
3. Parents/Guardians must sign the early dismissal log located in the main office before leaving school. 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.

REGULATIONS – EDUCATIONAL TRIPS

Students may be excused from school attendance to participate in an educational tour or trip not sponsored by the district if the following conditions are met:

1. The parent/guardian submits a written request for excusal 10 days prior to the absence and completes the required district forms.
2. The student's participation has been approved by the Building Principal.
3. The adult directing and supervising the tour or trip is acceptable to the parents/guardians and the Superintendent.
4. The student has obtained signatures and assignments from all the teachers of record on district approved forms.
5. The Board may limit the number and duration of tours or trips for which excused absences may be granted to a student during the school term.
6. Students are required to make up work missed during educational trips.
7. The student's participation must be approved by the Superintendent or designee.
8. The student must have satisfactory attendance prior to the Educational Tour/Trip.

PLEASE NOTE THE FOLLOWING:

- 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 of the superintendent is required, in addition to the prior approval of the principal.
- If the student takes a personal trip or tour without the proper prior approval, his/her make-up privileges may be forfeited and the day of absence will be unexcused.

- Parents are urged to restrict travel on school days since the lack of continuity disrupts instruction for the absent child as well as the class.
- **Trip requests are strongly discouraged during PSSA testing weeks. If the dates of the trip extends into a testing window with time not available for make-up, the request may be denied.**

REGULATIONS – GRADING & ATTENDANCE

Students in grades K-5, who have an illegal absence 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. 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.

BUS RIDING

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.

BUS RIDING RULES

1. Students must have a level 0 or 1 voice level. Loud talking is not permitted.
2. Students must keep their hands, feet, and belongings to themselves at all times. This includes hanging items, putting arms out, and yelling out of the bus windows.
3. Students must remain seated at all times when the bus is in motion.
4. Students are not permitted to move about the bus once seated until the bus arrives at the student's assigned destination.
5. Students are not permitted to stand, climb over, or under bus seats
6. Eating food and drinking beverages is not permitted.
7. Possession or use of tobacco in any form is not permitted.
8. Students must sit in their assigned seats as they appear on the seating chart. The bus will have assigned seats beginning with kindergarten students in the front. Assigned seats will be established within the first week of school.
9. 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. Permission to ride a different bus is considered on a case-by-case basis for valid reasoning (custody, emergency, etc.)
10. Students will only be picked up and dismissed at their assigned bus stop.
11. Students are to respect and obey the bus driver.
12. Students are to be on time. Bus drivers have been instructed not to wait for latecomers.
13. Students must board and deboard the bus in an orderly manner by forming a single line. Shoving and pushing are not permitted.
14. Students are not permitted in the driver's seat and are not permitted to manipulate or play with the bus operating equipment and mirrors.
15. The rear door and or emergency windows are NOT TO BE OPENED BY ANY STUDENT unless directed by the bus driver or in an emergency.
16. Destroying or defacing bus property in any manner is not permitted.

General Bus Violations - <u>may include but are not limited to</u>:
Inappropriate Language - includes cursing, name calling, disrespectful comments
Inappropriate Volume Level - includes screaming, yelling out the bus window
Inappropriate Physical Interaction - includes horseplay, wrestling, throwing items on the bus
Physical Aggression - includes hitting, kicking, punching, hitting with an object, spitting, fighting

Inappropriate Movement - includes hopping seats bus while in motion, walking/ running in the bus aisle while in motion, climbing on / under seats, standing on seats,
Non-compliance - includes not listening to the bus driver's directions
Other - includes any behavior that impacts the safety and/ or well-being of the bus and its occupants

PLEASE NOTE: ANYONE WHO VIOLATES THE ESTABLISHED RULES MAY BE DENIED THE PRIVILEGE OF BUS SERVICE.

Bus Consequences	
First Offense	The Bus Discipline Form will be completed by the bus driver and submitted to the Principal. The Principal will issue: ● verbal warning ● review bus rules ● assign seat on the bus ● contact parents A copy of the Bus Discipline Form will be sent home to parents / guardians.
Second Offense	The Bus Discipline Form will be completed by the bus driver and submitted to the Principal. The Principal will issue: ● verbal warning ● review bus rules ● contact parents ● assign detention A copy of the Bus Discipline Form will be sent home to parents / guardians.
Third Offense	The Bus Discipline Form will be completed by the bus driver and submitted to the Principal. The Principal will issue: ● verbal warning ● review bus rules ● contact parents ● 3 day bus / van suspension A copy of the Bus Discipline Form will be sent home to parents / guardians.
Fourth Offense	The Bus Discipline Form will be completed by the bus driver and submitted to the Principal. The Principal will issue: ● verbal warning ● review bus rules ● contact parents ● 5 day bus / van suspension A copy of the Bus Discipline Form will be sent home to parents / guardians.
Fifth Offense	The Bus Discipline Form will be completed by the bus driver and submitted to the Principal. The Principal will issue: ● verbal warning ● review bus rules ● Formal meeting with parents/ guardians ● Bus/van suspension for remainder of year A copy of the Bus Discipline Form will be sent home to parents / guardians.

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

As it would be impossible to identify and list all types of inappropriate behavior or action, disciplinary consequences will be administered based on an individual basis for violations not covered in the policy at the discretion of the building administrator.

Also, if the behavior includes more than one infraction in one incident, the consequence will be issued at the discretion of the building principal.

BUS 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)

BUS CHANGES/PASSES

Students are not permitted to ride any bus except the one to which they have been assigned.

CAFETERIA INFORMATION

BREAKFAST

Breakfast will begin at **8:30am.** Students wishing to eat should report directly to the cafeteria. They will be dismissed no later than **8:55am**. Students participating in the breakfast program must be in their assigned classroom first class by 9:00am.

CAFETERIA CHARGE POLICY

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 balance 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 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 low balance email alerts 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 ~~$1.95~~ transaction fee.

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.

CAFETERIA RULES

Certain rules are necessary in order to maintain the efficient operation of the cafeteria.

- 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.

CAFETERIA SERVICE

Frazier School District will be participating in the Community Eligibility Provision (CEP) in the 2025-2026 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.

The elementary school cafeteria provides each student with a nourishing breakfast and lunch. Menus are sent home with students each month and are posted on the school district's web page, and in the cafeteria.

Families may set up an online account to manage their child's school lunch account. Families may create an account by visiting: https://www.schoolcafe.com/ .

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. -They will be charged for this meal and the parent will be responsible for paying this debt.

Students who do not wish to purchase their meals from the food service department may carry their lunch to school with them prior to the start of the school day. **Outside food or beverages delivered to the school by vendors will not be accepted in the office.**

FREE AND REDUCED MEALS

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

CELL PHONES

Cell phones and communication devices (including smart phones, smart watches,etc) are prohibited from the time the student enters the school facility until the time the student exits the school facility and throughout the day.

- Devices need to be turned off or made inoperable.
- Exceptions to this rule can be made only upon the approval of the building principal.
- While using school district transportation students may privately (with earphones) play games or listen to music.
- No other use of a cell phone or communication device will be permitted, including taking photographs and/or for audio or video recording.
- In all cases, ringers must be turned off or disabled.
- 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, or other devices.

CHAPERONES/VOLUNTEERS

Parents play a vital role in the development of a child's academic and social/emotional outcomes. We encourage parents to be involved in their child's academic experience and take part in school activities and events. However, to ensure the safety of our students and staff, parents/guardians who wish to participate in school events as a chaperone or parent volunteer must obtain the required clearances and submit to the school that their child attends. Volunteering and/or chaperoning activities include: PTO sponsored activities, field trips, end of the year events, seasonal classroom celebrations, classroom readers, evening events, assemblies and other activities as determined by the building principal. **To volunteer / chaperone, family members must be PTO Members.**
For more information, see the Clearances section below. Please visit the website: http://keepkidssafe.pa.gov/resources/clearances/index.htm.

1. CLEARANCES

Parents/guardians who wish to participate in school events as a chaperone or parent volunteer must obtain the required clearances and submit to the school that their child attends. All volunteers are required to obtain clearances (which are valid for 60 months).
The clearances need to be submitted annually to the school provided clearance database. A link to the database will be shared by the PTO.
The required clearances are:

- Report of Criminal History from the PA State Police (PSP); and
- Child Abuse History Clearance from the Department of Human Services (Child Abuse).

Additionally, a fingerprint based federal criminal history (FBI) submitted through the PA State Police or its authorized agent is required if:

a. The position the volunteer is applying for is a paid position; and
b. The volunteer has lived outside the Commonwealth of PA in the last 10 years

- Mandated Reporter Training (https://www.reportabusepa.pitt.edu/)
- The district also requires volunteers to complete ACT 24 – Arrest/Conviction Report and Certification Form (must be submitted annually).

For more information, please see the SAFETY PROCEDURES section in this handbook.

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 Special Education Department at 724-736-9507 x 128.

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.

information regarding the Policy of the Collection, Maintenance, and Dissemination of records is available through the principal's office. 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

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 elementary school office.**

CLASSROOM ASSIGNMENTS

Classroom assignments are determined each spring with input from classroom teachers, special area teachers and other professional staff members who know and work with your child. This professional educational team makes thoughtful consideration to this assignment to create a heterogeneous classroom to balance the academic and social structures within a specific grade level classroom. We consider a multitude of factors including parent input however, it is not the sole factor from which we use to assign a student to a teacher. We do value your input and feel that this assignment is best left to the professional educational staff to create the best educational situation for our students. **Therefore, we respectfully do not accept teacher requests.**

CLASSROOM CELEBRATIONS

Classroom celebrations are at the discretion of the principal and are coordinated by classroom teachers and PTO members. Since activities for these celebrations are specifically designed to address the age, interest and developmental level of the student's grade level involved, younger siblings attending these events are prohibited. Classroom teachers will coordinate and direct the activities. If classroom teachers wish to have parental involvement, he/she will contact the homeroom parent assigned to the classroom. Parents willing to assist at these events must have submitted the appropriate clearances.

Guidelines for Birthday Celebration Treats

To ensure the health and safety of all students—particularly those with food allergies or sensitivities—the following guidelines must be followed when bringing food items to school for birthday treats:

1. **Individually Wrapped and Factory Sealed**
   All food items must be **individually wrapped** and **factory sealed** in their original packaging. Homemade treats or items repackaged at home are **not permitted**.

2. **Store-Bought Only**
   All items must be **purchased from a store**. This helps ensure consistent ingredient labeling and safety protocols. Please note we are unable to accept trays or boxed cupcakes, donuts, cookies etc.

3. **Ingredient List Must Be Visible**
   The food packaging must include a **clearly printed list of ingredients**. This is essential for identifying potential allergens and ensuring safe consumption.

4. **Teacher Pre-Approval Required**
   All food items must receive **prior approval from the classroom teacher** at least **48 hours in advance** of the planned event. This allows time to review ingredients and coordinate with families of students who have dietary restrictions.

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.

COMMUNICATION

We communicate information in a variety of ways:

- District and school website
- District email messages
- All district notifications by text/phone
- Monthly school calendars (please be advised that information may be subject to change)
- Weekly Communicator Folders (Fridays) (specific to grade level)
- Daily Communications – can be found in the student's folder(s) and agenda books used on a daily basis

Also, we encourage you to contact your child's teacher or please call the school's office if you have a question or need more information.

DELAYS/CANCELLATION NOTICES

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

FERPA - 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 an 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

FIELD TRIPS

1. Field trips will be contained within the normal school day; however there may be times due to field trip location that such an experience may extend beyond the school day. Notification of such will be provided in advance.
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. Additionally, parent / guardian supervision may be required in some instances for children to participate in field trips.
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 (who have submitted the appropriate clearances well in advance) with input from the administration.
7. Field trips are considered a valuable learning experience, but are not mandatory.
8. Siblings are not permitted to attend.

NONDISCRIMINATION POLICY

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.

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, antisocial, 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 material, 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

PARENT INVOLVEMENT

The Board recognizes that parental involvement contributes to the achievement of academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents/guardians and community.

A written plan for Title I parent involvement that establishes programs and practices to enhance parent involvement and reflects the needs of students and families will be jointly developed by parents and faculty members through parent and teacher survey information collected during planning meetings held each spring for each school. The plan provides a sense of direction for designing initial and evaluating existing activities.

The plan will also include a school-parent compact and support the development, implementation and regular evaluation of the parent involvement program by parents. The Parent Advisory Council will lead the charge in providing parental feedback and assisting in the district's efforts to build capacity of establishing strong parental involvement throughout the year working towards the common goal of increasing student achievement of all students. Implementation of the plan will be a priority of the school community.

1. SCHOOL-PARENT COMPACT

In accordance with the Elementary and Secondary Education Act (ESEA), the School-Parent Compact outlines agreed-upon responsibilities of the Frazier Elementary School staff, parents and students, participating in activities, services and programs funded by Title 1, Part A (a Federal Grant), that will help children achieve academic success. The Frazier School District, and the Parents/Guardians of the Frazier Elementary School students agree that this compact outlines a collaboration that will help our students achieve the Pennsylvania State Department of Education's high standards.

This school-parent compact is in effect during the school year: 2026-2027

a. **School Responsibilities:**
Frazier School District will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment.
- Provide appropriate grade level screenings
- Use data to drive decision making
- Teach necessary concepts following the approved district curriculum
- Provide opportunities for communication between parents and teachers.
- Regularly communicate with parents on your child's progress
- Hold parent-teacher conferences.
- Provide parents with frequent reports on their children's progress
- Provide assistance in understanding academic achievement standards, assessments, and how to monitor your child's progress.
- Parent informational and planning meetings.
- Parent training sessions and parent resources
- Provide parents opportunities to volunteer and provide feedback and input in planning how to use Title 1 School Parent Involvement Funds.

b. **Parent Responsibilities:**

- We, as parents, will support our children's learning in the following ways:
- Ensure that your child attends school daily and participates in class.
- Regularly review your child's schoolwork and ensure assignments are completed.
- Participate, as appropriate, in decisions relating to my children's education
- Promote positive use of my child's extracurricular time
- Stay informed about my child's education and communicates with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate

c. **Student Responsibilities:**

- We, as students, will share the responsibility to improve our academic achievement and achieve the State's high Standards, Specifically, as a student I will:
- Complete class work on time.
- Be at school on time unless I am sick.
- Be responsible for my own behavior.
- Pay attention and do my best.

*Reviewed and Updated 3/11/2026.

*Revised 8/01/26

School Level Parent and Family Engagement Policy

FRAZIER

Elementary School

Dr. Anne Stillwagon, *Elementary School Principal*
Federal Programs Coordinator & Pre K Counts Coordinator

Frazier Elementary School - Parent and Family Engagement Policy - School Level Plan for the 2026-2027 school year

1) **Parents will be involved in the planning, review, and improvement of this parent policy through participation in:**
    a) Virtual or in person Annual meetings offered at various times of the day
    b) Parent Surveys
    c) School/Parent Compact
    d) Home/School communications - emails, progress reports, phone conferences as needed

2) **Parents will attend and have input in Annual Title 1 meetings:**
    a) **Open House**
    b) **Fall Title 1 Parent meeting to discuss:**
        i) Title 1 overview and schoolwide plan
        ii) Overview of Student achievement
        iii) Use of Title 1 funds for Parent and Family Engagement
        iv) Parent and Family Engagement Policies for LEA and School level
        v) School/Parent Compact
        vi) Overview of School Curriculum and Assessments
        vii) Title 1 Parent Resources
        viii) Parent Rights under Every Student Succeeds Act

    c) **Spring Parent meeting to discuss:**
        i) Overview of Federal Programs - Title I, Title II, Title IV
        ii) Description of the Elementary Curriculum
        iii) Review of the current Title I Schoolwide Plan
        iv) Academic Improvement Efforts
        v) RtII/MTSS Framework/Program
        vi) Fundations/Wilson Reading Program
        vii) Interventions/Groups
        viii) Well-Rounded Education
        ix) Effective Use of Technology
        x) Assessments and Data Driven Decision Making
        xi) School Culture
        xii) Parent and Family Engagement Policies
        xiii) Behavior Support
        xiv) Professional Development
        xv) Feedback for Schoolwide Planning

xvi) Parent Input: Survey for evaluation of Schoolwide plan, etc
xvii) Review District and School Parent & Family Engagement Policies
xviii) Review School/Parent Compact
xix) Working with Educators to Improve Student Achievement

3) **Parents will be involved in the planning, review, and improvement of the Title 1 Program through participation in :**
   a) Annual Meeting
   b) Parent Surveys
   c) School/Parent Learning Compact
   d) Home/School communications

4) **Parents will receive timely information about the Title 1 Program in a language parents can understand with translated documents as needed:**
   a) Screening information from DIBELS Home Connect letter with Tier support assignment at the Beginning, Middle and End of the year.
   b) Meetings, conferences and workshop invitations
   c) Phone, e-mail, and written communication between home and school
   d) End-of-year progress reports
   e) Mid-year progress reports
   f) Progress reports at the end of each grading period
   g) Transition information into kindergarten and 5th into 6th grade
   h) Google translator is available on the district website

5) **During parent meetings parents will receive an overview of the curriculum in use at the school, and a review of academic assessments used to measure student progress and the proficiency levels students are expected to meet. Parents can reference this information through:**
   a) Parent/Student Handbook
   b) Parent and Family Engagement policies
   c) School/Parent Learning Compact
   d) PSSA Results
   e) Screening information from DIBELS Home Connect letter with Tier support assignment at the Beginning, Middle and End of the year.
   f) Progress reports (4X) per year
   g) Parent/Teacher Communications

h) Access to the Federal Programs tab on the district website

6) **Parents will be provided with assistance in understanding the State's academic content standards and student achievement standards, local assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children:**
   a) Parent and Family Engagement Policies
   b) School/Parent Learning compact
   c) PSSA results
   d) Parent /Teacher communication
   e) Attend Annual Title 1 Parent meeting for a detailed explanation
7) **Parents may request meetings to formulate suggestions and to participate in decisions related to the education of their children.**
   a) PTO Meetings
   b) Parent/Teacher conferences as needed
   c) Possible workshops
8) **Parents will participate in developing the Home/School Compact**
   a) Collaboration with staff
   b) Revisions and suggestions through surveys

9) **Parents will use technology to improve their child's achievement:**
   a) Email correspondence
   b) Google Classrooms
   c) School Website
   d) Access to school personal student Chrome Book.
   e) Assistance with obtaining in home internet connection as needed.
10) **The District will educate the elementary teaching staff and work with parents and family members on how to reach out to communicate with, and work with parents and family members as equal partners.**
   a) The parent involvement training will utilize the State Parent Advisory Council resources to improve parent/school communication and strengthen ties between parent and family members and the District (ESSA, Section 116(6)e(3)).

*Reviewed and Updated 3/11/2026.

*Revised 8/01/26

PARENT TEACHER ORGANIZATION (PTO)

We welcome parent participation and involvement at our elementary school. It is extremely beneficial to students to have their parents/guardians involved in school activities. The Parent Teacher Organization is one way parents can be involved in the school. We encourage you to become an active member in our school's PTO. PTO meetings will occur in the evenings. To learn more about the PTO, please visit the Frazier Elementary website and click on the Parents tab. PTO member applications are available in the elementary school office. Registration for the Frazier Elementary PTO is open for the 1st (2) two weeks of the new school year. Newly enrolled families will be granted (2) two weeks to register for the PTO upon enrollment.

PERMISSION TO PHOTOGRAPH/VIDEO

If you do not wish to have your son/daughter appear in any photos or 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 / social media accounts, please submit your disapproval in writing to the building principal.
Also, it is appreciated that you refrain from taking photos and videos of other children when visiting a classroom and posting the images onto social media.

PESTICIDE NOTIFICATION

Frazier School District's 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 afternoon, 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.

POLICIES

The policies listed reflect the current approved versions of the policies existing at the time of printing this handbook for the 2026-2027 school year. After which time, any changes to or additional policies that occur will supersede the policies that exist in this handbook. Please visit the Frazier School District website for online access to all district policies or by using this link below:

https://www.boarddocs.com/pa/fraz/Board.nsf/Public#

PUBLICATION OF STUDENT NAME AND PHOTO

Students who earn placement on the honor roll or other school awards and recognition will have their names forwarded by the local news media and/or school district social media accounts.

Parents and/or guardians who do not give permission to have 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. Parents/guardians 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.

RECESS

Students will have a recess period when possible. When weather permits, recess is outside on the playground or ball courts. During the winter months, students will go outside when the temperature is above 32 degrees . Students should be dressed appropriately for winter weather. Students not dressed appropriately may not be allowed to go outside on the colder weather days for recess. During inclement weather, students will have recess indoors. Recess may not occur during modified days such as 2 hour delays or early release.

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 APPEARANCE (Dress Code 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.

RESTROOMS

Students are not to be excused to the restroom without permission or escort from their teacher or other designated faculty/staff member.

RIGHT TO KNOW

You have the right to request information regarding the professional qualifications of your child's classroom teacher(s). If you request this information, the district will provide you with the following as soon as possible:

- If the teacher has met state licensing requirements for the grade level and subjects in which the teacher is providing instruction;
- If the teacher is teaching under an emergency status for which state licensing requirements have been waived;
- The type of college degree major of the teacher and the field of discipline for any graduate degree or certificate; and
- If your child is receiving Title I services from paraprofessionals and, if so, his/her qualifications.
- If you would like to request this information, please contact your child's school.

Parent Right to Know Information as Required by The Elementary and Secondary Education Assistance (ESEA) [Section 1112(e)(1)(A)] and the Every Student Succeeds Act [Section 1112(e)(1)(A)]

August 1. 2026

Dear Parent(s)/Legal Guardian(s):

Your child attends Frazier Elementary School, which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. The purpose of this letter is to inform you about your right to request information about the qualifications of the classroom staff working with your child.

At Frazier Elementary School, we are very proud of our teachers and we are confident they are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. At any time, you may ask to be provided with the following information:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

The Every Student Succeeds Act (ESSA) was signed into law in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1956. This reauthorization includes additional right to know requests. At any time, parents and family members can request:

- Information on policies regarding student participation in assessments and procedures for opting out

- Information on required assessments that include:
    a. subject matter tested,
    b. purpose of the test,
    c. source of the requirement (if applicable),
    d. amount of time it takes students to complete the test, and
    e. time and format of disseminating results

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Pennsylvania state requirements.

If you have any questions about the Parent Right to Know Information explained in this letter, please contact Dr. Anne Stillwagon at Frazier Elementary School at 724-736-9507 or email me at astillwagon@fraziersd.org.

Sincerely,
Dr. Anne Stillwagon- Frazier Elementary Federal Programs & Pre -K Counts Coordinator

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 interfere 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 *(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.

STUDENT RECORDS POLICY

The following information is provided to notify you or 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 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.

UNAUTHORIZED ITEMS

- Toys should be left home unless a teacher requests that a certain item be brought into school for an educational purpose.
- The school is not responsible for lost or broken toys/electronics.
- IMPORTANT: Students should NEVER bring in any item that would be considered hazardous to their health or well being or the health or well-being of others. Examples of such items: tobacco products of any kind, knives of any size, toy weapons, any sharp object, or any item that could be perceived as a weapon. Students who disobey this regulation will be subject to district discipline procedures.

VISITORS

- All visitors must report to the Middle School office if arriving between 9:00am-2:30pm and may not be permitted entry if your arrival is unannounced.
- Visitors may be asked to be screened using a metal detector.
- All visitors must sign in the Visitors' Log and obtain a Visitor Pass to gain entry to another area of the school.
- All visitors must sign out in the Visitors Log when leaving the building.
- All visitors are required to bring their driver's license or state id to be scanned through the RAPTOR System Technology.

The Commodore 4

Commodore 4

	Bathroom	Bus / Van	Cafeteria	Classroom	Hallway and Stairs	Large Group Assembly	Guidance and Nurses Office	Recess and Gym
Be Responsible	Voice level 0 Do your business in the correct place Wash your hands Go back to assigned area promptly Use only when necessary	Voice level 0/1 as per bus driver Hands and belongings to self Sit in the assigned seat Follow staff directives Report safety concerns and inappropriate behavior	Voice level 1 Keep hands to yourself Stay in your seat Food and drink stay in the cafeteria Put garbage in its place Follow directives Respect staffs	Voice level 0/1 Hands and belongings to self Follow directives and listen to staffs Appropriate use of technology Do your own work If you borrow something, return it	Voice level 0 Hands to self One person per step Travel to and from assigned destinations only Stay to the right	Voice level 0/1 According to staff directives Hands to self Follow directives and listen to staffs Remain with designated classroom	Voice level 1 Use only when necessary Remember the 7 "Bs" Take pass	Voice level 2 Hands to self Follow directives and listen to staffs Follow rules of area Clean up equipment
Be Kind	Stand in line and wait your turn in a respectful manner Knock before entering stall Remember to flush the toilet	Use kind words Sit in assigned seats	Use kind words Stand in line and wait your turn in a respectful manner Use "please" and "thank you	Use kind words Raise your hand and wait to be called upon Ask permission for materials to use or borrow Be encouraging and helpful Respect the property of others	Use kind words	Use kind words Ask appropriate and relevant questions at the proper time	Use kind words Have a seat, wait your turn, and be respectful Respect the privacy of others	Use kind words Play fair and cooperate with others Play by the rules
Be Safe	Cover cough and sneeze Be aware of surrounding s Walking feet Follow emergency procedures Keep it clean.	Cover cough and sneeze Be aware of surroundings Use walking feet Follow Emergency Procedures Keep objects and body parts inside the bus Stay seated at all times	Cover cough and sneeze Be aware of surroundings Walking feet Follow emergency procedures Use in and out board. Gather your garbage and put it in its	Cover cough and sneeze Be aware of surroundings Walking feet Follow emergency procedures Ask permission to leave classroom as per teacher	Cover cough and sneeze Be aware of surroundings Eyes forward Walking feet Follow emergency procedures Use single-file line Walk on the	Cover cough and sneeze Be aware of surroundings Eyes forward Walking feet Follow emergency procedures Report concerning behavior to staff	Cover cough and sneeze Be aware of surrounding s Follow emergency procedures Personal space	Cover cough and sneeze Be aware of surroundings Walking feet to recess area Follow emergency procedures Use equipment properly

	Use 1 pump of soap, wash and dry, and go back to class	Feet flat on floor Sit on bottom and face forward	place Touch and eat only your food	Be attentive	right side of the stairs and hallway			Stay in a designated area
Be Self Aware	Maintain personal and physical space Respect privacy	Maintain personal and physical space Use manners	Maintain personal and physical space Use table manners Use snack money for yourself	Maintain personal and physical space Be positive and try your best Take pride in your own work Keep workspace organized and clean Respect yourself Keep your scores private to you and your family	Maintain personal and physical space	Maintain personal and physical space Be attentive	Maintain personal and physical space Be honest Respect yourself	Maintain personal and physical space Take turns Share with others Practice good sportsmanship

Frazier Elementary Classroom / Office Managed T Chart

Frazier School District
Classroom Vs. Office
Managed Behavior

Observe Problem Behavior

Conversation with Student > Ask 3 Questions

1. What should you be doing?
2. Do you understand the expectations or should we work on it together?
3. Can you follow the expectations from now on?

Is this behavior Office Managed?

NO

Use Classroom Strategies
- Conference with student
- Call Home
- Parent Conference
- Warning
- Verbal Redirection
- Loss of Privileges
- Reteach Expectations
- Seating Change
- Written/Verbal Apology
- Problem Solving
- Signal/Nonverbal Cue

Is this the 3rd Offense for the same behavior within the same nine weeks?

Complete Major Referral Form and send to office

Classroom Managed (Minor Referral)
- Defiance/Insubordination /Non-compliance
- Minor Disruption
- Minor Disrespect
- Inappropriate Language
- Physical Contact/Physical Aggression
- Dress Code Violation
- Property Misuse
- Technology Violation
- Tardy

Office Managed (Major Referral)
- Abusive language/inappropriate language/profanity-
- Arson
- Bomb Threat
- Bullying/Cyber Bullying
- Defiance/insubordination/non-compliance - leaving school grounds, off limits
- Disrespect
- Disruption
- Dress Code Violation
- Fighting
- Forgery/Theft/Plagiarism
- Gang Affiliation Display
- Harassment
- Inappropriate Display of Affection
- Inappropriate Location/Out of Bounds Area
- Lying/Cheating
- Other Behavior
- Physical Aggression
- Property Damage/Vandalism
- Skip Class
- Tardy
- Technology Violation
- Truancy
- Use/Possession of Alcohol
- Use/Possession of Combustibles
- Use/Possession of Drugs
- Use/Possession of Tobacco/Vaping
- Use/Possession of Weapons

YES

Ensure safety and if necessary:
- Implement de-escalation techniques
- Have student removed from class

Complete Major Referral Form and send to office

Administrator follows through on consequence

Administrator provides teacher feedback; family contact made

District Discipline Policy

STUDENT CODE OF CONDUCT

INTRODUCTION

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

This document is intended to serve as a guideline for discipline in elementary school. 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 elementary school. 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 time spent in 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 the elementary school 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 Frazier Elementary School 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 the rules and guidelines
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 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. Strive for mutually respectful relations with teachers, administrators and other staff
13. Know and respect the rights of teachers, administrators, school staff members and other students.
14. Take advantage of the academic opportunities offered at school and make a conscientious effort in classroom work

Behavioral Intervention Procedures

The Frazier School District recognizes the importance of establishing clear policies and consistent disciplinary consequences for violations of District rules. It allows the Frazier community to build and maintain a positive, safe, and trusting environment in which our students can learn. We expect our students to be responsible, and considerate citizens, treating each other with dignity and respect. When a student violates District rules and regulations, the student will be subject to an appropriate form of discipline. The information that follows shows the normal sequence and/or combination of disciplinary actions that will be taken for violation to school rules and regulations. Multiple or repeated infractions will result in a referral to the Student Assistance Program and the assistance of additional supports. It is understood that behaviors are developmental in nature, some infractions are more serious than others, and that repeated infractions may warrant stricter consequences. In some cases, the development of an individualized behavior plan may be appropriate. In all cases, consequences are subject to parameters of state and federal law. If a student violates any policy set forth by the Frazier Board of School Directors, the teacher, principal or his/her designee is to follow the regulations outlined in the Student Handbook. The administration of each individual school is given the authority to take appropriate action to ensure compliance with Board policy. In all cases, the Administration retains the right to use its discretion in evaluating cases.

Discipline is a necessary part of any educational system. We are committed to providing a safe learning environment for all our pupils. No student will be allowed to disrupt the learning process or limit the opportunity of others. Students may not fight, steal, use profanity, or in any way

endanger the welfare of their classmates while in school, on our buses, or when coming to or going home from school. Any of the listed infractions will result in disciplinary action.

Any questions or concerns as to our discipline system and its applications may be addressed to the building principal.

As it would be impossible to identify and list all types of inappropriate behavior or action, disciplinary consequences will be administered based on an individual basis for violations not covered in the policy at the discretion of the building administrator.

CLASSROOM RULES

It is the responsibility of the teacher to maintain the proper classroom environment consistent with district policy.

OFFICE REFERRALS

Violations of School Wide Positive Behavior Expectations may result in office referrals. Office referrals will be made when a student's misbehavior includes acts of violence directed toward a person and/or property in which such behavior poses a threat to the safety, health, welfare and/or morals of others, and/or materially disrupts the educational environment. Office referrals may result in a written warning, phone call to parent, documentation in the student's file, detention, suspension, etc. Teachers will document office referrals in the behavior software used by the elementary.

INTERVENTION PROCEDURES

Disruption to the learning environment may result in removal of the student from the situation. It is the responsibility of the Frazier Elementary School faculty and staff to maintain a positive learning environment. To maintain the environment, it is necessary for the students to follow basic school and classroom rules. Each teacher will be responsible for the promotion of those positive behaviors and will always first implement corrective strategies within the learning environment. If at any time a student becomes disruptive to the educational process of others, that student may be removed from the situation.

Minor Problem Behavior / Classroom Managed - minor behavior problems that must be addressed in order to insure the orderly operation of the classroom, school, and/or school-sponsored activities. Minor behaviors are defined below:

Minor Problem Behavior Disciplinary Actions are individualized and assigned case-by-case based on student's age, grade, previous behavioral infractions, behavioral plan(s), individualized education program (IEP), and/ or 504 Service Agreement. Disciplinary actions may include:

The teacher calls the parent/ guardian.

- Consequences as per classroom teacher's classroom management system and administered at the teacher's discretion
- Parent(s) and/or guardian(s) contacted by written report or telephone by teacher
- Conference with student
- Call Home
- Parent Conference

- Warning
- Verbal Redirection
- Loss of Privileges
- Reteach Expectations
- Seating Change
- Written/Verbal Apology
- Problem Solving
- Signal/Nonverbal Cue
- Student meets with school counselor
- Referral to School Assistance Program
- Additional consequences may be at the discretion of the administrator.

Minor / Classroom Managed Behavior				
Minor Problem Behavior	**Definition**	**1st Offense**	**2nd Offense**	**3rd Offense**
Defiance/ Insubordination/ Non-Compliance (M-Defiance)	Student engages in brief or low-intensity failure to follow directions or talks back (ex. leaving class without permission, refusing to follow directives, running in the hall, borrowing items without permission, loitering/off limits areas).	Teacher to conference with student. Review expectations. Teacher to issue consequences. Teacher to contact parent / guardian.	Teacher to conference with student. Review expectations. Teacher to issue consequences. Teacher to contact parent / guardian.	Principal / Counselor to conference with student. Review expectations. Schedule Recess and / or Lunch Detention. Principal to contact parent / guardian.
Disrespect (M-Disrespct)	Student delivers low-intensity, socially rude or dismissive messages to adults or students (ex. teasing, meanness, name calling).	Teacher to conference with student. Review expectations. Teacher to issue consequences. Teacher to contact parent / guardian.	Teacher to conference with student. Review expectations. Teacher to issue consequences. Teacher to contact parent / guardian.	Principal / Counselor to conference with student. Review expectations. Schedule Recess and / or Lunch Detention. Principal to contact parent / guardian.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption (ex. talkative, shouting out, disrupting class by bothering others, making noises/humming/singing/passing notes).	Teacher to conference with student. Review expectations. Teacher to issue consequences. Teacher to contact parent / guardian.	Teacher to conference with student. Review expectations. Teacher to issue consequences. Teacher to contact parent / guardian.	Principal / Counselor to conference with student. Review expectations. Schedule Recess and / or Lunch Detention. Principal to contact parent / guardian.

Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district (ex. inappropriate messages/graphics, unsafe footwear/no back straps, keep undergarments are hidden), length of shorts, skirts, holes in pants above knees	Teacher to conference with student. Warning to not garment again with reasoning. Teacher to contact parent / guardian. Contact the office for alternative garment from the nurse's office or can parent / guardian bring another piece of clothing to school.	Teacher will send Student to office with notification to office staff of issue and 2nd dress code violation. Office will seek alternative garment from the nurse's office or parent / guardian bring another piece of clothing to school. Principal to contact parent / guardian to assign after school detention.	Teacher will send Student to office with notification to office staff of issue and 3rd dress code violation. Office will seek alternative garment from the nurse's office or parent / guardian bring another piece of clothing to school. Principal to contact parent / guardian to assign after school detention.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instances of inappropriate language/gestures (ex. swearing "the real words" to yourself/accidentally/ non-aggressive, making a "gun" with your hand, slicing across throat with finger, drawing a picture of causing harm to another person) .	Teacher to conference with student. Warning provided to student. Review appropriate language. Teacher to contact parent / guardian.	Teacher to conference with student. Review appropriate language. Consequence - Recess Detention Teacher to contact parent / guardian.	Counselor / Principal to conference with student. Review appropriate language. Principal to contact parent / guardian to assign after school detention.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.	Teacher to conference with student. Review expectations. Teacher to issue consequences. Teacher to contact parent / guardian.	Teacher to conference with student. Review expectations. Teacher to issue consequences. Teacher to contact parent / guardian.	Principal / Counselor to conference with student. Review expectations. Principal to contact parent / guardian to assign after school detention.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact (ex. purposely stepping on the back of a student's shoes in order to trip them, tickling, hugging, hand holding, flicking someone, hair pulling, pinching, pulling on clothing, tapping.	Teacher to conference with student. Review expectations of hands to self. Teacher to issue consequences. Teacher to contact parent / guardian.	Teacher to conference with student. Review expectations of hands to self. Teacher to issue consequences. Teacher to contact parent / guardian.	Principal / Counselor to conference with student. Review expectations of hands to self. Principal to contact parent / guardian to assign after school detention.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property (borrowing items without permission or no intent to return, breaking items, intentional misuse of items, damaging items that can be repaired, property damage under $5.00).	Teacher to conference with student. Review appropriate use of property. Teacher to contact parent / guardian.	Teacher to conference with student. Review appropriate use of property. Teacher to issue consequences. Teacher to contact parent / guardian.	Teacher to conference with student. Review appropriate use of property. Teacher to issue consequences. Teacher to contact parent / guardian. Restitution for damages.
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started), late from	Teacher to conference with student. Warning provided.	Counselor to conference with student. Warning provided.	Counselor / Principal to conference with student.

	breakfast.	Teacher to contact parent / guardian.	Counselor to contact parent / guardian.	Warning provided. Principal to contact parent / guardian.
Technology Violation (M-Tech)	Student's physical possession of electronic devices during the school, using tech programs without permission, using devices without permission, using someone else's device.	Teacher to conference with student. Student to turn off device, place in locker. Teacher to contact parent / guardian.	Confiscation of the device and will only be released to parent/ guardian. Teacher to contact to parent / guardian.	Confiscation of the device and will only be released to parent/ guardian. Principal to contact parent / guardian to assign after school detention.

Major Problem Behavior / Office Managed - involves behavior that is repetitious, or serious enough to disrupt the learning climate of the school, or school-sponsored activity. Major Problem Behaviors can, at times, be viewed as those which may pose a potential threat to the health, safety, welfare and/or morals of an individual. Major behaviors are defined below:

Major/ Office Managed Behavior				
Major Problem Behavior	**Definition**	**1st Offense**	**2nd Offense**	**3rd Offense**
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student maliciously delivers verbal messages that include swearing, name calling, racial slurs, or use of words in an inappropriate/aggressive way. This also includes **terroristic threats** or threats of bodily harm or malice.	Principal / Counselor conference with student. Review expectations. Mandatory (1) one day suspension. Principal will contact parent / guardian.	Principal / Counselor conference with student. Review expectations. Mandatory (3) three day suspension. Principal will contact parent / guardian.	Principal / Counselor conference with student. Review expectations. Mandatory (5) five day suspension. Principal will contact parent / guardian.
Arson (Arson)	Student plans and/or participates in malicious burning of property.	Mandatory ten (10) day suspension, parent/guardian contact, informal hearing Recommendation For Expulsion Notification Of Police/possible citation	-	-
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.	Mandatory ten (10) day suspension, parent/guardian contact, informal hearing Recommendation For Expulsion Notification Of Police/possible citation	-	-

Bullying/Cyber bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.	See Bullying Section of Handbook	See Bullying Section of Handbook	See Bullying Section of Handbook
Defiance/ Insubordination/ Non-Compliance (Defiance)	Student engages in repeated refusal to do work, follow directives, running in the hallway, leaving class without permission, talking back, taking others items, being off-limits.	Principal / Counselor conference with student. Review expectations. Mandatory (1) one after school detention assigned. Principal will contact parent / guardian.	Principal / Counselor conference with student. Review expectations. Mandatory (2) two after school detention assigned. Principal will contact parent / guardian.	Principal / Counselor conference with student. review expectations Mandatory (1) one day suspension. Principal will contact parent / guardian.
Disrespect (Disrespct)	Student repeatedly delivers socially rude or dismissive messages to adults or students.	Principal / Counselor conference with student. Review expectations. Mandatory (1) one after school detention assigned. Principal will contact parent / guardian.	Principal / Counselor conference with student. Review expectations. Mandatory (2) two after school detention assigned. Principal will contact parent / guardian.	Principal / Counselor conference with student. review expectations Mandatory (1) one day suspension. Principal will contact parent / guardian.
Disruption (Disruption)	Student engages in repeated behavior causing an interruption in a class or activity (ex. disrobing, sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior).	Principal / Counselor conference with student. Student will be assigned (1) Recess Detention for each missed class period. Principal will contact parent / guardian.	Principal / Counselor conference with student. Student will be assigned (1) after school detention for each missed class period. Principal will contact parent / guardian.	Principal / Counselor conference with student. Mandatory (1) one day suspension. Principal will contact parent / guardian.
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district (ex. inappropriate messages/graphics, midriff showing, low cut tops, low riding pants, unsafe footwear) .	Principal / Counselor conference with student. Mandatory (1) one day suspension. Principal will contact parent / guardian.	Principal / Counselor conference with student. Mandatory (1) one day suspension. Principal will contact parent / guardian.	Principal / Counselor conference with student. Mandatory (1) one day suspension. Principal will contact parent / guardian.

Fighting (Fight)	Student is involved in mutual participation in an aggressively physical incident involving physical violence.	Principal / Counselor conference with student. Review expectations. Mandatory (3) three day suspension. Principal will contact parent / guardian.	Principal / Counselor conference with student. Review expectations. Mandatory (5) five day suspension. Principal will contact parent / guardian.	Principal / Counselor conference with student. Review expectations. Mandatory (5) five day suspension. Principal will contact parent / guardian.
Forgery/ Theft/ Plagiarism (Theft)	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.	Principal / Counselor conference with student and review expectations. Student will be assigned (1) Recess Detention. Principal will contact parent / guardian. Restitution as appropriate. Zero recorded for grade on assignment.	Principal / Counselor conference with student. Mandatory (1) one day suspension. Principal will contact parent / guardian. Restitution as appropriate. Zero recorded for grade on assignment.	Principal / Counselor conference with student. Mandatory (2) two day suspension. Principal will contact parent / guardian. Restitution as appropriate. Zero recorded for grade on assignment.
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.	Principal / Counselor conference with student and review expectations. Student will be assigned (1) Recess Detention. Principal will contact parent / guardian.	Principal / Counselor conference with student. Mandatory (1) one day suspension. Principal will contact parent / guardian.	Principal / Counselor conference with student. Mandatory (2) two day suspension. Principal will contact parent / guardian.
Harassment (Harass)	The continual delivery of disrespectful, repeated, and unwanted messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.	Principal / Counselor conference with student(s). All parents/guardians involved will be notified and informed. Students/ parent/ guardian will receive a written notice that further harassment actions on their parts will result in future suspensions. Student will be assigned after school detention.	Principal / Counselor conference with student. Review expectations. Mandatory (3) three day suspension. Principal will contact parent / guardian.	Principal / Counselor conference with student. Review expectations. Mandatory (5) five day suspension. Principal will contact parent / guardian.
Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.	Principal / Counselor conference with student and review expectations. Student will be assigned (1) Recess Detention. Principal will contact parent / guardian.	Principal / Counselor conference with student. Mandatory (1) one day suspension. Principal will contact parent / guardian.	Principal / Counselor conference with student. Mandatory (2) two day suspension. Principal will contact parent / guardian.
Inappropriate Location/ Out	Student is in an area that is outside	Principal / Counselor conference with student and	Principal / Counselor conference with student.	Principal / Counselor conference with student.

of Bounds Area (Out Bounds)	of school boundaries (as defined by school).	review expectations. Student will be assigned (1) Recess Detention. Principal will contact parent / guardian.	Mandatory (1) one day suspension. Principal will contact parent / guardian.	Mandatory (2) two day suspension. Principal will contact parent / guardian.
Lying/ Cheating (Lying)	Student delivers a statement that is untrue and/or deliberately violates rules.	Principal / Counselor conference with student and review expectations. Student will be assigned (1) Recess Detention. Principal will contact parent / guardian. Zero recorded for grade on assignment.	Principal / Counselor conference with student. Mandatory (1) one day suspension. Principal will contact parent / guardian. Zero recorded for grade on assignment.	Principal / Counselor conference with student. Mandatory (2) two day suspension. Principal will contact parent / guardian. Zero recorded for grade on assignment.
Other Behavior (Other)	Student engages in problem behavior not listed.	Principal / Counselor conference with student and review expectations. Student will be assigned (1) Recess Detention. Principal will contact parent / guardian.	Principal / Counselor conference with student. Mandatory (1) one day suspension. Principal will contact parent / guardian.	Principal / Counselor conference with student. Mandatory (2) two day suspension. Principal will contact parent / guardian.
Physical Aggression (PAgg)	Student engages in actions involving serious physical contact where injury may occur (ex. touching others private parts, hitting, punching, hitting with an object, kicking, hair pulling, choking, biting, tripping, tackling, scratching, spitting, pushing someone down, throwing furniture or items in an aggressive fashion etc.).	Principal / Counselor conference with student. Review expectations. Mandatory (1) one day suspension. Principal will contact parent / guardian.	Principal / Counselor conference with student. Review expectations. Mandatory (3) three day suspension. Principal will contact parent / guardian.	Principal / Counselor conference with student. Review expectations. Mandatory (5) five day suspension. Principal will contact parent / guardian.
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property (ex. damaging property with value over $5, damaging items that cannot be repaired.	Principal / Counselor conference with student. Review appropriate use of property. Mandatory (1) one day suspension. Principal will contact parent / guardian. Restitution for damages.	Principal / Counselor conference with student. Review appropriate use of property. Mandatory (2) two day suspension. Principal will contact parent / guardian. Restitution for damages.	Principal / Counselor conference with student. Review appropriate use of property. Mandatory (3) three day suspension. Principal will contact parent / guardian. Restitution for damages.

Skip class (Skip)	Student leaves or misses class without permission.	Principal / Counselor conference with student. Student will be assigned (1) Recess Detention for each missed class period. Principal will contact parent / guardian.	Principal / Counselor conference with student. Student will be assigned (1) after school detention for each missed class period. Principal will contact parent / guardian.	Principal / Counselor conference with student. Student will be assigned (1) after school detention for each missed class period. Principal will contact parent / guardian.
Tardy (Tardy)	Student is repeatedly late (as defined by the school) to class.	The building principal will conduct a School Attendance Improvement Plan Conference with the parents/ guardians and the school counselor. Additional consequences could include a referral to Justice Works Truancy Agency, Fayette County CYS, and / or citation with the District Magistrate.		
Technology Violation Tech)	Student's repeated physical possession of electronic devices during the school, using tech programs without permission, using devices without permission, using someone else's device, and using someone else's login information.	Principal / Counselor conference with student. Student will be assigned 'restricted' mode with Tech Dept. for remainder of the school year. Principal will contact parent / guardian.	Principal / Counselor conference with student. Student will lose technology privileges for 5 school days. Principal will contact parent / guardian.	Principal / Counselor conference with student. Student will lose technology privileges for 5 school days. Principal will contact parent / guardian to schedule after school detention.
Truancy (Truan)	Student receives an 'unexcused absence' for ½ day or more.	The building principal will conduct a School Attendance Impr**(**ovement Plan Conference with the parents/ guardians and the school counselor. Additional consequences could include a referral to Justice Works Truancy Agency, Fayette County CYS, and / or citation with the District Magistrate.		
Use/ Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.	Mandatory ten (10) day suspension, parent/guardian contact, informal hearing Notification Of Police/possible citation Implementation Of Drug And Alcohol Policy	-	-
Use/ Possession of Combustibles (Combust)	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).	Mandatory ten (10) day suspension, parent/guardian contact, informal hearing Recommendation For Expulsion Notification Of Police/possible citation	-	-
Use/Possession of Drugs (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.	Mandatory ten (10) day suspension, parent/guardian contact, informal hearing Notification Of Police/possible citation Implementation Of Drug And Alcohol Policy	-	-

Use/ Possession of Tobacco/ Vaping E-cigarettes **(Tobacco)** **May change with policy revision**	Student is in possession of or is using tobacco/vape pen.	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.	One (1) day suspension and a citation for disorderly conduct issued through the Perryopolis Police Department.	Three (3) day suspension and a citation for disorderly conduct issued through the Perryopolis Police Department.
Use/ Possession of Weapons (Weapons)	Student is in possession of knives (> 6 in., < 6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.	Mandatory ten (10) day suspension, parent/guardian contact, informal hearing Recommendation For Expulsion Notification Of Police/possible citation	-	-

Major Problem Behavior Disciplinary Actions are individualized and assigned case-by-case based on student's age, grade, previous behavioral infractions, behavioral plan(s), individualized education program (IEP), and/ or 504 Service Agreement. Disciplinary actions may include:

The Principal calls the parent / guardian and conferences with the student.

- Parent(s) and/or guardian(s) contacted by written report or telephone by teacher
- Conference with Principal (as appropriate)
- Reteach Expectations
- Restorative Practices
- Referral to Elementary Student Assistance Program
- Lunch/recess detention
- Loss of privileges (i.e. activities / assemblies / field trips)
- Restitution for damages
- After-school detention
- Out-of-School Suspension
- Referral to law enforcement officials
- Additional consequences may be at the discretion of the administrator.
- Classroom / homeroom / bus / schedule changes
- Referral to School-Based Therapy with Chestnut Ridge

Guidelines for Detention, Suspension, Expulsion and Probation

DETENTION

Detention is a designated period of supervised study held after the regular school day, during a student's lunch period or during recess. The building principal will assign the designated detention monitor to 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 after-school detention. Students and parents 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 unless parent/guardian agrees otherwise.

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 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 **3:30 P.M. to 4:30 P.M.** Parents must sign out the child when picking him/her up after detention ends. Parents must report to the Elementary School entrance.

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 additional hours of after-school detention.

3. **Rules governing behavior during after-school detention:**

a. Students must report to the after-school detention classroom 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.

The principal will assign detention adhering to the following guidelines:

- 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.
- 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.
- Provide the principal with a written statement noting the reason for assigning after-school detention and the date, time and location of the detention.

LUNCH / RECESS DETENTION

Lunch and / or Recess Detention may be utilized for a student who demonstrates a behavior concern and fails to meet our school-wide expectations. During this designated detention period. The student will gather his or her lunch and report to the designated location. The student will eat his or her lunch, then have an opportunity to discuss behavior he or she engaged in. The student will have an opportunity to determine what he or she could have done differently instead of engaging in the behavioral concern. Parents/ guardians will be notified in advance of an assigned lunch and / or recess detention.

SUSPENSION AND EXPULSION

The board of education and 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. 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.

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.

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.

Description of Disciplinary Offenses

ABUSIVE/OFFENSIVE LANGUAGE & GESTURES

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, 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 shirts, 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 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
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. First (1st) offenses will be addressed with a written record, and 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. Self-defense is not to be considered an intentional act under this rule.

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 assigned locker in the hallway upon arrival and dismissal. Bookbags must be clear or mesh in nature.

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.

BUS BEHAVIOR
See "**TRANSPORTATION**" section of this handbook.

CELL PHONES

Cell phones and communication devices (including smart phones, smart watches,etc) are prohibited from the time the student enters the school facility until the time the student exits the school facility and throughout the day.

- Devices need to be turned off or made inoperable.
- Exceptions to this rule can be made only upon the approval of the building principal.
- While using school district transportation students may privately (with earphones) play games or listen to music.
- No other use of a cell phone or communication device will be permitted, including taking photographs and/or for audio or video recording.
- In all cases, ringers must be turned off or disabled.
- 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, or other devices.

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 other 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 other student(s), nor conspire with other 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. When the act of cheating involves an activity with multiple incentives (such as AR Rewards) the consequences will be as follows:
    - 1st offense - reset AR Points, no reward
    - 2nd offense - resent AR Points, no reward, Zero for AR Grade

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) subject 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 subject area 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. Instances of cyber-bullying will be handled in accordance with the district's Bullying policy and Acceptable Use of Technology Policy, found in this handbook. **PLEASE NOTE: On July 10, 2015, Governor Wolf signed PA House Bill 229 into law.** HB 229 is now Act 26 of 2015. Act 26 amends Title 18 (Crimes and Offenses) of the Pennsylvania Consolidated Statutes, in assault, further providing for the offense of harassment.

Act 26:

1. Defines cyber harassment of a child and makes it a crime.
2. Explains what occurs if a juvenile is charged with this offense.

3. Defines the following: *emotional distress, repeatedly communicates* and *seriously disparaging statement.*
4. Becomes effective September 8, 2015.

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 meetings or events.

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

ELECTRONIC DEVICES

Please see **ACCEPTABLE USE POLICY** AT https://www.boarddocs.com/pa/fraz/Board.nsf/Public#.

ENERGY DRINKS

Energy drinks (such as Monster, Rock Star, Alani, 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 at the discretion of the building principal.

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/DRINKS & OPEN CONTAINERS
Outside food or beverages are not to be delivered to school by vendors or parents and will not be accepted at the office. To maintain a clean, safe, and respectful learning environment, the following guidelines apply to all students regarding food and beverages:

<u>Open Container Policy</u>

- Open containers are not permitted inside the school building.
    1. Definition: An open container is any drink that has been opened before entering the school (e.g., coffee cups, energy drinks, sports drinks, travel mugs, ‘stanley cups, yeti cups, etc.).
- Students may bring:

1. A sealed bottle of water, and/or
2. An empty reusable container for water refills at our water refill station.

Consumption Areas

- All food must be eaten in the cafeteria.
    1. Food is not allowed in classrooms or hallways due to the presence of severe allergies.

Compliance & Consequences
If a staff member asks a student to dispose of food, drinks, or disposable open containers, the student is expected to comply respectfully.

Disrespect or failure to follow these guidelines may result in:
Confiscation of items (without refund), and/or Disciplinary action.

Special Exceptions
Food and beverages involved in class projects/celebration will be overseen by faculty members, who will apply these guidelines within their classrooms. Meals for Pre-K are served in their classroom.

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.

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 FOR COLLECTING LIBRARY FINES

1. A daily fine of $.25 will be charged per book on all overdue books.
2. A maximum of $3.50 per book (14 days consecutive) will be assessed.
3. A "Date Due" card will be placed in all books so that students are aware of the dates their books must be returned.
4. After 14 days, students with unpaid fines will be referred to the Elementary School principal. A letter will be sent to parents/guardians concerning the fines.
5. 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. Further, any student who creates a dangerous situation with an automobile will immediately forfeit the privilege of driving to school.

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 to 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.
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 person 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.

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 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, LIGHTED OBJECTS

The possession and/or use of any tobacco/nicotine/vaping 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 "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. Student 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 group 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, 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 areas 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.

SCHOOL POLICE

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 Elementary 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.

VISITORS

All visitors to Frazier Elementary School must report to the office, sign in, state their business and receive a visitor's identification badge. All visitors are required to bring their driver's license or state id to be scanned through the RAPTOR System Technology. 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.

- All unannounced visitors will not be permitted to leave the office foyer area at Frazier Elementary.
- Any visitor not known to office staff on duty will be asked to show identification.
- The front entrance doors of the elementary will be locked. Entry will be granted after their reason for the visit is confirmed. All visitors will be asked to wait in the office.
- Parents picking up students at regular dismissal time must wait outside.

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 class attendance and crisis manual 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/message is sounded; then proceed back into the building the same way you left.

FRAZIER ELEMENTARY FIRST FLOOR FIRE EXITS

Classrooms:	**Exit Doors:**
(Room 100)	Elementary School Front Entrance/Exit (Entrance #1)
(Room 101)	Elementary School Front Entrance/Exit (Entrance #1)
(Room 102)	Elementary School Front Entrance/Exit (Entrance #1)
(Room 112)	Elementary School Front Entrance/Exit (Entrance #1)
(Room 113)	Elementary School Front Entrance/Exit (Entrance #1)
(Room 114)	Elementary School Front Entrance/Exit (Entrance #1)
(Room 115)	Elementary School Front Entrance/Exit (Entrance #1)
(Room 103)	Elementary School Front Entrance/Exit (Entrance #1)

(Room 104)	Elementary Side Entrance/Exit [Gr 2 Stairwell] (Entrance #14)
(Room 110)	Elementary Side Entrance/Exit [Gr 2 Stairwell] (Entrance #14)
(Room 111)	Elementary School Front Entrance/Exit (Entrance #1)
(Room 108)	Elementary Side Entrance/Exit [Gr 2 Stairwell] (Entrance #14)
(Room 106)	Elementary Side Entrance/Exit [Gr 2 Stairwell] (Entrance #14)
(Room 107)	Elementary Side Entrance/Exit [Gr 2 Stairwell] (Entrance #14)
(Room 109)	Elementary Side Entrance/Exit [Gr 2 Stairwell] (Entrance #14)
(Room 105)	Elementary Side Entrance/Exit [Gr 2 Stairwell] (Entrance #14)
(Room 175)	Middle School Side Entrance/Exit (Entrance #3)
(Room 121)	Exit (by playground) and Exit (hallway by Gym) (Entrance #13)
(Room 177)	Middle School Side Entrance/Exit (Entrance #3)
Elementary Office	Elementary School Front Entrance/Exit (Entrance #1)
(Room 145)	Elementary School Front Entrance/Exit (Entrance #1)
School Social Worker	Elementary School Front Entrance/Exit (Entrance #1)
(Room 149)	Exit (by playground) Entrance #13)
(Room 120)	Gym Door Exit (Entrance #12)
(Room 118)	Exit (by playground) (Entrance #13)
(Room 147)	Exit (by playground) (Entrance #13)

FRAZIER ELEMENTARY SECOND FLOOR FIRE EXITS

Classrooms:	**Exit doors:**
(Room 213)	Elementary Library Stairwell, Elementary Front Entrance/Exit (Entrance #1)
(Room 212)	Elementary Library Stairwell, Elementary Front Entrance/Exit (Entrance #1)
(Room 203)	Elementary Library Stairwell, Elementary Front Entrance/Exit (Entrance #1)
(Room 203)	Elementary Library Stairwell, Elementary Front Entrance/Exit (Entrance #1)
(Room 205)	Elementary Side Entrance/Exit [Gr 5 Stairwell] (Entrance #14)
(Room 204)	Elementary Side Entrance/Exit [Gr 5 Stairwell] (Entrance #14)
(Room 210)	Elementary Library Stairwell, Elementary Front Entrance/Exit (Entrance #1)
(Room 211)	Elementary Library Stairwell, Elementary Front Entrance/Exit (Entrance #1)
(Room 206)	Elementary Side Entrance/Exit [Gr 5 Stairwell] (Entrance #14)
(Room 207)	Elementary Side Entrance/Exit [Gr 5 Stairwell] (Entrance #14)
(Room 208)	Elementary Side Entrance/Exit [Gr 5 Stairwell] (Entrance #14)
(Room 209)	Elementary Side Entrance/Exit [Gr 5 Stairwell] (Entrance #14)
(Room 217)	Elementary Library Stairwell, Elementary Front Entrance/Exit (Entrance #1)
(Room 215)	Elementary Library Stairwell, Front Entrance/Exit (Entrance #1)
(Room 200)	Elementary Library Stairwell, Elementary Front Entrance/Exit (Entrance #1)
(Room 201)	Elementary Library Stairwell, Elementary Front Entrance/Exit (Entrance #1)
(Room 214)	Elementary Library Stairwell, Elementary Front Entrance/Exit (Entrance #1)

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 if in a hallway. Teachers are to see that students assume the same position within the space assigned if not in a hallway. Students are to remain in this position until the “all clear” is given.

FRAZIER ELEMENTARY FIRST FLOOR SEVERE WEATHER DRILL ASSIGNED STATIONS:

(Room 100) Use Guidance Suite
(Room 101) Use hallway in front of assigned lockers
(Room 102) Use hallway in front of assigned lockers
(Room 112) Use Guidance Suite
(Room 113) Use hallway in front of assigned lockers
(Room 114) Use Guidance Suite
(Room 115) Use hallway in front of assigned lockers
(Room 103) Use hallway in front of assigned lockers
(Room 104) Use hallway in front of assigned lockers
(Room 110) Use hallway in front of assigned lockers
(Room 111) Use hallway in front of assigned lockers
(Room 108) Use hallway in front of assigned lockers
(Room 106) Use hallway in front of assigned lockers

(Room 107) Use hallway in front of assigned lockers
(Room 109) Use hallway in front of assigned lockers
(Room 105) Use space in front of Elevator.
(Room 121) Report to location for your grade level.
Elementary Office Paper Closet in office.
Elementary School Psychologist Stay in office.
School Social Worker (Room 145) Stay in office.
(Room 149) Stay in the faculty lounge.
Gym (Room 120) Report to location for your grade level.
(Room 118) Move to primary hallway by Pre K rooms.
Nurse (Room 147) Stay in Health Suite.

FRAZIER ELEMENTARY SECOND FLOOR SEVERE WEATHER DRILL ASSIGNED STATIONS:

(Room 213) Go downstairs by library to hallway outside Nurse, copy room and bank of lockers
(Room 212) Go downstairs by library to hallway outside Nurse and bank of lockers.
(Room 202) Go downstairs by library to hallway outside Nurse and bank of lockers.
(Room 203) Go downstairs by library to hallway outside Nurse and bank of lockers.
(Room 205) Go downstairs, report to wall across from music room / ES Gym
(Room 204) Go downstairs, report to wall across from music room / ES Gym
(Room 211) Go downstairs, report to wall across from music room / ES Gym
(Room 210) Go downstairs, report to wall across from music room / ES Gym
(Room 206) Go downstairs, report to wall by music room / ES Gym
(Room 207) Go downstairs, report to wall by music room / ES Gym
(Room 208) Go downstairs, report to wall by music room / ES Gym
(Room 209) Go downstairs, report to wall by music room / ES Gym
Library (Room 217) Report to location for your grade level.
(Room 200) Use space in front of Elevator.
(Room 201) Use space in front of Elevator.
(Room 214) Use space in front of Elevator.

Parent/Guardian Review of Handbook Form

To: **Parents/Guardians of the Frazier Elementary School Students**

From: **Dr. Anne Stillwagon, Frazier Elementary Principal**

Date: **August 19, 2026**

Re: **2026/2027 Frazier Elementary Student/Parent Handbook**

The Frazier Elementary Student Handbook contains district policies and procedures. After reviewing the material with your child, please sign the form below and have your child return it to his/her classroom teacher by **September 16, 2026.** Your signature does not indicate that you agree with all aspects of the handbook or discipline code. Your signature is required to verify that you have reviewed the material with your child and are aware of the district's policies and procedures.

Thank you for your cooperation!

2026-2027 Frazier Elementary
Student/Parent Handbook Return Slip

Student's Name:_____

Parent's/Guardian's Signature:_____

Date: _____

Homeroom Teacher: _____

FRAZIER PRE-K APPENDIX

2026-2027

*PLEASE REFER TO THE FRAZIER ELEMENTARY HANDBOOK FOR THE COMPLETE SCHOOL HANDBOOK

PRE-K SCHEDULE	
AM Pre-K	
Subject	Times
Prep Time	8:00-8:45
Arrival	8:30-8:45
Breakfast	8:45-9:15
Circle Time	9:15-9:30
Recess	9:40-10:10
Centers	10:10-11:15
Circle Time	11:15 -11:30
Clean up/Prep for dismissal	11:20-11:30
Dismissal	11:30-11:40
T. Lunch	11:43-12:13

PM Pre-K	
Subject	Times
Arrival	12:15-12:20
Lunch	12:25-12:55
Circle Time	12:55 - 1:10
Centers	1:10 - 2:15
Recess	2:20-2:50
Circle Time	2:55-3:05
Dismissal	3:15-3:30

2 HOUR DELAY SCHEDULE
Morning Class: 10:45 AM -12:45PM (Breakfast 10:45-11:15)
Afternoon Class: 1:15 PM - 3:15 PM (Lunch 1:15-1:45)
2 HOUR EARLY DISMISSAL SCHEDULE
Morning Class: 8:45 AM - 10:45 AM (Breakfast 8:45-9:15)
Afternoon Class: 11:15 AM - 1:15 PM (Lunch 11:15-11:45)

COMMUNITY NEEDS ASSESSMENT

The Pre-K Program will administer a Community Needs Assessment annually to enrolled families to determine what supports are necessary for the program and families. The results will be analyzed and information shared as requested by participants. The Community Needs Assessments will be administered electronically to families. A physical copy of the Community Needs Assessment can be requested from the school office.

ENROLLMENT PLAN

We have operated Pre-K Counts programs for children in the Frazier School District since 2007 (which was the first year we offered Pre-K Counts funding to afford at risk students with Pre K educational programs).

The mission of the Pre-K Counts services are to provide developmentally appropriate activities for young children to prepare them for kindergarten both academically and socially. The mission is to foster the desire to learn in our young children through enriching activities in an environment that encourages exploration and engagement in these crucial early years.

The vision includes supporting the whole child as they learn and grow in our educational community. This includes ensuring a safe and supportive environment where students can make real world connections to their learning through enriching environments. Also, students build positive relationships with qualified teachers who are caring and committed to each child and their personalized learning.

SERVICE AREA

The service area includes the Frazier School District which is a rural public school district located in Fayette County. This district serves the boroughs of Perryopolis and Newell, and the townships of Jefferson, Perry and Lower Tyrone.

According to the 2025-2026 Future Ready PA Index data for Frazier Elementary School: 1) school dropout rate is not available; 2) 57.7% of students are economically disadvantaged; 3) less than 1% of students are English Language Learners; and 4) 17.9% of students receive special education services.

RATIONALE

The Frazier School District is located in Fayette County. Fayette County has been identified as a High Risk Level county based on the Early Childhood Education Program Reach & Risk Assessment Analysis. Residents within this county and district are highly affected by poverty largely related to unemployment and the lack of employment opportunities. In addition, we do not compete for enrollment with other Pre-K programs. Our district's Pre K Counts program is the only Pre-K program available in the district's geographical area. We do not have a waiting list at the current time. We can serve all eligible students who have registered as of today. This also is confirmed with our Community Needs Assessment data.

TUITION

Families applying for the Frazier School District Pre-K Program will be required to submit proof of income to determine eligibility for the Pre-K Counts Program. Pre-K Counts provides free quality half-day pre-kindergarten to eligible 3 and 4 year olds in the Frazier School District. Families who do not meet the eligibility requirements for the Pre-K Counts Program may still participate in the Frazier Pre-K Program by enrolling in the Pre-K Tuition Option. Frazier School District is able to offer the Tuition Option to (16) families.

Frazier Pre-K Program Tuition Option rate for the 2026-2027 school year is $200.00 per month. Families participating in the Tuition Option will be invoiced (1) month in advance of service by US Postal Mail. Families can mail a check or money order to Frazier School District Business Office 142 Constitution St. Perryopolis, PA 15473. Cash is accepted at the Business Office Monday-Friday 8:00am-3:00pm. After (2) months of missed tuition payments, families will be dismissed from the program.

ADDITIONAL RISK FACTORS

The additional risk factors that impact selection and enrollment decisions to identify students most at risk of school failure are in order of priority: 1) student has a disability and/or receives Early Intervention Services (has an IFSP); 2)potential developmental delay (as per score from the Brigance Early Childhood Screen) ; 3) involvement with community agencies; 4) environmental disadvantages (such as homeless, ESL, etc.); and 5) other family and parent factors (such as adopted/foster child, teen parent, parent does not have a high school education, etc.).
We utilize a risk factor priority rubric that is scored after the child is registered to prioritize enrollment decisions in the case that space is at a minimum and enrollment decisions must be made.

Other Pre Kindergarten opportunities do not exist within this school district. Our district residents must utilize Pre K programs outside of our district if not attending our district's Pre K Counts program.

PRE-KINDERGARTEN SCREENINGS/OUTCOME ASSESSMENTS

In the springtime, a Pre-Kindergarten registration day will be held where students are assessed using the Brigance Screening Tool. Students identified as a Pre-K Counts Program student will be assessed using AIM® and the Ages & Stages Questionnaires® (ASQ®).
AIM® which is a curriculum-embedded, authentic performance assessment for teachers to use to assess young students' development in multiple domains. Ages & Stages Questionnaires® (ASQ®) provide accurate, reliable developmental and social-emotional screening for children between birth and age 6 that uses parent knowledge to assist in pinpointing developmental progress and catch delays in young children.

Also a comprehensive evaluation screening tool will be used to assess each child within the first 45 days of school. The Pre-kindergarten screening and assessment process will include vision, hearing, gross/fine motor skills, speech and academic readiness.

PRE-KINDERGARTEN (PRE-K) ADMISSION REQUIREMENTS

Purpose

The Board shall establish age requirements for the admission of pre-kindergarten students which is consistent with statute and sound educational practice and which ensure the equitable treatment of all eligible children. All children must be residents of the Frazier School District and show proof of residency. **Verification of income is also required.**

Regular Entrance

A child is eligible for admission to pre-kindergarten if he/she has attained the age of three (3) or four (4) years before September 1st.

The principal shall require that each child who registers for entrance to school exhibit documentation as proof of age and birth date.

One of the following instruments shall serve to verify age of a child:

1. A legal birth certificate.
2. A baptism certificate indicating date of birth, together with a notarized statement from parent or guardian attesting to the accuracy of the certificate.
3. A certified copy of entrance into the United States, showing the date of birth of the child, along with a notarized statement from the parent or guardian.
4. Such other evidence as an insurance policy, or previous school record, showing date of birth of the child, along with a sworn, notarized statement from a parent or guardian.
5. If none of the above are available, an affidavit of age, sworn by the parent or guardian, and accompanied by a certificate of age from a public health officer or a licensed practicing physician in the county.

PRE-KINDERGARTEN SUMMER READINESS PROGRAM

The Pre-Kindergarten Summer Readiness Program in the Frazier School District will be available to any student who will be attending Pre-Kindergarten in the fall. The Pre-Kindergarten Summer Readiness Program will be strongly recommended for those students who score below average on our pre-kindergarten screenings and are considered to be at risk in the area of academic readiness.

ARRIVAL

In order to make sure all students stay safe, please adhere to our student drop off guidelines:

- Students may begin to arrive at school at 8:45am. Students can enter the school building at 8:45am. Pre K Morning Session students will receive breakfast, supervised by Pre K Staff in the classroom.
- Afternoon session students will be served lunch.
- Students will not be permitted in the school before **8:30AM** Afternoon session students will not be permitted in the school before **12:15PM.**
    - Cars should remain in a single file line and respect any cones barring their entry in front of the building.
    - All students should exit the vehicle from the passenger side and walk to the sidewalk.
    - Please have your child prepared to exit the vehicle as quickly as possible.
    - Do not let your child exit the vehicle on the driver's side.
- The drop off zone prohibits the parking of vehicles. It is for drop off only. If you need to assist your child, please park your car and walk the child to the entrance of the school. Additional parking is available at the ball courts and a few visitors' spaces closer to the building.
- Please do not drop off students where they will need to navigate through traffic, this increases the likelihood of being injured.
- Students who report to school after 9:00 A.M. but before 9:30 A.M. will be marked tardy.
- Students who report to school after 9:00 A.M. must have their parent/guardian sign the late arrival book.
- Vehicles should not interfere with the bus drop off.
- Please take your time during the busy drop off and adhere to the guidelines to ensure the safety of our students.

DISMISSAL

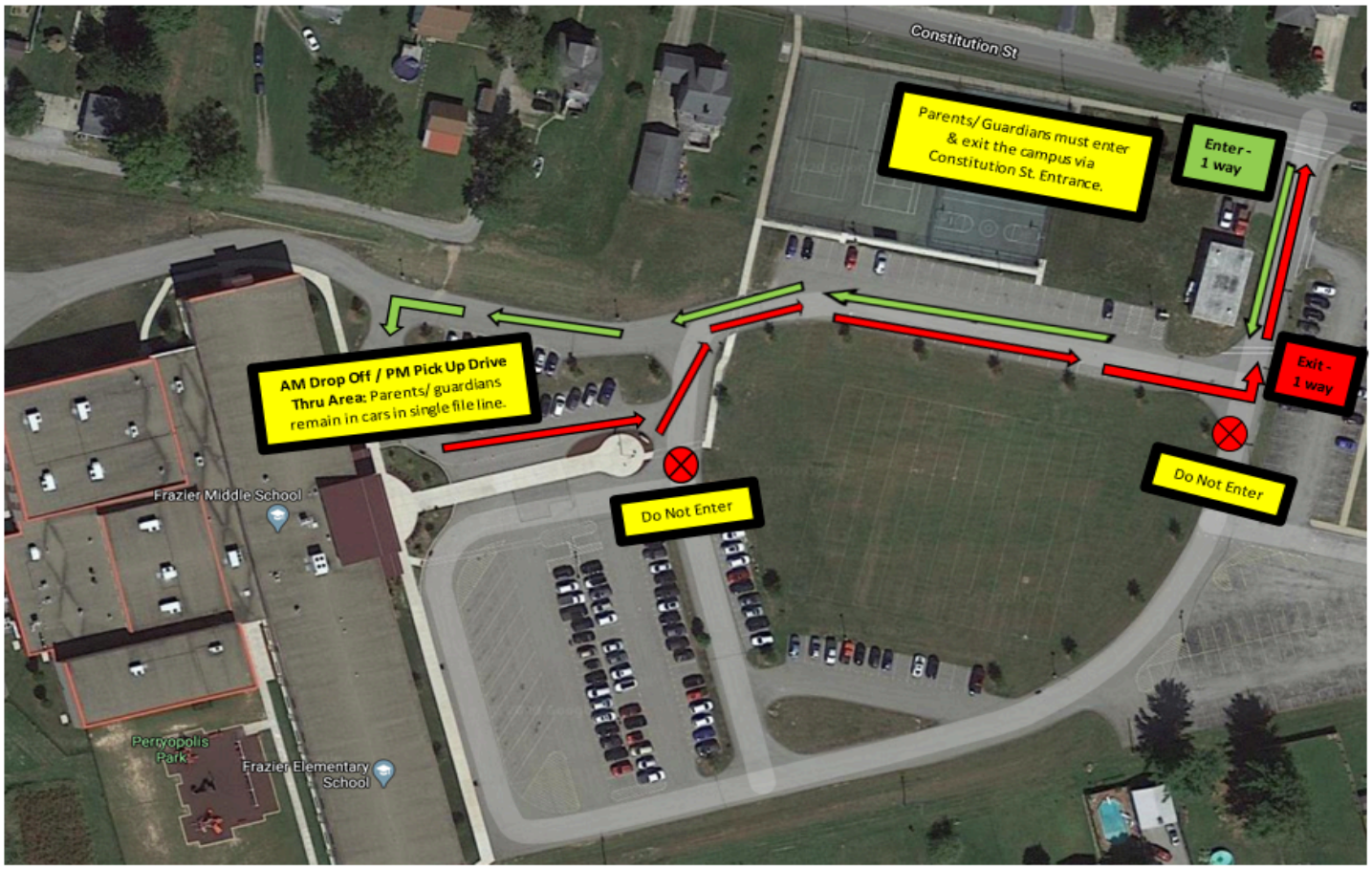
Dismissal Time is a very busy time of the day. To ensure our students are safely dismissed, please review our dismissal procedures:

- Morning session Pre-K will begin dismissal at 11:30 and conclude by 11:45. All students need to be picked up by 11:45.

- Afternoon session Pre-K will begin dismissal at 3:15 and conclude by 3:30. All students need to be picked up by 3:30.

Late Pick-Ups:

The Morning Pre-K Session will conclude at 11:45. Students who are not picked up by 11:45 on the first and second occasion will receive a letter reminding parents/ guardians of the dismissal times for the session. After the third occurrence of a late pickup, students will be dismissed from the Pre K Session. Afternoon session Pre-K will begin dismissal at 3:15 and conclude by 3:30. All students need to be picked up by 3:30. Students who are not picked up by 3:30 on the first and second occasion will receive a letter reminding parents/ guardians of the dismissal times for the session. After the third occurrence of a late pickup, students will be dismissed from the Pre K Session.



ARRIVAL /DISMISSAL PROCEDURES:

1. Parents / Guardians are to enter the campus via Constitution Street by Frazier Maintenance Building.
2. Follow Green Arrows on the attached map for Drive Thru Arrival Drop Off.
3. Remain in a single-file line in the vehicle.
4. When the vehicle arrives at the Middle School doors, the student(s) will exit the vehicle from the passenger side and walk to the sidewalk to enter the building using the Elementary School front entrance.
5. Parents/ Guardians are to remain in their vehicles, in line, and exit the campus following Red Arrows on the attached map.
6. Parents/ Guardians are to exit the campus via Constitution Street.

REGULATIONS - ABSENCES

Absences shall be considered as unexcused and/or illegal when a student fails to provide school officials with a proper written excuse within three (3) days of his/her return to school.

A maximum of ten (10) days of cumulative lawful absences verified by parental notification shall be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed physician.

MEALTIMES

Effective teachers make mealtime a learning time broadly, and teach about healthy eating habits, so there is no loss of “instructional time.”

- All Pre-K students will be escorted and supervised by Pre-K faculty/staff
- Morning session students will eat Breakfast and the afternoon students will eat Lunch
- Quiet conversation will be permitted. Loud, boisterous behavior will not be tolerated.
- Each student is responsible for cleaning his/her place at the table, depositing trash in the proper container and returning his/her tray; however, faculty and staff will assist as necessary.
- Students are not permitted to share food items due to possible allergic reactions. Students are also not permitted to touch another student’s food item.

SESSION ASSIGNMENTS

Session assignments are determined each based on registration and enrollment information. This professional educational team makes thoughtful consideration to this assignment to create a heterogeneous classroom to balance the academic and social structures within a classroom. We consider a multitude of factors including parent input however, it is not the sole factor from which we use to assign a student to a session. We do value your input and feel that this assignment is best left to the professional educational staff to create the best educational situation for our students. Therefore we respectfully request that parents/guardians do not make specific session requests.

SUSPENSION AND EXPULSIONS

Please see the 2026/2027 Frazier Elementary Student Handbook for Discipline, Suspension and Expulsion information.

FOOD SERVICE

In accordance to the Pre-K Counts Regulations, the elementary school cafeteria will provide a meal for each Pre-K student. Morning Pre-K students will receive Breakfast and afternoon Pre-K Students will receive Lunch. Pre-K students will be fed almost immediately after arriving to school. Menus are sent home each month and are posted on the school district's web page, in the cafeteria and in the newspaper. Items listed will rotate month to month and will be subject to change due to vendor availability. If you choose not to participate on any given day, please send a healthy breakfast (morning students) or lunch (afternoon students) with your child. Please do not send any food items containing nuts. Also, as per Pre-K Counts regulations, Pre-K faculty and staff must track all food items provided to students whether they are provided by the Cafeteria or by parents.

EARLY INTERVENTION PRESCHOOL PROGRAM

What is Early Intervention?
Early Intervention (EI) consists of services and supports designed to help families with children who have developmental delays. While all children grow and change at their own rate, some children can experience delays in their development. Sometimes this can be a cause for concern. Early Intervention provides supports and services to young children and their families/caregivers to help the children grow and develop.

Who is eligible?
Infants, toddlers, and preschool children who have special needs due to a developmental delay or diagnosis are eligible to receive Early Intervention services.

What are Early Intervention supports and services?
Early Intervention (EI) supports and services are provided at no cost to families. EI services may include: information on how children develop skills and abilities; education and support for the parent/caregiver, and specific developmental therapies designed for their child. Early Intervention provides ideas for how a family can help their child at home as well as in the community, and is individualized to enhance both growth and learning. If a child is attending an early care/education setting, EI teachers/therapists/specialists can assist the early childhood staff with strategies to promote the child's development. Early Intervention can also assist families in finding and linking in to a variety of community services and supports.

Where do children/families receive supports and services?
Services may be provided during the child's daily activities at home or in the community, at child care centers, nursery schools, play groups, and Head Start programs.

Who should families contact to see if their child is eligible for Early Intervention?

A first step for any family with a concern about their child's development is to call CONNECT Services (toll free: 1-800-692-7288) or their local EI Program. The Early Intervention program will determine if the child is eligible for Early Intervention.

Your local EI programs:

Intermediate Unit 1
Early intervention Preschool Program
Ages 3-5
Please Call 724-938-3241 ext. 220 or 239

Early Intervention Website Links:

http://www.pattan.net
http://www.education.state.pa.us
http://www.dpw.state.pa.us

KINDERGARTEN ADMISSION POLICY #5000A (REVISED 5/22/02)

PURPOSE

The Board shall establish age requirements for the admission of kindergarten students and beginners which is consistent with statute and sound educational practice and which ensure the equitable treatment of all eligible children. All children must be residents of the Frazier School District and show proof of residency.

REGULAR ENTRANCE

A child is eligible for admission to kindergarten if he/she has attained the age of five [5] years before September 1.
The principal shall require that each child who registers for entrance to school exhibit documentation as proof of age and birth date.
One of the following instruments shall serve to verify age of a child:

1) A legal birth certificate.
2) A baptism certificate indicating date of birth, together with a notarized statement from parent or guardian attesting to the accuracy of the certificate.
3) A certified copy of entrance into the United States, showing the date of birth of the child, along with a notarized statement from the parent or guardian.
4) Such other evidence as an insurance policy, or previous school record, showing date of birth of the child, along with a sworn, notarized statement from parent or guardian.

5) If none of the above are available, an affidavit of age, sworn by the parent or guardian, and accompanied by a certificate of age from a public health officer or a licensed practicing physician in the county.

EARLY ENTRANCE

Parents of children whose birthdays fall between September 1st and October 31st of the school year may seek early entrance to kindergarten by writing a request to the Elementary School principal by June 30th. Readiness for kindergarten depends on a child's development of cognitive, social, emotional, perceptual, fine/gross motor skills, language skills, academic readiness skills and age appropriate behavior required by the Frazier School District outlined in their discipline code. Readiness also depends on the curriculum's degree of structure, the behavior of the child required by the instructional program and the expectations of what the child is expected to achieve by the end of the kindergarten program.

1. The school district will ascertain the child's readiness skills by means of a comprehensive psychological evaluation in intellectual functioning, school readiness skills and social and emotional adjustment given by a certified or licensed school psychologist. All pre-school records and previous evaluations should be made available to the psychologist before the evaluation process takes place. This information will be used in the psychological report. The parents are responsible for a fee for administering the testing instrument. The fee will be waived if the parent (s) is/are eligible for the Federal Free Lunch Program.

2. The school district strongly recommends that all children seeking early entrance to kindergarten attend our kindergarten summer readiness program. During the week program our staff will complete a kindergarten readiness checklist which will be used in conjunction with the psychological evaluation report.

3. The parents will receive a written report from the psychologist and they must give this report to the Superintendent of the Frazier School District. The Superintendent, Elementary School Principal, and the K-12 Curriculum Supervisor will ascertain the child's readiness after reviewing the psychological report which the child must score an above average composite IQ on a test of intellectual functioning and an advanced conceptual development/school readiness composite on a test of basic concepts. We will also review the Kindergarten Readiness checklist provided by our staff. The availability of space in our kindergarten classrooms will also factor in the final decision.

BEGINNERS

Beginners are children entering the lowest grade of the primary school above Kindergarten level. They shall be admitted to school only during the first two (2) weeks of the annual school term except that a child who is eight (8) years of age may begin school at any time during the school year.

A beginner is eligible for admission to the lowest grade of the primary school above the Kindergarten level if he/she has attained the age of six (6) years before the first (1st) day of September. The Superintendent may, on the written request of the parent(s) and/or guardian(s), admit as a beginner a child whose chronological age is not less than five (5)

years but whose mental age is seven (7) years, when so recommended by the school psychologist and approved by the Superintendent.

LATE ENTRANCE

The School Code does not permit a beginning student to be enrolled in Kindergarten or grade one (1) after school has been in session for ten (10) days.
A transfer or move-in student may be accepted, providing he/she had currently been enrolled in Kindergarten or grade one (1) in another school system.

PRE-KINDERGARTEN ADMISSION

PURPOSE

The Board shall establish age requirements for the admission of pre-kindergarten students which is consistent with statute and sound educational practice and which ensure the equitable treatment of all eligible children. All children must be residents of the Frazier School District and show proof of residency. Verification of income is also required.

REGULAR ENTRANCE

A child is eligible for admission to pre-kindergarten if he/she has attained the age of three (3) years old before September 1st.
The principal shall require that each child who registers for entrance to school exhibit documentation as proof of age and birth date.
One of the following instruments shall serve to verify age of a child:

1) A legal birth certificate.
2) A baptism certificate indicating date of birth, together with a notarized statement from parent or guardian attesting to the accuracy of the certificate.
3) A certified copy of entrance into the United States, showing the date of birth of the child, along with a notarized statement from the parent or guardian.
4) Such other evidence as an insurance policy, or previous school record, showing date of birth of the child, along with a sworn, notarized statement from a parent or guardian.
5) If none of the above are available, an affidavit of age, sworn by the parent or guardian, and accompanied by a certificate of age from a public health officer or a licensed practicing physician in the county.

Parent/Guardian Review of Handbook Form

To: **Parents/Guardians of the Frazier Elementary School Students**

From: **Anne Stillwagon, Frazier Elementary Principal**

Date: **August 19, 2026**

Re: **2026-2027 Frazier Elementary Student/Parent Handbook**

The Frazier Elementary Student Handbook contains district policies and procedures. After reviewing the material with your child, please sign the form below and have your child return it to his/her classroom teacher by **September 16, 2026.** Your signature does not indicate that you agree with all aspects of the handbook or discipline code. Your signature is required to verify that you have reviewed the material with your child and are aware of the district's policies and procedures.

Thank you for your cooperation!

2026-2027 Frazier Elementary

Student/Parent Handbook Return Slip

Student's Name:_____

Parent's/Guardian's Signature:_____

Date: _____

Homeroom Teacher: _____

Pre-K Teacher: Mrs. Yandura