



Parent Student Handbook



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Table of Contents

- 1 State and Federal Agencies and Programs
 - Overview
 - The Board of Trustees
 - School hours
 - Student drop off
 - Student pick up
 - Snack and lunch
 - Attendance
 - Student dress code
 - Parent observations
 - Homework
 - Field trips
 - AMASE
 - Lockers
 - School phones
 - Copy machine
 - Visitors
- 3 Instructional Program
 - School day
 - Staff
 - Online Instructional Program
 - Accreditation
 - Curriculum
 - Tuition
 - Sexual health education
- 4 Parent and School Communication
 - Orientation meetings
 - Speaker series
 - Back to School Night
 - Goal setting
 - Weekly reports
 - Report cards
 - Parent Teacher Conferences
 - Parent Portal
- 4 Staff and Family Relationships
- 5 Professional Conduct Standards
- 5 Expectations of Parent Conduct
- 5 Staff Involvement with Families
 - Family rights
 - Student directory
 - Photo release
 - Student records
 - Reporting of suspected child abuse
- 6 Student Behavior
 - Behavior expectations
 - S.T.A.R. Students S.O.A.R. at Frostig
 - School Matrices
 - Behavior Intervention
 - California Education Code 48900
 - School Response to Bullying and Harassment
 - Success Attributes

- 10 Transportation
- 11 Medication
- 11 Emergency Plans
 - Emergency contacts
 - Emergency procedures
 - Communication from school during an emergency
- 11 References
- 12 Signature page

Welcome to the 2020-2021 School Year!

We are so excited to welcome you to the 2020-2021 school year and anticipate another wonderful year supporting the students as they learn and grow at Frostig! In this handbook, you will find an explanation of many parent notifications required by law as well as specific information about how our school operates both online and on campus. Once you have read through it and discussed important information with your child, [please sign the back page and return it to the school or send an email to \[jenny@frostig.org\]\(mailto:jenny@frostig.org\) indicating your agreement.](#) If you have any questions, please don't hesitate to call the office and speak with a member of our staff.

Overview

The Board of Trustees:

Frostig has a Board of Trustees that oversees the mission of The Center. The Board's primary responsibility is to oversee The Center's policies and finances. Although they are interested in the operations of the school, the Board does not manage the day to day operations, educational program, or curriculum. The Executive Director and Principal are responsible for the educational aspects of the school.

School hours:

8:10 a.m. – 3:00 p.m., Monday, Tuesday, Wednesday, and Friday

8:10 a.m. – 1:40 p.m. on Thursdays.

Student Drop Off:

When we are on campus, Frostig staff will be available to supervise students who arrive between 7:15 a.m. and 8:10 a.m.. Students should not be on campus before 7:15 a.m. unless they are with their parents for a scheduled meeting or event with Frostig staff.

To drop off your student, please pull into the parking lot through the entrance on Altadena Drive and pull all the way forward (making a double row of cars if necessary) before allowing your student to exit the car. If your student needs to cross the parking lot, a staff member will be there to help.

All students will be screened for symptoms of illness upon arrival. Supervision will be held in several locations (including but not limited to Gates Hall, the yard, and the library) in order to ensure adequate social distancing for individuals.

Student Pick Up:

To pick up your child, parents and drivers may pull in the parking lot (if space is available) or along Dudley Avenue to the south and Cooley Avenue to the north of the campus. Please remain in or near your car

to ensure adequate social distancing. Staff members will be available to direct children to their cars and assist with navigating traffic both in the parking lot and on the street.

If you are parking on the street, please take care not to block the driveways in our neighborhood. Your help with this will allow us to remain on friendly terms with the people in our neighborhood and will also prevent you from being ticketed. In addition, please take care not to block Altadena Drive with your car if you are trying to pull into the parking lot.

Students will be supervised in the front of the school until their ride arrives. If a child is chronically late being picked up, a conference with the principal will be scheduled.

If we are on campus, it is quite possible that we will implement a staggered arrival and dismissal schedule to support essential safety protocols for our students. If that occurs, you will be informed of this schedule and the new procedures for arrival and dismissal.

Snack and Lunch:

The daily schedule includes a mid-morning snack break (called “nutrition break”) as well as a 30-minute lunch break. When we are on campus, students may bring their lunch from home or participate in our lunch program. Due to COVID-19, buffet-style hot lunch will no longer be served. Instead, boxed or sack lunches will be available. These lunches can be purchased on a quarterly basis and will also be provided if your child forgets his/her lunch from home. Please contact the office for additional information regarding the hot lunch costs and menu items. If a child is on a restricted diet that we need to monitor, please contact the principal and/or the classroom teacher.

To apply for free or reduced lunch, please contact the office.

Attendance:

Regular attendance is expected for Frostig students both for online classes and for in-person classes. Per Educational Code (EC) §48205, absences that are considered excused include those due to illness, doctor or dentist appointments, bereavement, court hearings, religious observations, time spent with an immediate family member who is an active duty member of the uniformed services, as defined in EC §49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position, attending the pupil’s naturalization ceremony to become a United States citizen, or serving as a member of a precinct board for an election. Absences for other reasons are considered unexcused. For all absences, students will have the same number of days as the absence to make up classwork and homework that was missed. Participation points missed during the absence may be made up through extra credit work. Please let the office know if your child is going to be absent from school.

Attendance for publicly funded students is reported to the funding district on a monthly basis. In keeping with common practice of other public and private schools, ten or more excused or unexcused absences within a semester is considered excessive. After ten absences, a parent conference will be scheduled.

Student dress code:

When we are on campus, we strive to maintain a dress code for students that allows for individual expression and flexibility. Within those guidelines, clothing that is distracting, inappropriate, unsafe, and does not appropriately cover a student’s body will not be allowed. A member of the school staff will contact you if there are concerns regarding your child’s clothing. Please be aware that tennis shoes must be worn for PE class.

For online classes, clothing that is distracting, inappropriate, and does not appropriately cover a student’s body will not be allowed. A member of the school staff will contact you if there are concerns regarding clothing being worn online.

Parent Observations:

When we are on campus, parents are welcome to observe in classrooms with appropriate advance notice for the staff (24 hours is sufficient). Please contact the principal to make these arrangements. A follow-up meeting or conversation with the teacher should be held to discuss any concerns or questions parents might have after the observation.

Homework:

Frostig students will receive homework four nights a week (Monday–Thursday) in reading, writing, and math. Social studies and science homework may be assigned if necessary. Students in grades 7–12 may occasionally have homework on the weekends as well.

Frostig’s philosophy is that homework should be at the student’s level, completed independently, and designed to reinforce or practice previously learned academic and study skills. For these reasons, we ask parents to not directly help their child with his/her homework, but instead to simply encourage their child to try his/her best. Parents of elementary students should communicate directly with the classroom teacher if homework is too hard while parents of middle and high school students should encourage their child to self-advocate and communicate with the classroom teacher about the assignment.

Planners are used with students in upper elementary, middle school, and high school to help develop Executive Functioning skills such as organization, time management, prioritizing tasks, breaking down tasks into manageable pieces, and task initiation. Some students prefer electronic methods to help them stay organized, however a paper copy of a planner can be provided if that works better for your child. If you need assistance with identifying an electronic or paper planner that works for your child, please contact your child’s teacher.

Field trips:

For the 2020–2021 school year, only virtual field trips will be provided in order to ensure student and staff health and safety. That decision will be revisited for the 2021–2022 school year or if the pandemic is resolved, whichever comes first.

If we are back on campus, small groups of students will walk to Victory Park for PE class. Plans will be made to ensure small groups, no sharing of equipment, social distancing, and student/staff health and safety while at the park.

AMASE:

Frostig belongs to a consortium of private and NPS special education schools throughout the Los Angeles area whose goal is to provide a variety of competitive, athletic, and recreational experiences. Through this program, students are encouraged to develop teamwork, good sportsmanship, and an understanding of the dynamics of sports. Frostig students play on the varsity level against other high school teams. Students must be 14 years of age to “try out” for the team and must maintain their grades demonstrate positive behavior in class to participate in the games. All students who “try out” will make the team unless there is a significant safety issue that might prevent them from participating safely in the sport.

Games are held off-site and require students to miss some of their classes. If your student participates, you will receive a game schedule and are invited to attend and watch the games. Per league rules, we

cannot invite other Frostig staff and students to watch and cheer during the games.

For the 2020-2021 school year, our AMASE league will decide each season whether or not to hold games for that season. The fall football season has already been cancelled. We will communicate regularly with you regarding each sports season and whether or not we can and should participate.

Lockers and Backpacks:

It is the recommendation of our safety experts that students not use their lockers until the COVID-19 pandemic is resolved in order to ensure adequate social distancing for students. Each student should bring a backpack to school to store his/her supplies and materials and for ease in moving around campus. A supply list will be sent home in August. If each student brings his/her own supplies in a backpack, we can eliminate the sharing of supplies and increase the safety and health of our students.

School phones:

Students may use the telephone in the front office with permission from a staff member for emergencies only. An emergency could involve transportation arrangement problems or health issues. Forgetting homework is not considered an emergency. All students will be taught to wipe down the phone after they use it.

Copy machine:

Students are often trained how to use the copy machine as an opportunity to help the teacher, take a break from class, and stretch his/her legs. Students should not make personal copies without permission from a staff member. All students will be taught to wipe down the copier after they use it.

Visitors:

All visitors must check in through the front office prior to entering the school campus. Please have your photo ID ready and expect to be symptom screened before being allowed access to our building.

Instructional Program

School day:

The school day is from 8:10-3:00 every day except Thursdays (dismissal at 1:40) to allow for team meetings and collaboration. We follow a traditional calendar (August-June) with a four-week summer program that is held in June/July from 8:30-1:00.

Staff:

All academic classes are taught by credentialed special education teachers. Our teachers' aides support the program in a variety of way, from working with small groups of students on academic tasks in addition to providing supervision on the yard and providing clerical support for the teachers.

Our staff also includes a variety of instructors who are professionals in their field and share their passion for music, art, drama, computers, film, STEAM, and foreign languages with our students through our electives program.

The Clinical Department supports students' development by providing services beyond the basic program when needed. These services include counseling, speech and language therapy, educational therapy, occupational therapy, and assistive technology. The services may be provided individually or in a small group and can be rendered in the classroom or on a pull-out basis.

Online Instructional Platform:

Frostig is a G-Suite School. Here is a brief list and description of how we use the various G-Suite applications for our distance learning program:

- Gmail: communication between staff and students; we teach the students that this is their "work" email and should be used for school related purposes only.
- Google Classroom: teachers use this to post assignments and links for assignments and to make class announcements; students use this to access their assignments and to turn in completed work
- Google Meet: we use this for video conferencing and online class (or individual) meetings
- Google Drive: all of the students' and teachers' work is saved on the Google Drive. This gives them online access to their work from anywhere the internet is accessible.
- Google Docs: similar to Microsoft Word, this is used for word processing and creating documents
- Google Slides: similar to PowerPoint, students and teachers use this to create presentations
- Google Sheets: similar to Excel, we use this to create spreadsheets
- Google Forms: used for collecting information from students (and others) in a questionnaire or survey format; also used for quizzes

There are many other online programs we use in addition to the G-Suite applications listed above. We will spend extra time this fall introducing these programs to the students and to you as families in order to ensure the maximum benefit from our distance learning program.

Accreditation:

Our school is divided into three programs: elementary (grades 1-5), middle (grades 6-8), and high (grades 9-12). Students in high school earn credits towards graduation. Frostig is jointly accredited by the Western Association of Schools and Colleges (WASC) and the California Association of Independent Schools (CAIS). This means that all completed courses, earned credits, and diplomas are recognized as valid by the California Department of Education.

Curriculum:

We follow the California Common Core State Standards for all of our academic classes. We use state approved curriculum and supplement with other resources and materials as needed.

Tuition:

The IRS considers services at Frostig to be treatment for a medical condition and allows it as a tax-deductible expense. Please contact the Business Office for documentation regarding this.

Sexual Health Education:

Students in grades 5 through 12 receive specific lessons regarding sexual health as outlined by the California Health Youth Act (EC §51930-51939) and California state standards. You will be notified prior to those lessons being taught and have the right to request that your child be excused from the lessons. The curriculum and materials used for these lessons are available for you to preview at any time throughout the school year. Please contact the principal if you would like to see them.

Parent and School Communication

Orientation Meetings:

All parents will be invited to attend our very first “Frostig Flight School” prior to the first day of school. It is designed to welcome parents to the new school year, share some of the highlights for the year, and answer any questions you might have.

Speaker Series:

Each year, outside professionals are invited to Frostig to speak to parents and community members about relevant topics and issues that impact the families of children with learning challenges. In the past, topics have included understanding dyslexia, working with the Department of Rehab, disability rights, setting up conservatorships, and supporting the emotional needs of children with learning challenges. If you have a topic to suggest or a professional to recommend, please let us know.

Back to School Night:

Typically held in September, Back to School Night is an opportunity for parents to visit their student’s classroom and hear information regarding the upcoming school year from the classroom teacher(s). This year, Back to School Night will be held virtually. More information on the schedule and plans for this event will be coming to you as soon as they are available.

Goal setting:

All publicly funded students will have their annual IEP held online in conjunction with their school district. These IEP meetings are designed to review the student’s progress and to set goals for the upcoming year. Parents will also receive two to four progress reports addressing IEP goals each school year.

All privately funded students will have an online meeting in the fall in which goals for the year will be discussed with the family. This meeting will include all of the student’s service providers and the homeroom teacher and will be conducted in a similar style as an IEP. Privately funded families will also receive progress reports addressing their child’s progress towards their goals throughout the year.

Weekly reports:

Each week you will receive an update from your child’s homeroom and math teacher(s) to inform you of his/her behavior, classwork and homework completion, and overall progress during the week. At times these reports will also include class announcements, reminders, and upcoming events.

Report cards:

Students in middle and high school will receive a report card each quarter. The grades on the report card reflect overall participation and work completion at the child’s individual academic level. The grades do not reflect progress towards grade level standards or overall performance levels for your child.

Parent Teacher Conferences:

Held in the fall and the spring, these conferences are designed to give you an opportunity to check in with your child’s homeroom teacher and discuss how your child is doing with behavior, classwork, homework, and overall growth. This is not designed to be another IEP meeting, but rather a check in to make sure everything is on track and that your child is making progress. If you wish to have a conference with any of the other teachers or service providers who work with your child, please contact that staff member directly to set up a conference.

Fall conferences will be held online. The format for spring conferences will be determined in February 2021.

Parent Portal:

Parents can monitor their student’s grades through the Parent Portal. Login information and passwords will be distributed via email prior to Back to School Night. Teachers generally update grades every two weeks. If you are having trouble accessing the Parent Portal, please contact the principal.

Staff and Family Relationships

If your child is privately enrolled, our relationship is exclusively with you as the child’s parent(s). Our plans for your child are based on mutually agreed upon goals and objectives. If for any reason you have questions about those plans, possible changes can be discussed with your child’s teacher or the principal. If we feel there should be changes to your child’s program, we will discuss those changes with you first.

If your child is publicly funded, our relationship is one of collaboration with you and with the school district. If you wish to request a change in your child’s IEP, please contact either the district or our staff so that we can schedule an IEP meeting to discuss those requests. Similarly, if we believe any changes are necessary, we will contact you and the school district at the same time to discuss our recommendations. We will then schedule an IEP meeting as appropriate.

A draft of the proposed IEP goals will be available for parents to review five days prior to the scheduled IEP. If parents have feedback or changes they would like to make to the proposed goals, those will be discussed during the IEP meeting. To honor the team approach to creating an IEP, pre-IEP meetings to create, change, or revise IEP goals between a Frostig staff member, the district, and/or the parents will not be possible. Any concerns or revisions should be saved for the IEP meeting and shared with the entire IEP team.

We are not able to generate IEPs or attend IEP meetings for families enrolled privately even if they have non-public funding that they are not able to use at Frostig. We also cannot attend IEP meeting for families who are seeking non-public funding.

Frostig will not provide any reports or prepared documents that are not already developed as part of our program. We will however, with the proper “Release of Information” from the parent, consult with an advocate/attorney, allow the school district to visit and observe a student, and openly share our professional opinion regarding why we feel Frostig is an appropriate program for the student. We will not comment on whether or not we view our program as more or less appropriate than any other program. With parent permission, we can provide any reports or records that we have already produced for the student, a list of services we are providing, and why we believe that the services are necessary to any party the parent wishes.

On occasion, families are enrolled at Frostig on a private basis and become approved for NPS funding. Families in this situation should contact Frostig as soon as possible to make arrangements for the change in funding process. Please note that any tuition fees or payments for services that were paid prior to district funding being approved are only reimbursable up to the amount that the district has agreed to fund. Frostig will not refund tuition fees and payments in excess of what the district is funding.

Professional Conduct Standards

In the interest of balancing professional relationships and personal privacy, The Frostig Center has adopted the following professional standards of conduct for its staff:

- Staff will function within the context of the professional team process. This means that decisions about the best way to work with a given student/student will be decided by the immediate team of all professionals who work with a given student.
- Staff must maintain the utmost standards of confidentiality. Sharing personal information about a student and his/her family is only done with other staff who has a need to know.
- Staff may not have a student or students in their home except for school approved group activities that involve other staff and advance parent approval.
- Staff may not take a student in their car without advance parent permission and approval from an administrator (except in an emergency).
- Staff may not involve themselves with students or their families for paid or unpaid services outside of working hours without advance prior approval of the Executive Director and the parents.
- All services provided by Frostig staff (paid or unpaid) must be assigned by a supervisor through the normal channels of The Center.
- Staff may not give out their home phone or personal cell phone numbers or connect with students and/or families through social media.
- Staff may not participate in social activities with Frostig families outside of working hours without advance prior approval of the professional team and the parents.

Expectations of Parent Conduct

An important component of Frostig School is the cooperative relationship between parents, on the one hand, and Frostig teachers, staff, and administrators, on the other hand. Although parents are free to express their concerns about Frostig School and about the services being provided to their child, this must always be done in a cordial and respectful manner that is considerate of the employee's time. Severe or repeated violations of this important principle may result in the student's dismissal from the School, at the sole discretion of the School.

Staff Involvement with Families

We understand that family legal matters impact the entire family and can be very difficult to navigate. While we encourage parents to keep staff informed about family legal matters that directly impact the child, we also must impose limits on our involvement with legal actions regarding these family matters. Therefore, the Frostig staff requests that we all follow these guidelines when dealing with family legal matters:

- We will provide regular communication to all parents through parent conferences, written reports, IEPs, cycle meetings, and phone conferences. If requested, we can and will provide separate communication to parents. We cannot provide separate

communication to attorneys, expert witnesses, court appointed therapists, monitors, or others involved in the legal proceedings.

- If it is agreed that a meeting be held in which all parties to the action are included, the meeting shall be recorded and transcribed by a staff member of The Frostig Center not involved in the meeting. The transcription will be checked for accuracy by a representative for the family and a representative for the Center prior to distribution.
- If requests for conferences and meetings begin to interfere with the program, school administration may require that all requests for information be communicated in writing and/or limit the amount of access the parents have to staff members.

Family rights:

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

- a. The right to inspect and review the student's education records within five days of the day the school receives a request for access.
Parents or eligible students should submit to the Director of Clinical Services a written request that identifies the record(s) they wish to inspect. The Director of Clinical Services will make arrangements for access and notify the parents or eligible student of the time and place where the records may be inspected.
- b. The right to request the amendment of the student's educational records that the parent or eligible student believes are inaccurate or misleading.
Parents or eligible students may ask the Frostig School to amend a record that they believe is inaccurate or misleading. They should write the Director of Clinical Services; clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.

If Frostig decides not to amend the record as requested by the parent or eligible student, Frostig will notify the parent 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 or eligible student when notified of the right to a hearing.

- c. The right to consent to disclosures of personally identifiable information contained in the student's educational 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 Frostig as an administrator, supervisor, teacher, clinical services provider or support staff member; a person or company with whom Frostig has contracted to perform a special task (such as an attorney, auditor, computer consultant or professional consultant); or, in the case of students funded by public school districts, employees or representatives of those districts.

A school official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- d. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Frostig to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

Student Directory:

Part of the education record, known as “directory information,” includes personal information about a student that can be made public according to a school’s student record policy. Directory information at Frostig includes a student’s name and address as well as parents’ names, addresses, phone numbers and e-mail addresses. This information is collected from each family at the beginning of each school year and is typically distributed to other Frostig families as well as maintained for use by Frostig staff. It is not released to the general public. Each summer we will send home a packet of information which includes a form for you to give written permission for your family’s contact information to be included in our directory. If you do not want any or all of this directory information released to other families, please indicate so on the form.

Photo release:

Frostig policy also gives parents the right to release or restrict the use of photographs and videotapes for professional purposes and for public relations purposes. Forms to indicate your preferences are mailed home at the beginning of each school year. Please make sure to return those forms to Frostig. Please be aware, however, that student projects sometimes involve photography, videotaping, etc. We do not restrict students from photographing or taping each other but we do encourage them to have permission from their peers before taking pictures or videos of each other.

Similarly, students’ names and pictures and information about their class placement and activities are included in the yearbook. If you do not want your child included in the yearbook in any way, please notify Frostig by December 1st of that academic year.

Student records:

Upon request, Frostig will provide copies of records to parents or eligible students or anyone specified on a release signed by parents or eligible students within 5 business days. Requests for copies of records should be directed to the school office.

Reporting of Suspected Child Abuse:

Frostig will follow the guidelines of the California Child Abuse and Neglect Reporting Act, Penal Code Sections 11164 et. seq. with regard to reporting suspected cases of child neglect and child abuse. The code requires all “childcare custodians” (i.e., teachers, teaching assistants, coaches, administrators and staff members) to report suspected incidents of child neglect and child abuse.

Student Behavior

Behavior expectations:

The standards of behavior at Frostig are designed to help students understand and live in a school environment that is safe physically and emotionally. The rules are also designed to assist students gain skills that will help them learn how to meet their own needs while functioning within a group. One of our goals is to use consistent language with the students to help them learn and understand what is expected of them. For example, to differentiate between appropriate and inappropriate behavior, we use the words “expected” and “unexpected”.

Expected behaviors	Unexpected behaviors
Respectful language (written, spoken, and gestures)	Cussing, talking about inappropriate topics, using gang signs
Getting to class on time	Hanging out in the hallway or bathroom
Giving someone personal space	Inappropriate physical contact (both out of anger or showing physical affection)
Using cell phone after school	Using cell phone during class
Respecting others regardless of cultural background, sexual orientation, or gender identity	Making fun of another student based on culture, sexual orientation, or gender identity

Other expected behaviors include (but are not limited to):

- Keep our school safe by not bringing weapons, alcohol, tobacco, e-cigarettes, illegal drugs, flammable materials (including lighters or matches) or other dangerous items to school
- Respect our school facility by not vandalizing or defacing the walls, furniture, books, or other school property
- Maintaining a positive attitude and taking breaks when needed to maintain a positive learning environment
- Show good sportsmanship
- Not bullying or harassing others
- Respect and follow the rules regarding use of technology
- Lock up skateboards, bicycles, and scooters during the school day

S.T.A.R. Students S.O.A.R. at Frostig:

To help our students learn what is expected of them, our staff has created a multi-tiered system of support for behavior here at Frostig. This means that we use direct instruction to teach and model what is expected, a variety of reinforcements to encourage and acknowledge students for following those expectations, and a system of support for students who struggle. Our system is aligned with the research-based Positive Behavior Intervention and Support (PBIS), using “disciplinary data and principles of behavior analysis to develop school-wide, targeted, and individualized interventions and supports to improve school climate” (http://www.pbis.org/common/cms/files/PBS_Race_to_the_Top_Fact_Sheet.doc).

To make it easier for everyone to remember, we have two acronyms that the students will be learning this year. The elementary students will continue using the S.T.A.R. student acronym to recall what is expected from them as Frostig students. S.T.A.R. stands for:

- S:** Safe bodies
- T:** Thinking about others
- A:** Ask for help
- R:** Respect all teachers, students, space, and self





Middle and high school students will use the acronym S.O.A.R. as their reminder of what is expected. S.O.A.R. stands for:

- S:** Safety
O: Ownership
A: Advocacy
R: Respect

We selected two different acronyms to recognize the age and maturity differences between the two groups of students, while at the same time intentionally selected common themes that resonate throughout our program.

To make these expectations visual and clear, the following matrices have been developed specifically for our online learning program:

Where all our students are STARS

Safe bodies	Think about others	Ask for help	Respect
 I will find a safe and stationary location to do my online learning I will sit down and move safely during instruction time I will use my technology appropriately	 I patiently and quietly wait for my turn to talk I stay on topic during instruction time I will make sure to eat my food before or after online learning I am mindful of the faces and gestures I make when students or teachers are talking	 I only unmute my mic when I am called on I will use the chat box to ask for help I will patiently wait for help	 I practice whole body listening during online learning I listen to teachers when I am asked to mute my mic I will use the chat box respectfully during appropriate times

Middle School: Where all our students can SOAR

Safety	Ownership	Advocate	Respect
 Use the chat for education. Use kind words in the chat.	 Earn grades through hard work. Own my successes and my mistakes.	 Ask for adult support. Be on time and prepared.	 Be on time. Mute yourself. Allow others to learn. Keep eating to a minimum.

High School: Where all our students can SOAR

Safety	Ownership	Advocate	Respect
 Positive, kind language only. Only remain in a room with teacher supervision. When connecting with peers independently through social media, the same expectations apply.	 You are responsible for checking into all of your classes. You are in charge of turning in your work independently and notifying a teacher if there are tech issues. You are actively engaged in class discussions.	 Request a new chat room with a teacher if additional help is needed through email. Any questions outside of class period, please email your teacher and wait for a response.	 Stay on task. All recording and pictures require consent from the teacher. Mute your video unless contributing relevant information/questions to class discussions.

Behavior Intervention:

Positive relationships between adults and students are the most important part of any school discipline plan. We work to build those relationships with our students as a proactive way to address behavior concerns. We also encourage the use of coping strategies (such as taking a break or talking to a trusted adult) to assist a student who may be having a difficult time. However, on occasion, disciplinary actions may be appropriate and/or necessary. The following disciplinary actions may be taken by staff and/or administrators:

- Reminder of the expected behavior: This could include a verbal reminder, reteaching what is expected, or checking in with the student to find out the cause of the unexpected behavior.
- Student Reflection Sheet: A description of the behavior, including causes and effects of that behavior is written by the student and sent home for parent signature.
- Conference between student and staff member: This discussion is held outside of class to discuss in more detail what is happening, any needed consequences, and what supports can be put in place to help that student be successful.

We understand that support between home and school is vital to student success, therefore we will maintain communication with you as parents throughout these disciplinary actions.

Consequences may include (but are not limited to) temporary exclusion from an activity or class, loss of break time or privileges, financial reimbursement for damaged property, behavior contract, in-house suspension, out-of-school suspension, referrals to outside agencies such as law enforcement, and dismissal from Frostig.

California Education Code 48900

Frostig follows the California Education Code regarding suspension and expulsion. This code states:

A pupil shall not be suspended from school or recommend for expulsion unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions a to r inclusive:

- (1) Caused, attempted to cause, or threatened to cause physical injury to another person
 (2) Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil has obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell a controlled substances listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.

- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
 - (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
 - (2) Paragraph was rendered inoperative July 1, 2020.
 - (3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive to be recommended for expulsion.
 - (4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation in to a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or person degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of the subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r. Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts

committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- a. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - b. Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
 - c. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
 - d. Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- a. A message, text, sound, video, or image
 - b. A post on a social network Internet website, including, but not limited to:
 - i. Posting to or creating a burn page. "Burn page" means an Internet website created for the purpose of having one or more of the effects listed in paragraph 1.
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph 1. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in paragraph 1. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - c. An act of cyber sexual bullying.
 - i. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs A to D, inclusive, of paragraph 1. A photograph or other visual recording as described in the subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is

identifiable from the photograph, visual recording, or other electronic act.

- ii. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- d. Notwithstanding paragraph 1 and subparagraph A, an electronic act shall not constitute pervasive conduct solely on the bases that it has been transmitted on the internet or is currently posted on the internet.

- (3) “Reasonable pupil” means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil’s exceptional needs.

- s. A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.
- (2) While going to or coming from school
- (3) During the lunch period whether on or off campus.
- (4) During, or while going to or coming from, a school-sponsored activity.

- t. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision a.

- u. As used in this section, “school property” includes, but is not limited to, electronic files and databases.

- v. For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

- w. It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

- (1) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and

emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Education Code 48900.2: Sexual Harassment

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purpose of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to the sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive education environment. This section shall not apply to pupils enrolled in kindergarten through grade 3, inclusive.

Education Code 48900.3: Hate Violence

In addition to the reasons specified in Sections 48900 and 48900.2, a pupil in grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence.

Education Code 48900.4: Harassment, Threats, or Intimidation

In addition to the grounds specified in Sections 48900, 48900.2, and 48900.3, a pupil enrolled in any of grades 4-12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating an intimidating or hostile educational environment.

A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school sponsored activity. It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

Education Code 48900.7: Terroristic Threats

- (1) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the

pupil has made terroristic threats against school officials or school property, or both.

- (2) For the purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family. (Add. Stats. 1997, Ch. 405)

School Response to Bullying and Harassment

Frostig does not tolerate bullying or harassment of any kind. If the staff becomes aware that a student is being bullied or harassed, the following steps will be taken:

- a. The student may first choose to tell the individual causing the bullying and/or harassment that his/her conduct is offensive and must stop. If the objectionable behavior does not cease immediately, the student should report the bullying and/or harassment to his/her teacher and/or the principal.
- b. The claim will be investigated thoroughly, involving only the necessary parties and confidentiality will be maintained as much as possible.
- c. The outcome of any findings will be accurately reported to all parties involved.
- d. Disciplinary action will be taken when bullying and/or harassment is found to have occurred. Students involved will be appropriately disciplined and recommendations for any further family, community or school services that might be necessary to help resolve any underlying cause for the behavior will be made.

Success Attributes:

To help identify character traits that we want the students to develop, we talk about the Success Attributes. These attributes are the result of a 20-year longitudinal study conducted by The Frostig Research Department and have been shown to be the strongest indicators of success for students with learning challenges as they grow into adulthood. For this reason, we work hard to help our students develop these skills. The Success Attributes include:

- goal setting
- self-awareness
- perseverance
- emotional coping strategies
- support systems
- proactivity

If you’d like more information on these Success Attributes, we have a parent guide that gives more details and suggestions for how you can support the development of these skills at home. Please contact any of our staff for a copy of the parent guide.

Transportation

Frostig students travel to and from school in a variety of ways. Many publicly funded families receive transportation services from their district of residence. Privately funded families have options including contracting with Pawar Transportation LLC to provide van service for their student. To inquire about this transportation service, please contact Colin Pawar at (323) 463-2204 or colin@pawartransportation.com. If you would like assistance in setting up a carpool, please contact the front office.

Safety is always the first concern. Any behavior that requires that the driver’s attention be removed from “the road” repeatedly or suddenly is viewed as dangerous. Therefore, while on the bus any distracting or disruptive behaviors may produce unsafe conditions, while the same behavior on campus at school may not. For this reason, bus behavior is necessarily viewed and dealt with in a relatively serious manner. The driver is a professional trained to transport children while dealing with typical student behavior. Typical behavior should be managed relatively easily with verbal redirection, seating arrangements, mild reinforcers and consequences that can be offered by parents at home or staff at school.

When a student’s behavior cannot be successfully managed on the bus and our resources have been exhausted, a more intensive or different type of non-public school program that includes transportation with more behavioral support may be needed. Consequences for behavioral difficulties on the bus include:

- A reminder of the school rules from the driver
- A formal behavioral referral to the principal; parents will be notified
- Time limited suspension from the vehicle
- If the problem(s) continue, a meeting at school will be scheduled with the principal to discuss the student’s future on the bus.

Medication

Students who need to take medication during the school day must have a medication form completed by his/her pediatrician on file at Frostig. Medications must be in a container clearly labeled by the pharmacy with the student’s name, the doctor’s name and phone number, the dosage to be given, the schedule for giving the medication, the name of the medication, and the expiration date of the medication. All medications will be stored in a locked cabinet and administered by a staff member.

Non-prescription medication (ex: Tylenol, Advil, Midol, cough suppressants) may be administered with the same medication form on file and the medication delivered to the school in the original manufacturer’s bottle with the student’s full name written clearly on the bottle and the expiration date visible and readable.

If your child is taking prescription medication at home or at school, please bring a 3-day supply of medication to be kept in a separate earthquake supply box.

Parents and guardians are responsible for supplying the medication and delivering it to Frostig through a responsible adult (not in the student’s backpack) directly to the front office. Students are not permitted to self-medicate during the school day (ex: cough drops or cold medicine). Students who are independent with the use of their

inhalers for asthma symptoms can carry them and use them independently with a note from the doctor indicating their ability to do so.

If your child should require medical attention, he/she will be transferred to a hospital close by (typically Arcadia Methodist or Huntington Memorial in Pasadena). You will be contacted prior to the transfer and a Frostig staff member will accompany your child to the hospital and remain with him/her until you arrive.

Emergency Plans

Emergency contacts:

In the enrollment/re enrollment packet, we enclosed and asked you to fill out an information sheet. The information sheet indicates the names of the adult(s) who can pick up your child in the event that you are unable to do so. This data is very important because Frostig can only release your child to a person whose name appears on this form. Please make certain that the emergency cards that you have provided the school office are updated if the information changes.

Please make an appointment to speak to the principal if you have court documents indicating someone is legally banned from seeing, speaking to, picking up, or accessing your child while he/she is at school.

Emergency procedures:

Our emergency plan calls for the following steps to be followed to ensure student safety and the reunification of families following the emergency:

- a. Students will be escorted to an emergency assembly area which is located on the yard behind (west of) the building.
- b. When arriving at school, parent(s) or other adult(s) designated by parent(s) should pick up students at the gate to the yard on Dudley Avenue.
- c. Frostig staff will be available near the driveway to assist parents.
- d. Parents are asked to wait in their vehicle until the child is escorted to them. Parent/designee will be asked to sign a form acknowledging release of the child.
- e. The school will remain open indefinitely until every child has been released to his/her parent(s) or to authorized person(s).
- f. If the campus needs evacuation, students will be escorted to one of these locations (depending on the nature of the emergency and the safest location to take cover in with the students). If we are evacuated, parents will be notified where to pick up their child through email, Facebook, and/or Twitter.
 - To the north: Weizmann School (1434 N. Altadena Drive)
 - To the east: Victory Park
 - To the south: Norma Coombs Alternative School
 - To the west: Marshall Fundamental School

Communication from school during an emergency:

In the event of an emergency, please do not call the school via telephone as this will not be a useful method of communication. Instead, please check your email account or login to Facebook or Twitter to receive information from Frostig. You can also tune in to

emergency radio stations KNX (AM 1070) and KCRW (FM 89.9) for local news and other announcements regarding the situation. CB Channel 9 is a disaster channel.

If you have any questions about the policies and guidelines described in this handbook, please contact any member of the Frostig staff for clarification. Finally, please sign, date, and return the last page of this handbook to your child's teacher as soon as possible. Thank you and have a great school year!

References:

Ed Code reference #s: 46014, 48205, 49423, 51938, 49510, 51938, 200, 32288, 48205, 48980, 48900

Penal Code reference #s: 11164, 11174.3

Frostig Parent Handbook Signature Page

Please sign and return this page to the school. You may keep the rest of the handbook for reference throughout the year.

I have received my copy of the 2020-2021 Parent Handbook from The Frostig School.

Student Name: _____

Parent Name: _____

Parent Signature: _____

Date: _____