



2025-2026
Family - Student
Handbook

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www.frostig.org

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Welcome to the 2025-2026 School Year!

We are so excited to welcome you to the 2025-2026 school year and anticipate another wonderful year supporting your student as they learn and grow at Frostig! In this handbook, you will find an explanation of many parent notifications required by law. This handbook also serves to help orient you to Frostig's history, philosophy, policies and procedures. Once you have read through it and discussed important information with your student, please sign the back page and return it to the school or send an email to Frostig's Assistant Head of School, Casey Rasmussen, at casey.rasmussen@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.

History

The Frostig School is a nonsectarian, 501-c-3 non-profit, non-public school (NPS). Frostig started as a center for educational therapy by Dr. Marianne Frostig in 1951. Her goal was to enhance the opportunities of children with learning disabilities. Under Dr. Frostig's direction, the center was known for its work in the area of visual-perception. Over the course of her career, she developed diagnostic tests, curriculum, and was a widely published author known throughout the world. Today, the Frostig School focuses on providing the highest quality education for students with a wide array of learning disabilities. Frostig now has two school locations! One on the West side of Los Angeles, Frostig West, and the Pasadena school, in its current location since 1987.

Mission & Philosophy

The Frostig School's mission is to teach and empower students with diverse learning needs to navigate the obstacles that have held them back. We champion students through engaging, research-based, holistic school experiences, shaped and led by highly effective, passionate educators. In our inclusive community, we help students to grow academically, creatively, socially, and emotionally, while developing the tools and confidence to thrive beyond Frostig.

We believe that our educational model must be authentic, implemented within a meaningful context that serves the whole child. We use multiple models to conceptualize and determine the underlying contributors that affect a child's learning process. Frostig supports an interdisciplinary approach that brings together the services of professionals in a variety of fields. The teamwork of the direct service staff is integral to Frostig's philosophy. All members of a child's team work together cooperatively to focus and develop the strengths of each child. We strive to prepare our students not only for the challenges of school, but also for the challenges they will face in multiple settings throughout their life.

The Board of Trustees

Frostig has a Board of Trustees that oversees the mission of Frostig School. The Board's primary responsibility is to oversee the school'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 Head of School and the Assistant Head of School are responsible for the educational aspects of the school.

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. Frostig is also certified by the state of California on an annual basis.

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.

The School Day

The school day is from 8:30-3:20 every day except Thursdays (dismissal at 2 pm) 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 and 1:00-3:00 for enrichment classes.

School Hours

- 8:30 a.m. – 3:20 p.m., Monday, Tuesday, Wednesday, and Friday
- 8:30 a.m. – 2:00 p.m. on Thursdays

Student Drop Off

Frostig staff will be available to supervise students who arrive between 7:45 and 8:30. Students should not be on campus before 7:45 a.m. unless they are with their home adult/guardian 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.

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. All students will be dismissed from the parking lot area/front of school. Staff members will be available to direct students 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 cross traffic on Altadena Drive if you are making a left turn into the parking lot.

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

General 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 various options such as contracting with a transportation service or carpooling with other Frostig families. If you would like assistance in setting up a carpool, please contact the front office and we will connect you with families who live in your area.

Student Daily Attendance

Regular, daily, on time attendance is expected for Frostig students. Per Educational Code (EC) §48205, absences that are considered excused include those:

- due to illness, doctor or dentist appointments, including mental health or behavioral health needs
- bereavement,
- For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.
 - (i) To access services from a victim services organization or agency,
 - (ii) To access grief support services,
 - (iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation,
- 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,
- serving as a member of a precinct board for an election,
- serving as a member of a jury,
- attending an employment conference,
- For purposes of participating in a cultural ceremony or event,
- For purposes of a middle school or high school pupil engaging in a civic or political event provided that the pupil notifies the school ahead of the absence,
- Due to the pupil's participation in military entrance processing,
- Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

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.

Assignments and participation missed due to being tardy will also need to be made up in the same manner as absences. Missed assignments due to absences and/or tardies will affect a student's grade in middle and high school. Students, with the appropriate level of family support, should make sure that they are communicating with their teachers to make up missed work.

Please let the office know if your student is going to be absent from or late to school by emailing attendance@frostig.org or calling 626-791-1255.

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 and/or tardies within a semester is considered excessive. After ten absences and/or tardies, a parent/guardian conference will be scheduled with the Assistant Head of School.

However, California Education Code, recognizes that three unexcused absences or more than three unexcused tardies is considered truancy. The Assistant Head of School reserves the right to request a conference with families and their students if they think absences and tardiness are affecting their overall school performance regardless of how many absences/tardies the student has.

Nutrition & Lunch

The daily schedule includes a mid-morning snack break (called "nutrition break") as well as a 30-minute lunch break. All students may bring their lunch from home or purchase food from our Fly-By Cafe. Publicly funded students may participate in our breakfast and/or hot lunch program, the Falcon Meal Program, free of charge. Separate communication will be sent with all of the meal program details at the beginning of the school year, in the weekly school newsletter. **If a child is on a restricted diet that we need to monitor, please contact the Assistant Head of School and/or the classroom teacher.**

The Instructional Program

Staff

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

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.

Assessment

Students are assessed several times throughout the year to monitor progress toward goals. We use a wide variety of assessments to authentically and accurately measure student progress. Publicly funded students also participate in the California Assessment of Student performance and Progress standardized test given each spring.

Grading

All middle and high school students receive grades at Frostig. Currently, elementary school students do not receive grades or report cards at Frostig. However, they do receive progress reports via their Private Cycle or IEP as well as notes on their weekly Friday reports.

Middle and high school students receive progress report grades at the end of the 1st and 3rd quarters. They receive final report card grades at the end of the 2nd and 4th quarters (also the end of the first and second semesters). Grades are sent home electronically, by mail, or hardcopy. Frostig grades follow a traditional letter grade format, with the exception of the physical education (PE) class. The PE class uses a pass/no pass grading system. In order to receive a passing grade in PE students need to show daily active participation, giving full energy and effort to the best of their ability. They also need to show proficiency in using the proper techniques of the activities taught in class. Lastly, in order to receive a passing PE grade, students must follow directions and follow school-wide SOAR expectations: Safety, Ownership, Advocating respectfully and showing Respect to self and others.

Grades are based on classroom assignments/projects, tests/quizzes, homework and class participation. When students are absent or tardy, it is their responsibility to make up missed assignments, tests/quizzes, homework and participation points. This includes absences due to extra curricular activities such as being in AMASE or participating in a drama or musical performance. Per our attendance policy, a student has the same number of days as the absence/tardy to make up the missing work. Work that has not been made up can negatively affect a students' grade. Students, with the appropriate level of family support, should make sure that they are communicating with their teachers to make up missed work.

All middle and high school students at risk of failing a class will receive an "At Risk" notification several weeks in advance of the progress report or report card being sent home. Students at risk of failing are usually below the C- grade threshold. For high school students, in general, students who receive a grade of a D- or above will still receive credit for the class. Anything below a D- or not passing will not receive credit and may result in a student needing to take the class again in order to receive credit toward their diploma.

Homework

High school and middle school students will receive homework throughout the week in reading, writing, and math. Social studies and science homework may be assigned if necessary. Elementary school students may receive homework on an as needed basis as determined by

the teacher and students' family.

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 families to not directly help their student with their homework, but instead to simply encourage their student to try their best. Families of middle and high school students should encourage their student to self-advocate and communicate with the classroom teacher about the assignment. Homework is part of a student's grade in middle and high school.

Enrichment & Elective Classes

Frostig is proud to offer robust enrichment and elective class offerings for students! Our staff includes a variety of instructors who are professionals in their field and share their passion for music, art, drama, computers, film, STEAM, graphic design and Spanish with our students through our electives program. Elective class offerings are subject to change each year.

Human Development/Health Classes

Students in grades 6 through 12 receive specific lessons regarding human development, health and sexual health as outlined by the California Healthy Youth Act (EC 551930-51939) 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 Assistant Head of School if you would like to see the materials.

Physical Education Classes

Most PE classes are held at Victory Park, south of campus on Altadena Drive. Students walk to and from the park under the supervision of our PE teacher and TA's. Students will participate in PE 4-5 days per week. Families are asked to sign the PE permission form that allows students to walk to the park at the beginning of each school year as part of the new school year registration process.

AMASE – Association for Movement & Athletics in Special Education

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, must maintain their grades and demonstrate positive behavior in class to participate in the games. Students are also required to complete any assignments or work that they may miss due to AMASE games or practices. We encourage our AMASE participants to work with their teachers to ensure they are aware of any assignments that need to be completed due to participation in the sports program. All students who sign up 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. Frostig staff and students are invited, with appropriate permission, to watch and cheer during the games.

For the 2025-2026 school year, our AMASE league will decide each season whether or not to hold games for that season. We will communicate regularly with you regarding each sports season and whether or not we can and should participate.

Field Trips

All classes participate in field trips throughout the school year. These activities are selected to support the curriculum. They also provide our students with the opportunity to practice their pragmatic and social skills, and learn more about the community. You will be notified if your student's class is taking a field trip and will be required to fill out a field trip permission slip in order for your student to attend. Transportation for field trips will be provided by a licensed bus company. Field trips are generally free or low cost and will be indicated on the field trip permission slip. Please reach out to the Assistant Head of School if you have questions about field trips.

The Social Learning Department

The Social Learning Department supports students' social and emotional development through Positive Behavioral Interventions and Supports (PBIS). Frostig's goal is to create a school climate where students feel safe and involved so they may thrive academically, socially and emotionally. Students attend social learning classes under the direction of our full-time Social Learning Director. These classes help students build self-awareness, form friendships, understand and manage their emotions and show empathy to others. Elementary and middle school students attend classes weekly while high school students receive daily instruction.

The Transition Department

The Transition Department supports students in grades 8 through 12 by developing student-centered, individualized transition plans. These plans are created through assessments and individual work with each student and these plans are presented during IEP and cycle meetings to help guide their next steps after Frostig. The department assists students in exploring, engaging with, and connecting to programs and resources available to them both during high school and after graduation.

With the support of both our full-time Transition Director and Transition Counselor, students in grades 9 through 12 receive weekly instruction and support in areas such as post-secondary education, career exploration, social-emotional learning, financial literacy, positive prevention, independent living, and life skills. We work with students, families, school districts, and outside agencies, to identify the most appropriate and meaningful next steps for each student. Through our Frostig Beyond program, we continue to support former students through social connections and resource linkages recognizing the importance of remaining

connected and offering guidance even after graduation.

The Clinical Department

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. Publicly funded students receive services via their IEP and privately funded students receive services via "a la carte" service menu. Questions about whether or not your student could benefit from additional services from our clinical department should be directed to our Director of Clinical Services.

Safety Procedures, Policies and Protocols

Equity, Inclusion and Belonging

At The Frostig School, the Equity, Inclusion, and Belonging Committee is committed to fostering an inclusive and supportive environment where every student, regardless of their diverse learning needs, backgrounds and ethnicities, are empowered to succeed. We believe that every student deserves an equitable opportunity to thrive, and we champion this belief through engaging, research-based, and holistic educational experiences.

Our inclusive community is built on respect, understanding, and the celebration of each student's unique identity. We are dedicated to creating a space where students grow not only academically but also creatively, socially, and emotionally. By nurturing their individual talents and providing the tools and confidence necessary for success, we prepare our students to navigate and overcome obstacles, both within our school and in the world beyond.

We embrace diversity as a cornerstone of our educational philosophy, recognizing that our differences enrich the learning environment and strengthen our community as a whole. Through the passion and dedication of our educators, we strive to create a school culture that values every voice and ensures that all students feel seen, heard, and supported on their journey to becoming confident, capable individuals.

Nondiscriminatory Policy

Frostig School admits students of any race, color, gender identity, sexual orientation, national, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, gender identity, sexual orientation, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Frostig students have the absolute right to attend our schools, regardless of background. Frostig does not collect or maintain information about students' immigration status or that of their family members. This is not part of our admissions/enrollment process.

Title IX

The Frostig School is committed to providing a safe school environment where all individuals are afforded equal access and opportunities. To meet this goal, the school's academic and other educational support programs, services, and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression, the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics.

Specifically, federal law (Title IX) prohibits discrimination on the basis of gender in recruitment, financial assistance, enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (ex: athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity. Speaking a language other than English will not be a barrier to admission or participation in school programs. Pregnant and parenting teens are also covered under Title IX.

Details about Title IX can be found at:

- California Education Code:
https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?division=1.&chapter= 2.&p art=1.&lawCode=EDC&title=1.&article=4
- California Department of Education:
<https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>

Who is the Title IX Coordinator for Frostig School?

- Dr. Jenny Tucker Mottes, PhD, Head of School, The Frostig School
Jenny@frostig.org; 626 - 791-1255; 971 N. Altadena Dr., Pasadena, CA 91107

Family Rights & Student Records

Upon request, Frostig will provide copies of records to parents/guardians or eligible students or anyone specified on a release signed by parents/guardians or eligible students within five business days. Requests for copies of records should be directed to the Director of Clinical Services or the school office. In addition, 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 plan 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 Frostig to amend a record that they believe is inaccurate or

misleading. They should write to 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 parent/guardian's 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. At the beginning of each school year, 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 gives parents/guardians the right to release or restrict the use of photographs, names of students and videotapes for internal, professional purposes and for public relations purposes. Forms to indicate your preferences are sent 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 for academic purposes, but we do

encourage them to have permission from their peers before taking pictures or videos of each other.

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 "child care custodians" (i.e., teachers, teaching assistants, coaches, administrators and staff members) to report suspected incidents of child neglect and child abuse.

Medications & General Health

Students who need to take medication during the school day must have a medication form completed by their physician 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 an additional 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. Medication forms are sent home at the beginning of each school year for families to sign and return. New forms must be completed each school year.

If your student is taking prescription medication at home or at school, please bring a 3-day supply of medication that will be kept in a locked cabinet in the front office.

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 student should require medical attention, they 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 student to the hospital and remain with them until you arrive.

Should your student become ill during the school year, it is important to maintain the health and safety of all persons on campus. Inform the school if your student becomes ill with a highly communicable illness and if your student has a fever, please keep them home until the fever has subsided for at least 24 hours without the use of fever reducing medication. Make sure to inform the school and your student's teacher of any absences due to illness. Lastly, if

your student has been cleared to return to school, but must follow a recovery plan while at school, make sure to notify the appropriate school staff members so that we can support your student's plan.

Student Dress Code

Historically dress codes have been written and enforced in ways that disproportionately impact girls, students of color and gender expansive students. Frostig's student dress code supports equitable, educational access and is written in a manner that does not reinforce stereotypes. Further, Frostig's student dress code promotes individual expression and flexibility. A school dress code is only as effective and fair as its enforcement. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Frostig expects that all students will dress in a way that is appropriate for the school day, including summer school, or for any school sponsored event.

1. Basic Principle: Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, and nipples are fully covered with opaque fabric. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.
2. Students Must Wear*, while following the basic principle of Section 1 above:
 - A Shirt (with fabric in the front, back, and on the sides under the arms), AND
 - Pants/shorts or the equivalent (for example, a skirt, sweatpants, leggings, a dress or jeans), AND
 - Shoes (for safety purposes, closed-toe shoes are best, however, we understand that not all students can wear closed-toe shoes comfortably. Please reach out to your student's homeroom teacher or the Assistant Head of School to discuss your student's unique needs)

*Courses that include attire as part of the curriculum (for example, professionalism, public speaking, job readiness, PE, and AMASE) may include assignment-specific dress and appropriate shoes.

3. Students May Wear, as long as these items do not violate Section 1 above:
 - Hats, which must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff.
 - Religious headwear
 - Hoodie sweatshirts (wearing the hood overhead is allowed, but the face must be visible to school staff).
 - Clothing which communicates a political or religious message (for example, U.S. involvement in a war, endorsing a particular politician, or in support or opposition of a social issue). However, these clothing items may not create a hostile or intimidating environment for all students, including any protected class or consistently marginalized groups.
 - Fitted pants, including opaque leggings, yoga pants and "skinny jeans"

- Pajamas, athletic attire
- Ripped jeans or baggy pants, as long as underwear or buttocks are not exposed.
- Tank tops, including spaghetti straps; halter tops
- Crop-top/ midriff tops
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate Section 1 above).

4. Students Cannot Wear:

- Images or language that creates a hostile or intimidating environment for all students, including any protected class or consistently marginalized groups.
 - Violent language or images.
 - "Indecent, obscene, or lewd" messages including ones that are sexually explicit, have nudity, or use profane and offensive words such as hate speech, profanity, pornography.
 - Accessories that could be considered dangerous or could be used as a weapon.
 - Any item that obscures the face (except as a religious observance).
- Images or language depicting drugs or alcohol (or any illegal item or activity).
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed).

5. Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. Any dress code infractions should be reported to an administrator who will speak to the student (Assistant Head of School, Director of Transition, Director of Social Learning, Director of Clinical Services).

- Faculty and staff will enforce the dress code uniformly and equitably, without consideration of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- Students will never be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:
 - kneeling or bending over to check attire fit or measuring straps or skirt length;
 - asking students to account for their attire in the classroom or in hallways in front of others;
 - calling out students in public spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and,
 - accusing students of "distracting" other students with their clothing.

Students will be discreetly asked to step out of spaces, hallways, or classrooms by staff and asked to change their clothing before returning to class ONLY when their clothing:

- reveals genitals, buttocks, or nipples
- includes images, language, or items that create a hostile or intimidating environment
- includes violent language or images
- includes "indecent, obscene, or lewd" messages including ones that are sexually explicit, have nudity, or use profane and offensive words such as hate speech, profanity, pornography
- includes items that could be considered dangerous or could be used as a weapon
- obscures the face (except as a religious observance)

In this case, students will have the following options:

- Change into alternative clothing (or alter clothing such as by turning clothing inside out or covering clothing with a sticker or tape) for the remainder of the day
- Change into temporary school clothing for the remainder of the day
- Ask parent/guardian to bring alternative clothing to wear for the remainder of the day*

*If the student habitually (one time per week or more) does not meet the requirements of the dress code, a team meeting will be held with the student, a family member and support staff with the goal of education and adherence to the policy. Questions about this policy should be directed to the Assistant Head of School

Lockers

Each student at Frostig will be assigned a locker. Please know that lockers are considered school property and are subject to being searched when there is reasonable suspicion that the search will uncover evidence that the student is violating the law or school policy. Searches will only be conducted by an administrator or designee and in the presence of a second staff member. Parents or guardians of a student involved in an individual search will be notified as soon as possible after the search.

Cell Phone Usage for Middle & High School Students

Frostig recognizes the importance of communication and collaboration and provides devices for students to be productive in the classroom. To keep the focus on academics and to reduce unnecessary distractions, middle and high school classrooms will enforce the following in regards to the use of cell phones:

- Cell phones will be turned into classrooms daily in the designated place.
- Cell phones are to remain off or on silent so they will not be a distraction if they were to go off during the class period.
- If a student needs to make an emergency call during the day, they are to speak with their teacher, any support staff or go to the front office.
- In high school students may pick up their phones at designated break times. Middle school students may pick up their cell phones at the end of the school day.

We ask all families to support this policy by reinforcing it at home. We also encourage families to call our front office if they need to speak to their student during the school day so as to avoid unnecessary cell phone use and distractions.

Student Use of School Phones

Students may use the telephone in the front office with permission from a staff member for emergencies only.

Student Use of 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 their legs. Students should not make personal copies without permission from a staff member.

Student and Family Technology Use Agreement

The use of Frostig computers, Chromebooks, Frostig email accounts, etc play an important role in your students' education at Frostig. Each year, students and families are asked to read and sign the Student and Family Technology Use Agreement that gets sent home at the beginning of each school year. The use of Frostig technology is considered a responsibility and privilege. It is important that students and their families understand and abide by the technology use agreement. Questions regarding this agreement should be directed to your student's homeroom teacher and/or the Assistant Head of School.

Parent/Guardian Observations

Parents and guardians are welcome to observe in classrooms with appropriate advance notice for the staff (24 hours are sufficient). Please contact the Assistant Head of School to make these arrangements. A follow-up meeting or conversation with the teacher or Assistant Head of School should be held to discuss any concerns or questions parents or guardians might have after the observation.

Visitors & Volunteers

All visitors and volunteers must check in through the front office prior to entering the school campus. Please have your photo ID ready. Volunteers are welcomed at Frostig! However, all volunteering needs to be discussed with and approved by the Assistant Head of School prior to volunteering. Please reach out to the Assistant Head of School for more information regarding volunteering at Frostig.

Emergency Plans

Emergency contacts

At the beginning of each school year, we ask all families to fill out and update their student's emergency contact and authorized pick-up information. **This information is very important because Frostig can only release your student to a person whose name appears on this form.** Please make certain that the emergency information that you have provided the school office is updated each school year.

Please make an appointment to speak with the Assistant Head of School if you have court documents indicating someone is legally banned from seeing, speaking to, picking up, or

accessing your student while they are 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 an 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)/guardians 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/guardians.
- d. Parents/guardians are asked to wait in their vehicle until the student is escorted to them. Parent/guardian/designee will be asked to sign a form acknowledging release of the child.
- e. The school will remain open indefinitely until every student has been released to their parent(s)/guardian(s) or to authorized person(s).
- f. If the campus needs evacuation, students will be escorted to a safe location. If we are evacuated, parents/guardians will be notified where to pick up their student through Frostig's emergency notification system.

Communication from Frostig 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. Frostig will reach out to all parents and staff through our emergency communication system. You can tune in to emergency radio stations KNX (1070 AM/ 97.1 FM) and LAIST (89.3 FM) for local news and other announcements regarding the situation.

Safety Committee

Frostig's Safety Committee meets once a month. The committee prepares emergency supplies for all classrooms and administrative offices, overseas fire drills, held each month, and earthquake and lockdown drills held each semester. All practice drills are performed so both students and staff will be prepared in case there is an emergency situation on campus.

Family and School Communication

Our partnership with our parents/guardians is very important to us. We take this partnership seriously and wish to be in communication with you as often as possible. The following are some of the ways that we reach out to you during the school year.

School Meetings & Events

Parent/Guardian Falcon Flight School

All parents and guardians will be invited to attend our annual "Falcon Flight School" prior to the first day of school. This orientation 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.

Information with details will be sent home closer to the event date.

Back to School Night

Each year, families and guardians are invited to meet our staff and get to know their student's teachers during Back to School Night. This is an opportunity for parents/guardians to visit their student's classroom and hear information regarding the upcoming school year from the classroom teacher(s). Please see the school calendar that is sent out at the beginning of each school year for the date of Back to School Night. Information with details will be sent home closer to the event date.

IEP & Private Cycle Meetings

All publicly funded students will have their annual IEP held online or in person 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/guardians will also receive several progress reports addressing IEP goals each school year (in addition to report cards).

Frostig conducts private cycle meetings for those students that are not funded by the school district as well as those that may have special agreements with their school district. Private Cycle meetings are scheduled at the beginning of the school year for each student and typically take place in September and October. Teachers and service providers create goals and report on present levels during this meeting. Parents/guardians will also receive several progress reports addressing private cycle goals each school year (in addition to report cards).

Other Events

Additionally, each year, Frostig hosts many wonderful school events that support our students' learning and brings our community together. Noteworthy events include the Transition Fair, Fall Festival and the Frostig Winter Boutique held First Semester. In the Second Semester Frostig hosts the Friendship Dance, the Academic Fair and the annual student musical! The Frostig Drama department also puts on several student musicals each year. Lastly, parent/guardian-teacher conferences are held both semesters, usually in November and late April/early May respectively. Parents and guardians should pay close attention to the Frostig school calendar for specific event dates.

Frostig Parent Association

The Parents' Association supports the Frostig School community by sponsoring and organizing a variety of events on campus. The goal of the Parents' Association is to enhance campus life for students and faculty and encourage a sense of friendship and participation within the school community. If you have questions, please contact Parents' Association President Carter Covington at cartercovington@me.com.

Speaker Series

Each year, hosted by the Frostig Parents Association, our Transition Department and other school programs, 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 reach out to the Frostig Parents Association or the Assistant Head of School.

Other Ways of Communicating & Connecting with Frostig

Parent Portal

Parents and guardians can keep abreast of their student's grades via the Parent Portal on our Student Information database, called Blackbaud. Families can join Blackbaud and create a sign-in/password for their Parent Portal access. Please see the Sign-In Guide by clicking on the link [HERE](#). Families can reach out to our Data Control Administrator for support.

The Frostig Courier

Every Friday morning, The Frostig Courier, our weekly newsletter, is sent via Constant Contact to all Frostig families. This newsletter contains important school information as well as resources that families may be interested in. We encourage all families to read The Courier each week to stay abreast of happenings at school.

Emails

An important way that we communicate with families is via email. Teachers will send home their students' Friday Reports via email. Friday Reports contain information about what took place in your students' classroom during the week, important announcements and reminders and anything specific to the needs of your student.

In addition, the school will send home email communication regarding enrollment information, upcoming events or other important information. We encourage all families to read all communications sent home to stay abreast of important information, activities and actions needed in a timely manner.

Giving to Frostig

Giving to Frostig allows us to continue our mission to enable students with learning differences to grow, thrive, and reach their greatest potential. Donations can be made online on our website, www.frostigschool.org. Questions can be directed to our Director of Advancement, Carly Basile at carly@frostig.org.

How to Resolve Concerns

Direct Communication

At times, parents or guardians may have concerns that they wish to voice. We welcome direct and swift communication in order to be most effective in helping to resolve the situation. We believe that concerns are best handled when taken directly to the person(s) involved.

- Concerns, complaints, or questions regarding your student's academic and/or behavior progress should be addressed directly to your student's teacher.

- Concerns, complaints, or questions regarding school policies, procedures, or philosophies should be addressed with a school administrator.
- Concerns that cannot be adequately addressed with your student's teacher should be directed to the Assistant Head of School.
- You may call the main office to set up a phone or in-person conference with the person with whom you need to speak with.

Uniform & Williams Complaint Procedures

At times, parents and guardians may feel the need to resolve a complaint through a more formalized process called a Uniform Complaint Procedure (UCP) or a Williams Complaint Procedure (WCP).

Uniform Complaint Procedure

A Uniform Complaint Procedures (UCP) complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, or bullying. A signature may be handwritten, typed (including in an email), or electronically generated. Some complaints may be filed anonymously. A complaint filed on behalf of an individual student may only be filed by that student or that student's duly authorized representative. If the complainant is unable to put the complaint in writing, due to conditions such as a disability or illiteracy, Frostig shall assist the complainant in the filing of the complaint. UCP complaints are filed with Frostig's Head of School.

Williams Complaint Procedure

A Williams Complaint, another type of UCP complaint, regards instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancy or misassignments and may be filed in writing or anonymously. Williams Complaints are filed with Frostig's Head of School.

Uniform & Williams Complaint Form

Should a parent or guardian need to file a UCP or Williams complaint, they should use the form linked here: [Frostig Uniform and Williams Complaint Form](#). This form can also be requested from our front office.

***Please note, that in order to maintain the safety of all of our students, at no time may a parent or guardian approach or address another student regarding a concern that they may have. Concerns need to be brought to the appropriate school adult only.*

***Please note, due to federal law, at no time will the school be able to share information with a family about another family's student.*

Staff and Family Relationships

Privately Funded & Publicly Funded Distinctions

If your student is privately enrolled, our relationship is exclusively with you as the

student's parent(s)/guardian(s). Our plans for your student 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 student's teacher and/or the Assistant Head of School. If we feel there should be changes to your student's program, we will discuss those changes with you first.

If your student 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 student'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/guardians to review five days prior to the scheduled IEP. If parents/guardians 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 develop or implement IEPs for families enrolled privately. If invited to a public IEP for a private student, a representative from Frostig will make every effort to attend the IEP meeting, as schedules allow, to provide information on our program and student progress. Usually, this representative is Frostig's IEP Coordinator, and not the classroom teacher. If in attendance, the IEP Coordinator acts as a liaison to Frostig. The IEP Coordinator does not report on the district goals and is not responsible for writing new goals.

With the proper "Release of Information" from the parent/guardian, we will provide a copy of the private cycle for the student, 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. Please note that our relationship with private families is solely with the family and not with lawyers or advocates. We will also complete a reasonable number (usually 3-5 total) of questionnaires or surveys requested by the district given appropriate advance notice. Additionally, with parent/guardian 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/guardian wishes.

On occasion, families are enrolled at Frostig on a private basis and become approved for NPS funding through the district. Families in this situation should contact Frostig as soon as possible to plan 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.

Staff Professional Conduct Standards

In the interest of balancing professional relationships and personal privacy, Frostig School 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 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 their family is only done with other staff on a need to know basis.
- Staff may not have a student(s) in their home except for school approved group activities that involve other staff and advance family and school administrator approval.
- Staff may not take a student in their car without advance family 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 a school administrator and the family.
- All services provided by Frostig staff (paid or unpaid) must be assigned by a supervisor through the normal channels of the school.
- Staff may not give out their home phone or personal cell phone numbers or connect with students, former 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 a school administrator and the family.

Expectations of Parent Conduct

An important component of Frostig School is the cooperative relationship between parents/guardians, teachers, staff, and administrators. Although parents/guardians are free to express their concerns about Frostig School and about the services being provided to their student, 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.

Family Legal Matters

We understand that family legal matters impact the entire family and can be very difficult to navigate. While we encourage parents/guardians to keep staff informed about family legal matters that directly impact the student, 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:

- The school will provide regular communication to all parents/guardians through parent/guardian conferences, written reports, IEPs, cycle meetings, and phone conferences. If requested, we can and will provide separate communication to parents/guardians. We request that parents/guardians take the responsibility for providing 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 school not involved in the meeting. The transcription will be checked for accuracy by a representative for the family and a representative for the school 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/guardians have to staff members.

Positive Behavior Intervention and Support

The Frostig Success Attributes

Frostig believes in guiding students to understand and live in a school environment that is safe physically and emotionally. We believe in fostering a strong social and emotional foundation so that students gain skills that will help them learn how to meet their own needs while also learning to thrive within a group setting. We work towards these goals via our social learning classes, our Success Attributes, and STAR and SOAR expectations.

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.

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 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". (See pbis.org for more information).

Frequently, acronyms can support students to recall information with more ease. For this

reason, we use S.T.A.R. for our elementary students to remind them of our behavior expectations. 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

Students in middle and high school use S.O.A.R. to guide their behavior expectations. S.O.A.R. stands for:

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

These two acronyms recognize the need to meet students where they are in both age and maturity. At the same time, the acronyms intentionally mirror our Frostig Success Attributes. Understanding the importance of clear visuals to support student social emotional learning, the following has been developed for each program group:



SCHOOLWIDE MATRIX



| | Gates Hall | Yard/Lunch Line | Hallway | Restroom | Dismissal |
|------------------------------|--|--|---|--|---|
| Safety Bodies | <ul style="list-style-type: none"> I use walking feet. I keep my body to myself. | <ul style="list-style-type: none"> I stay on campus and playground. I use the outdoor equipment appropriately. I keep hands and feet to myself. | <ul style="list-style-type: none"> I use walking feet. I keep my body to myself. | <ul style="list-style-type: none"> Lock the door. Answer when someone knocks. | <ul style="list-style-type: none"> I stay where my teacher can see me. I wait on the sidewalk or in the office. I check out with my teacher. |
| Thinking about others | <ul style="list-style-type: none"> I give and share space with others. I am aware of others needs. | <ul style="list-style-type: none"> I ask others to play with me. I keep my area clean. I respect the space and property of others. | <ul style="list-style-type: none"> Pay attention to my words and actions. Go directly to my next class. | <ul style="list-style-type: none"> I flush the toilet. I wash my hands properly. I keep the restroom clean. | <ul style="list-style-type: none"> I have all my materials ready to go. I know who is picking me up. I board transportation quickly and carefully. |
| Ask for help | <ul style="list-style-type: none"> I ask an adult for help. | <ul style="list-style-type: none"> I ask an adult for help. | <ul style="list-style-type: none"> Ask an adult for a break. | <ul style="list-style-type: none"> I ask an adult when I want to use the restroom. | <ul style="list-style-type: none"> I ask an adult to call my transportation if they are late. |
| Respect | <ul style="list-style-type: none"> I follow directions the first time given. | <ul style="list-style-type: none"> I follow directions the first time given. I greet lunch staff. I say, "Please." and "Thank you." | <ul style="list-style-type: none"> Follow directions the first time given. | <ul style="list-style-type: none"> I follow directions the first time given. I use the restroom quickly and quietly. I knock before entering. | <ul style="list-style-type: none"> I follow directions the first time given. I wait patiently for my transportation to arrive. I greet the driver. |



| | Gates Hall | Yard/Lunch Line | Hallway | Restroom | Dismissal |
|------------------|--|--|---|---|--|
| Safety | <ul style="list-style-type: none"> I walk or sit in expected areas. I use appropriate volume. | <ul style="list-style-type: none"> I stay on campus and the playground. I use the outdoor equipment appropriately. I keep my hands and feet to myself. | <ul style="list-style-type: none"> I walk at a safe pace. I use appropriate volume. I am present and aware. I stay off of technology while walking. | <ul style="list-style-type: none"> I lock the door in individual restrooms. I answer when someone knocks. I return to my classroom promptly after break. I use the restroom closests to my classroom. I use single person restrooms by myself. | <ul style="list-style-type: none"> I stay on the sidewalk. I walk safely. I ask for assistance crossing and into transportation and off campus. |
| Ownership | <ul style="list-style-type: none"> I pay attention to my words and actions. I know my audience. | <ul style="list-style-type: none"> I clean up after myself I help others. I treat others the way we want to be treated. | <ul style="list-style-type: none"> I pay attention to my words and actions. I go directly to my next class. | <ul style="list-style-type: none"> I flush and clean up after myself. My technology remains in the classroom during restroom break | <ul style="list-style-type: none"> I know who is picking me up. I take all my belongings with me. |
| Advocacy | <ul style="list-style-type: none"> I ask for adult support. | <ul style="list-style-type: none"> Ask for adult support. I ask for permission to leave the yard. | <ul style="list-style-type: none"> I ask an adult for a break. | <ul style="list-style-type: none"> I use the restroom at appropriate times. I use the restroom during break. I ask for permission when necessary. | <ul style="list-style-type: none"> I know where I need to be and I am there on time. I am ready. |
| Respect | <ul style="list-style-type: none"> I respect school property and other's personal space. I follow directions the first time given. | <ul style="list-style-type: none"> I follow directions the first time given. I greet lunch staff. I say, "Please." and "Thank you." I treat others the way I want to be treated. I am mindful of others space and feelings. | <ul style="list-style-type: none"> I follow directions the first time given. | <ul style="list-style-type: none"> I knock before entering. I wait patiently. I give others privacy. I value property. | <ul style="list-style-type: none"> I follow directions the first time given. I stay in designated areas during dismissal time. |

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. At any given time, we may support a student's behavior by:

- Reminding the student that they can take a break!
- Reminding the student that they can access our wellness center, The Nest.
- Reminding the student to use coping strategies and skills that they have learned.
- Asking the student if they would like to speak to a trusted adult.
- Conferencing with the student and reminding them of expected behaviors.
- Role playing and modeling expected behaviors.
- Conferencing with the student's home adults.
- Creating individualized Falcon Flight Plans that work on specific behavior goals and utilizing strategic rewards to celebrate desired behavior.
- Increasing staff supervision and support during tricky situations or times of day for the student.
- Facilitating restorative conversations between the student and other parties as needed.
- Calling a team of Frostig staff together to brainstorm and problem solve strategies and solutions to best support the student.

Transportation and Behavior

Many Frostig students rely on district provided transportation to get to and from school. We partner with families and districts to make sure that student and driver safety is a priority. Any behavior that requires that the driver's attention be removed from "the road" repeatedly or suddenly is viewed as dangerous. Therefore, while using district provided transportation, any distracting or disruptive behaviors may produce unsafe conditions, while the same behavior on campus at school may not. For this reason, transportation 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 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 while using transportation include:

- A reminder of the school rules from the driver.
- A formal behavioral referral to the principal; parents/guardians will be notified.
- Time limited suspension from the vehicle.
- If the problem(s) continue, a meeting at school will be scheduled with the Assistant Head of School and the district to discuss the student's future while using district provided transportation.

Egregious Behavior

At times, there are severe behavioral situations that require extreme actions to be taken by Frostig administrators. These actions may include loss of privileges, behavior contracts, requiring financial reimbursement for damaged property, in-house suspension, out-of-school suspension, referrals to outside agencies such as law enforcement, and dismissal from Frostig.

In the rare case that a student's behavior is too egregious to maintain enrollment with Frostig, Frostig follows the California Education Code regarding suspension and expulsion.

California Education Code 48900

A pupil shall not be suspended from school or recommended 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.
 - 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 had 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.

(c) (1) 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.

(2) Pupils who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

(d) Unlawfully offered, arranged, or negotiated to sell 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, 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.

(e) 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) (1) 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.

(2) Pupils who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

(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.

(k) (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) Except as provided in Section 48910, 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.

(3) Except as provided in Section 48910, 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, 2029.

(4) Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in any of grades 9 to 12, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.

(5) (A) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).

(B) A school administrator shall, within five business days, document the actions taken pursuant to

subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

- (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 so 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 preinitiation into 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 personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this 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) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, 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:

- (i) A message, text, sound, video, or image.
- (ii) 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.
- (iii) (I) An act of cyber sexual bullying.
 - (II) 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 this 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.
 - (III) 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.
- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis 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 the 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) (1) A suspension or expulsion shall not be imposed against a pupil based solely on the fact that they are truant, tardy, or otherwise absent from school activities.

(2) It is 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, 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.

(Amended by Stats. 2024, Ch. 840, Sec. 1. (AB 2711) Effective January 1, 2025.)

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 be 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 class-work, 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 their 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 assistant head of school.

- 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.

References

- Ed Code reference #s: 46014, 48205, 49423, 51938, 49510, 51938, 200, 32288, 48205, 48980, 48900
- Penal Code reference #s: 11164, 11174.3

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 Frostig as soon as possible. Please keep the handbook for reference throughout the year. Thank you and have a great school year!

Frostig Family – Student Handbook Signature Page

Please sign and return.

| <i>I have received my copy of the 2024-2025 Parent Handbook from Frostig School.</i> | |
|---|--|
| Student Name: | |
| Parent/Guardian 1 Name: | |
| Parent/Guardian 1 Signature: | |
| Date: | |
| Parent/Guardian 2 Name: | |
| Parent/Guardian 2 Signature: | |
| Date: | |