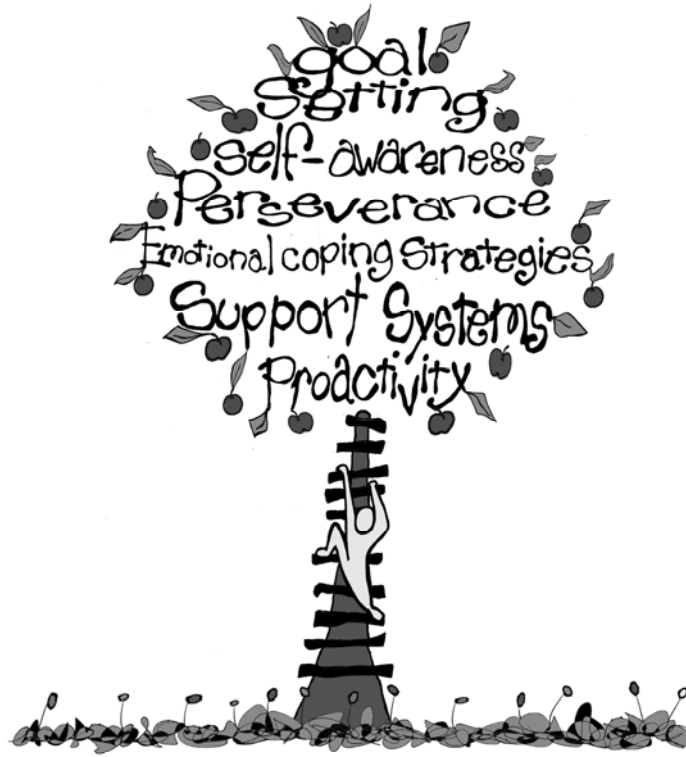


Frostig *School*



2009-2010

Parent-Student Handbook

www.frostigschool.org

Frostig*School*

2009-2010 Parent Student Handbook

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OUR MISSION

The mission of the Frostig Center is to enhance the opportunities of children with learning disabilities and related learning problems; to develop their potential and increase their ability to become contributing and stable members of society. The Center accomplishes this:

1. By providing, both at the Center and throughout the larger community, direct services including education, diagnosis and psychotherapy to children and their families
2. Through research
3. By training educators and other professionals.

All of the work of the Frostig Center is led by an experienced, professionally educated director and a supportive group of trustees of diverse backgrounds. Both the staff and the Board are guided by a commitment to the development of the whole child. The Center's total effort is based on state-of-the-art knowledge gained through research and clinical practice.

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The Frostig School at the Marianne Frostig Center of Educational Therapy was established in 1951 by Marianne Frostig. It is one of the few programs in the Los Angeles area that is designed exclusively for children with learning disabilities who do not have serious emotional disturbances. We offer a full range of academic and support services on site and serve students from 1st through 12th grade.

The school was located on the Westside of Los Angeles until 1979 when we moved to a larger facility in Pasadena. We have been in our current building since September 1987.

HOW CAN WE HELP YOUR CHILD SUCCEED?

The staff of the Frostig School is dedicated to providing children with learning disabilities a quality program that promotes the development of academics, language, motor, social-emotional, creative growth, and those factors that we believe will contribute to lifelong success. We believe in serving the "whole child." By addressing all of the child's needs in an integrated fashion, we can best help each child develop into a productive and successful member of society.

The Frostig School supports a "**LEARN AND RETURN**" policy. It is our goal to assist students to improve skills, identify strengths, and develop strategies to compensate for areas of challenge.

To insure that each student's needs are met, we feel it is essential to develop an individualized educational plan. This plan is based on an understanding of each student's strengths and weaknesses and outlines a course of action to help the child reach his or her highest potential.

We believe in establishing and maintaining a learning environment that allows students to feel comfortable taking risks. As part of risk-taking, it is essential to help students develop positive strategies to cope with frustration. Our research supports the conclusion that students who are successful have an understanding that adversity is a normal part of the learning process.

The Frostig School relies on an interdisciplinary team approach. Team members work together to meet each student's needs through the implementation of the educational plan.

EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs)

The Research Department at Frostig has pursued two lines of inquiry over the last twenty to twenty-five years. One of these lines, a 20-year follow-up study of former students at the Frostig Center, has yielded significant quantitative and qualitative findings concerning the development of persons with learning disabilities over the life span. This study has identified a set of attributes associated with successful life outcomes, including employment, education, financial stability, independent living status, family and community relations, life satisfaction, and psychological and physical health. These “success attributes” include qualities such as self-awareness, proactivity, persistence, appropriate goal setting, emotional coping strategies and the development and use of social support systems.

The Success Attributes have been integrated into instructional practices within the School for approximately five years. These attributes are both taught directly through activities within the classrooms and high school transition program and indirectly through the strategies and vocabulary employed by the staff across the program. The school team has adopted them as our Expected Schoolwide Learning Results for all Frostig students:

Frostig students will work towards developing:

- S**etting appropriate goals
- U**nderstanding their strengths and weaknesses
- C**ontrol and proactivity
- C**ourage and perseverance
- E**motional coping strategies
- S**elf-advocacy
- S**upport system access

STUDENT BODY

The Frostig School serves up to 120 students in grades 1-12 with at least low-average intellectual potential who have learning disabilities and can benefit from an academically oriented school program. We recognize that many children with learning disabilities also have emotional problems and other needs. We accept and serve these children as long as their emotional and/or other needs do not disrupt the learning environment or require an intensity of service or attention beyond the scope of the program.

Our typical student remains with us for 3 to 4 years. However, students have stayed for as little as 1 or as many as 12 years.

SCHOOL PROGRAM

The school day is from 8:10 a.m. to 3:00 p.m., with a shortened day on Thursday (dismissal at 1:40 p.m.) to allow for staff conferences and training. We generally follow the calendar and holidays of the Pasadena and Los Angeles Unified School Districts. There are 180 days in our school year. We also offer a 6-week summer program that meets from 8:30 a.m. to 1:00 p.m.

All academic classes are taught by credentialed teachers who have received training in learning disabilities. Ongoing training in “research-based best practices” is provided to staff by our Director of Teacher Training. Staff are also encouraged to attend workshops and conferences outside the Center. A variety of instructors teach special subjects including art, drama, music, computer science, physical education, and library. Each is trained and experienced in his / her particular field.

There are 10 classrooms in the school with no more than 12 students in the class per each credentialed teacher. Additional support staff is provided as needed.

The 10 classrooms are divided into 3 programs: elementary (with 3 classrooms), middle (with 3 homerooms), and secondary (with 4 homerooms). Class placement is based on chronological age, grade, social skills, academic level, graduation / transcript requirements and emotional need. Thus, students in each class may span a 2 to 4 year age and grade range.

Our modified curriculum follows the California State framework. In core subjects such as English, reading, and math, students in each class are grouped into small instructional clusters. Grouping students by skill level allows teachers to meet individual student needs while maximizing the amount of time each student receives direct teacher attention. In content subjects such as science and social studies, more whole group instruction is utilized. Material is selected according to the intellectual needs and grade levels of the students rather than their reading skills. A multi-sensory approach is utilized to meet the variety of learning preferences within the group. In this way students acquire general information commensurate with their intellectual ability rather than their reading level.

Elementary School Program

Each class in this program is primarily self-contained (i.e., students remain with their classroom teacher throughout the day.) Classes go to each special subject (art, music, drama, computer, library) as a group each week. Additionally, students participate in physical educational 3-5 times weekly. On occasion, a student may be grouped for part of the day with another class when that best meets the child's needs.

Classes in the elementary program span grades 1 to 6. (The elementary program overlaps with the middle school relative to placement for 6th graders. Decisions for student placement are made on an individualized basis, considering the academic and social-emotional needs of each student.) While students do not receive grades, they do receive a brief progress note

each Friday regarding their weekly performance.

Middle School Program

The middle school program covers grades 6 to 8. Classes in this program are departmentalized, although students may find the majority of academic subjects are taught by their homeroom teacher. For the elective and physical education classes, students are taught by other teachers and instructors and are inter-mixed across homeroom classes.

Students receive grades every nine weeks; final grades are issued at the end of each semester. These report cards differ from the IEP progress reports in that they reflect progress in the curriculum across completion of classroom and homework assignments, class participation, projects, quizzes, and tests. Grades are based on performance within the modified curriculum.

Secondary School Program

In the secondary program the classes for students in grades 9 to 12 are departmentalized.

Each secondary teacher is assigned one homeroom and acts as the case manager for those students. Students receive progress grades every nine weeks; final grades are issued at the end of each semester. These report cards differ from the IEP progress reports that they reflect progress in the curriculum across completion of classroom and homework assignments, class participation, projects, quizzes, and tests. Grades are based on performance within the modified curriculum.

A cumulative transcript documenting all credits earned toward a high school diploma is kept for all students ninth grade and above. Students earn a certificate of completion upon finishing the necessary course work or a high school diploma for completion of coursework AND passing the required exit exams or proficiency tests. The Frostig School is accredited by the Western Association of Schools and Colleges (WASC); all completed courses, earned credits and high school

diplomas are also recognized as valid by the California Department of Education. (Refer to the *Frostig Parent Guide for High School and Beyond* for detailed information.)

Special Subjects and Programs

Students are served by a number of instructors who enhance our classroom programs. All students have scheduled time in the computer laboratory that is fully equipped with PC's. Instruction is designed to teach basic computer skills with an emphasis on word processing. All classrooms are equipped with several computers, and teachers are provided with specialized on-going technology training and support. In this way, technology becomes a fundamental tool for all students.

The school has a fine arts program that includes music, drama, film (for secondary students) and art. Consumer and family sciences is integrated into our secondary transition program.

The school librarian supervises student use of our library. Students are encouraged to sign out books from the library's collection that includes high-interest, low reading level books, and audio versions of many texts. In addition, students are taught to utilize the library's resources for research and report writing.

Teachers involve the students in a variety of projects that support cooperative learning and/or long term project development. Typically three or four major programs are scheduled each year to showcase student efforts. These may include an academic fair, winter performing arts program, and a spring "Evening with the Fine Arts." Additionally, over the last few years, classes have hosted activities including a "Medieval Faire", as well as units on the environment and film production.

Clinical Services

Our staff includes a number of specialists who can provide services beyond the basic program when it is determined that they are needed. These services are: counseling, adapted physical

education, 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.

Counseling and psychotherapy are provided by a staff of licensed mental health professionals, including psychologists, clinical social workers, and marriage and family therapists. Counseling may include play therapy, social skills groups, and other specialized formats. Clinical services for the family, including parent counseling and family therapy, are also available.

We have on staff licensed/credentialed specialists in speech and language therapy, occupational therapy and adaptive physical education. They provide individual help to those students who would benefit from more intensive assistance in these areas.

In some cases, students may need an even greater level of academic individualization than they can get in the classrooms. To meet that need we provide one-to-one teaching by a trained educational therapist.

Assistive technology services are available for students who can benefit from intensive short-term training in this area. The goal of this training is to help students become proficient in the independent use of technology to bypass or compensate for a specific learning disability.

All of these specialists function as part of our inter-disciplinary team. In addition to the individual work with students, they also work with other team members to insure that each student's program is regularly reviewed and modified when needed.

Tuition

Basic tuition for the 10-month school year as of September 2009 is \$26,000. There are additional costs for counseling, adapted physical education, speech and language

therapy, educational therapy, assistive technology and transportation if those services are needed.

The IRS has considered services at the Frostig School to be treatment for a medical condition and has allowed it as a tax-deductible medical expense. The Business Office can provide you with documentation concerning this.

The Frostig School staff is committed to providing service. In keeping with this policy, scholarship help is often available. The Business Office can provide further information.

OVERVIEW

Hours

8:10 a.m. - 3:00 p.m., Monday, Tuesday, Wednesday, Friday; and - 1:40 p.m. on Thursday.

Student Drop Off

Students may not be on campus before 7:15 a.m., unless they are with their parents for a specially scheduled event or meeting with Frostig staff.

Student Pick-up

3:00; parents are asked to park on Dudley, facing west as students should not be crossing the street

Arrival and Departure

Students waiting for class to start at 8:10 a.m. should go directly to the student library where staff will check them in and supervise activities. After school, students are supervised in the front of school until 3:15 (M,T,W,F) or 2:55 (Thursday.) If their ride is late, they will wait in the lobby and parents will be subject to a late fee (\$5.00 per 15 minutes).

Absences

A parent or guardian must call each day by 9:00 a.m. to report a student's absence. Upon returning to school, an absence note must be

sent to the office. *(Please refer to the attendance policy on page 16.)*

Tardies

Any student arriving after 8:10 a.m. must come directly to the school office with a written note indicating the reason. Students will be issued a late slip to admit them to class.

Snack and Lunch

Send a non-perishable, healthy snack, lunch and drink (please do not send glass containers or foods which require use of a microwave oven). Students may also purchase lunches (on a quarterly basis) through our Hot Lunch Program. An additional snack may also be purchased at the student government sponsored vending machine.

Forgotten Lunch

If there is a "no lunch" emergency, the school Administrative Assistant will arrange for lunch to be provided through the Hot Lunch Program. Parents will be billed the cost of the lunch (\$5.00.) Reimbursement is expected promptly.

Students on Restricted Diets

If a child has a restricted diet that we need to assist in monitoring, please contact the Principal.

Clinical Services

Students who receive individual speech and language therapy, counseling, educational therapy, assistive technology, occupational therapy, or adapted physical education will be seen during the school day by the appropriate therapist(s). The specialist(s) will automatically coordinate appointments with the teacher, according to guidelines established by the principal.

Class Placement

A few days prior to school opening in the Fall, the teachers will telephone parents to introduce or reintroduce themselves and inform them of their child's class placement. If a student begins at a later date the Principal will introduce the parents to the teacher. Placements are determined according to:

- a. age range

- b. social/developmental needs
- c. learning style and achievement
- d. graduation requirements

Teacher/Parent Communications

Each year, teachers will contact parents within a week or two of the beginning of the school year to discuss the student's program.

The parent and teacher will decide together the degree of communication they need. E-mail is a generally preferred means of daily communication (avoiding "telephone-tag").

Parents meet formally with the teacher and clinical services staff once at the beginning and once at the end of the year. All students will receive a note each Friday informing parents how the student is doing. Middle and secondary school students will receive grades at the 9 and 18 week marks of each semester.

Dress Code

We endeavor to maintain a dress code that allows for individual expression and flexibility. Within that, though, we ask that students dress in a manner to promote safety, self-respect, and an appropriate educational environment.

School Rules

School rules are designed for the safety, protection and the well-being of all students and staff. Details about the rules can be found within this handbook.

Parent Observations

Parents may observe in classrooms by advance appointment. Contact the Principal at least two (2) days prior to make arrangements. Depending upon availability, a staff person may be able to discuss questions or concerns regarding the observation.

Homework

Students at Frostig will receive homework 4 nights a week, Monday - Thursday, in reading, English and math; social studies and science work may be assigned as the teacher(s) believe needed. The teacher may assign homework on

weekends if necessary, particularly for students in grades 7-12.

Homework is individually assigned to be at the student's level. In general, parents are asked not to help other than reading directions. For some assignments and in certain situations, the teacher may request that the parents provide additional assistance.

Parents should check with the teachers for an approximate nightly amount. Our goals for homework are:

- a. To increase the students ability to independently study.
- b. To develop appropriate study habits and skills.
- c. To reinforce and practice skills taught in class and/or to maintain skills that may be forgotten if not practiced.

Therefore, we ask parents not to directly help their child with homework, but instead to "structure" the student in a supportive manner.

All students in the middle and secondary school programs receive a "planner" in which they are to record homework and long-term assignments daily. Students may purchase their own planners if they so choose. Teacher and/or parent monitoring of the planner/assignments is individualized.

Curriculum and Programming

All students at the Frostig School are exposed to the required state curriculum and beyond, including the topics and broad skills taught within each curriculum strand. Research-based curricular materials are selected to address individual student learning needs and provide access to the general education curriculum. The conceptual level and skills taught within each broad area of study will vary depending upon the students' age and grade, their individual needs and their individual educational plan (IEP) or cycle.

Parents of students in the secondary program should refer to the Parent-Student Transition Guide for information regarding requirements

for graduation, credits, and post-secondary preparation.

Dual Enrollment

The goal of dual enrollment is to transition a student to a regular education or vocational program. When students are ready, Frostig and the parent will arrange for dual enrollment at Frostig and another school. (Dual enrollment is not appropriate for all students or in all situations. Other factors to consider may include travel time/distance, class schedules, and credits.)

When the Frostig team, parent and funding district agree, Frostig and/or the district assists the parent in enrollment at a local private or public school. Plans for dual enrollment will be discussed with the Transition Services Coordinator. The parent is responsible for applying and registering the student, getting a copy of the school rules and calendar, hours, etc., and coordinating differences in calendars between the schools. Curriculum, class placement, amount of time and transportation will be discussed and decided among the parent, funding district (if appropriate), and Frostig Staff.

On-going monitoring of the student's progress, consulting and supporting the teachers in the second school will be the joint responsibility of the student, parent and Frostig staff as decided when dual enrollment occurs.

A.M.A.S.E

AMASE is 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. The development of teamwork, good sportsmanship, and an understanding of the dynamics of sports are benefits of participation in the program.

Frostig students generally play on the varsity level against teams where the average age of players is 14-17 years old. We want all the interested students to have an opportunity to play, but at the same time, safety has to be our number one priority.

All students who wish to try out must be in the middle or secondary school programs, and at least 14 years of age.

Students will “try out” for the team during their P.E. class. Once on the team, students must meet the following criteria in order to play in each game:

- a. Athletes have their parents’ permission slips on file with coach (covers all games) prior to “try-outs.”
- b. Frostig will rely on CIF rules to determine eligibility. Students must have no outstanding assignments in any class as of the Tuesday prior to the game. An assignment is considered complete only if the student scores 70% (pass). This means that a student's averaged cumulative grade is not the deciding factor and that a student can make up work to meet criteria.
- c. Students will not have any behavioral referrals.
- d. Students must have all of his/her teachers’ approval by the Tuesday prior to the game.
- e. The coach will circulate a list for each teacher’s final approval. Any student who has not met the criteria will not participate in the game.

Please note: students who have a pattern of missing games may be dropped from the team.

Please be aware that several games will be held off-site and will take the better part of the day, approximately 10:00-2:00. Students will travel for off-site games. If your child participates, you will receive a schedule of days, dates, and schools we will play. However, per league rules, we can not invite other Frostig students or staff to watch/cheer. We appreciate your understanding as non-compliance could result in forfeiture of the game.

PARENT AND SCHOOL COMMUNICATION

MEETINGS

Parent Education and Orientation Meetings

The New Parent Orientation is designed to answer questions and inform and orient parents of new students to the school program. Parents are requested to attend.

Should parents have an idea or desire regarding a group parent meeting, a workshop or discussion group about any education related topic, please let the Principal know. Sometimes the best guest speakers, discussions, and meetings come from parents. When there are parent education meetings, flyers will be sent home.

Meeting other parents

An informal meeting is held the first morning of the school year. Please join us for coffee and the orientation in the Student Library (8:00 - 9:30 a.m.) and get to know other parents.

Introductions

At the beginning of each school year or at the time a child is initially enrolled, the homeroom teacher will contact the parent to reintroduce or introduce himself/herself.

Open House

Usually held towards the middle of October, Open House is an opportunity for the student and his/her family to come and see the school, classrooms, materials being used.

Beginning-of-the-Year Goals and Objectives Meetings

Around the sixth or seventh week of school, parents will be scheduled for a private meeting. The meeting will include all of the staff who work directly with the student, although, due to scheduling conflicts, some staff may need to contact parents at an alternate time. The purpose of the meeting is for the staff to discuss the primary objectives that they will be working on with the student throughout the year. Parents are encouraged to share and discuss their

own thoughts about goals that they would like worked on with their child. (If the student is publicly funded and the IEP takes place about this time, the IEP and parent conference will be combined.)

Mid-Year Meetings

In April or May parents will again be scheduled for a formal parent conference. To the extent possible, the meeting will include all staff that work directly with each student. The goal of the meeting is to discuss the overall progress of the student over the school year and to discuss recommendations and plans for the summer and upcoming school year. (If the student is publicly funded and the IEP takes place about this time, the IEP and parent conference will be combined.) This meeting will take the place of end-of-the-year meetings held in previous years. We feel this timeline will afford more timely feedback and planning.

WRITTEN COMMUNICATION

Elementary

In the elementary classes, parents will receive a note each Friday, providing a quick overview of how the student is doing with homework, classwork and behavior.

Middle & Secondary School

In the middle and secondary classes, students receive grades. Progress grade reports are sent home at the 9 week mark and final grade reports are sent home at the end of each 18 week semester. These report cards differ from the progress notes on cycles / IEP goals in that they reflect progress in the curriculum across completion of classroom and homework assignments, class participation, projects, quizzes, and tests. Additionally, parents will receive a progress note each Friday.

At-risk notices are sent out when students are at-risk of failing classes.

A cumulative transcript documenting all credits earned toward a high school diploma is kept for all students ninth grade and above.

Students earn a certificate of completion upon finishing the necessary course work or a high school diploma for completion of coursework AND passing the exit exam or proficiency tests. All completed courses, earned credits and high school diplomas are recognized as valid by the California Department of Education. The Frostig School is accredited by the Western Association of Schools and Colleges (WASC).

IEP Goals and Progress Notes

Parents will receive 2 – 4 progress reports addressing IEP goals each school year.

Requests for Reports at Non-Scheduled Times

The reporting process is extremely complex and very time consuming for our staff. For this reason, we are rarely able to supply parents with reports prior to their scheduled completion time. Parents may, however, request early completion of a report if a request is submitted:

- a. directly to the principal in writing and
- b. includes a reason why the report is desired.

The principal will determine if the terms of the request can be accommodated. While reasonable consideration will be made regarding each request, there is no guarantee that requests can be met.

Requests for Additional Reports or Consultation for Due Process

Frostig cannot provide reports or prepared documents that are not already included in 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 provide any reports or records that we have already produced for the student to any party the parent wishes (with proper permission), what services we are providing and why we believe that the services are necessary. *(Please refer to the section on Family Rights, p. 12.)*

If the amount of time requested from such an outside party (i.e., the district or an advocate/attorney) is beyond our time limits, we will indicate this. All requests for consultations of this kind must be directed to the Principal, who will determine which staff have the most relevant information to share. All consultation of this kind will need to take place during routine working hours and on working days by telephone at Frostig or in person at Frostig.

A staff person will be available for due process sessions. However, we ask that you are sensitive to the impact that such a request may have on our program and understand that we must place some limits on these requests.

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. We do recognize that the school district imposes certain conditions. Whenever a parent would like any of those conditions or services of the child’s program modified, we will contact your district for input and initiate the IEP process if appropriate. 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.

FAMILIES ENROLLED ON A PRIVATE BASIS WITH NON-PUBLIC FUNDING

On occasion, families are enrolled at Frostig on a private basis and 1) may be receiving direct reimbursement from a district, or 2) have NPS funding at the time of enrollment but are unable to use it, or 3) become approved for NPS funding while enrolled at Frostig. Families in any one of those three situations should contact their district and complete a "Private School Services Plan" informing the district of enrollment at Frostig. If you have questions please directly contact the Principal, Tobey Shaw. Please do not direct your questions to other staff. We do this to insure that the information you receive is accurate and consistent.)

If a student is privately enrolled and a public spot becomes available AND a student is to receive that spot AND an IEP is scheduled, the Principal may determine that Frostig staff will participate in the IEP. At all other times Frostig staff will not participate in any IEP meetings when a student is not publicly enrolled through the IEP process.

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. Nor can we 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. We will provide any reports or records that we have already produced for the student to any party the parent wishes (with proper

permission), a list of services we are providing, and why we believe that the services are necessary.

If the amount of time requested from an outside party (i.e., the district or an advocate/attorney) is beyond our time limits, we will indicate this. All requests for consultations of this kind must be directed to the Principal, who will determine which staff has the most relevant information to share. All consultation of this kind will need to take place during routine working hours and days by telephone from Frostig or in person at Frostig.

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 all of its staff:

- a. 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/client will be decided by the immediate team of all professionals who work with a given student. The team always includes the Executive Director, Principal, Director of Teacher Training, and/or the Director of Clinical Services.
- b. Staff must maintain the utmost standards of confidentiality. Sharing personal information about a client and their family is only done with other staff who have a need to know.
- c. 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.
- d. Staff may not take a student in their car without advance parent permission and approval from an administrator.

- e. Staff may not involve themselves with clients or their families for paid or unpaid services outside of working hours without advance prior approval of the Executive Director and the parents.
- f. All services provided by Frostig staff (paid or unpaid) must be assigned by a supervisor through the normal channels of the Center.
- g. Staff may not give out their home phone numbers.
- h. Staff may not participate in social activities with Frostig clients outside of working hours without advance prior approval of the professional team and the parents.

POLICIES ON INVOLVEMENT WITH FAMILIES AND THEIR LEGAL ACTIONS

We encourage parents to communicate with staff regarding critical events affecting their child. This includes legal actions that could affect a child or a home situation. However, in order to protect our best interests, the best interests of our staff, and the best interests of those individuals that we serve, the Frostig Center must impose limits on our involvement with legal actions in which we are not a party as well as with the individuals who are involved in those actions. These legal actions may include disputes regarding divorce, custody or other legal matters.

The Frostig School provides regular communications to all parents. This currently takes the form of parent conferences, written reports and phone conferences. We will not provide any additional meetings, feedback, or communication to parents or to attorneys, expert witnesses, court appointed therapists, monitors, or others unless we perceive that there is a sufficient clinical need for it independent of the legal action. This includes phone communication with any of these individuals or parties. The need for input for

the resolution of legal issues is not sufficient clinical rationale for additional communication.

When we have determined that there is sufficient clinical rationale to provide additional input, it may, at our sole discretion, be in the form of a meeting at which all parties to the action are included. In this instance, an official transcript of the meeting will be kept, and all members of the Frostig staff who are present will be remunerated. Further, the cost of the transcription will be borne by the parties involved in the action and not by the Frostig Center.

If a child is seeing a therapist at the Center, the Child Psychotherapy Agreement outlines our policy regarding a therapist's involvement in a child custody dispute.

If parents are involved in a divorce or have been divorced, parent conferences will be scheduled using the standard procedures that are used for the scheduling of all conferences at the Center. We will schedule one conference for both parents to attend. We will not schedule individual conferences for individual parents unless we decide it is necessary for clinical reasons. The parent conference will not be available as a forum for collecting information to be used in any legal action.

While parents are encouraged to inform the staff of pending legal actions, they are not permitted to solicit support for legal actions or attempt to obtain information for use in pending legal actions.

We ask that you be respectful of the time spent with staff. If conversations and requests begin to interfere with the program, administration may need to require that any requests for information be communicated in writing and/or limit access to staff.

If, in the opinion of the administration, the effects of the legal action are interfering with our ability to serve your child or other children, we may determine that we can no longer serve your child. In such an instance, we will give

written notice to all parties of our intention to terminate services within one month unless there is a significant change in the situation. If there is not sufficient change, we will give a final one-week notice of our intention to terminate services. If the child is funded by a school district, the school district will be informed of our intention and we will request their cooperation in the matter.

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 5 days of the day the school receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal 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 school principal, 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 provide 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
600 Independence Avenue, SW
Washington, D.C. 20202-4605

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 students 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. **If you do not want any or all of this directory information released to other families, please indicate so on the form.**

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.**

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.**

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. Requests for copies of records should be directed to Bruce Hirsch, Custodian of Records. The charge for copies is \$.25 per page.

REPORTING OF SUSPECTED CHILD ABUSE

Frostig will follow the guidelines of the California Penal Code with regards to reporting suspected cases of child abuse. The code

requires all “child care custodians” (i.e., teachers, teaching assistants, coaches, administrators, and staff members) to report known incidents of child abuse.

- a. Any employee who becomes aware of any known or suspected incidents of child abuse will report immediately to the Principal, Executive Director, Director of Clinical Services, or Director of Teacher Training.
- b. All investigation, parent notification, and appropriate intervention will be at the direction of the Principal, Executive Director, Director of Clinical Services, or Director of Teacher Training.
- c. Strict confidentiality will be maintained; information will be shared only on a “need to know” basis.
- d. As required, a report of the suspected incident will be reported to child protective services.

STUDENT STANDARDS OF BEHAVIOR

The standards of behavior at Frostig are designed to help students to understand and live in a school environment that is safe physically and emotionally. The rules are also designed to assist students to gain skills that will help them learn how to meet their own needs while functioning within a group. While students may earn consequences for negative behavior, we feel the process and understanding behind the discipline must be positive and proactive whenever possible. We also promote clear straight-forward communication of feelings and thoughts and strive to teach the students how to behave in appropriate ways to function in a variety of school settings. (These standards extend to the bus and off-campus school sponsored activities.)

Occasionally, school administrators may determine it necessary to conduct a search of

students or their property to protect the health, safety, and welfare of students and staff. Administrators may search individual student, their property, and school property under their control (lockers or desks) 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.

STANDARDS

Students will respect the guidelines established by the adult-in-charge whether on or off campus

- a. Language used, whether written, spoken, or in the form of gestures, will at all times reflect respect for others
- b. At all times, students will be safe from sexual and gender identity harassment and cultural bias
- c. Weapons, actual or simulated, will not be allowed on campus
- d. Alcohol, tobacco, or illegal drugs will not be allowed on campus
- e. Flammable materials, including lighters or matches, will not be allowed on campus
- f. Vandalism to personal or school property will not be tolerated
- g. Disruptive behavior, whether in or out of the classroom, will not be condoned
- h. Threatening behavior, whether verbal or physical, and/or poor sportsmanship will not be condoned.

- i. Bullying of peers is considered serious behavior. Staff and parents should bring all incidents of bullying (and questions about possible bullying) to the attention of Bruce Hirsch, Director of Clinical Services.
- j. Inappropriate physical contact is not acceptable
- k. Electronic devices (i.e., pagers, cell phones, CDs, iPods) when used during transportation to-and-from school, may not be used on campus at any time and must be stored appropriately during the school day. The School will NOT be responsible for these devices.

In some instances, a student may be allowed to use a listening device to assist him/her in staying focused during independent work. Should students elect to bring equipment, the school will NOT be responsible for it.

- l. Skateboards, bicycles, and scooters, even when used as transportation to-and-from school, may not be used on campus at any time and must be stored appropriately during the school day.

HARASSMENT POLICY

The Frostig School is committed to provide a learning environment that is free from harassment in any form. Harassment of any student by any other student or employee is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, disability, sex, sexual orientation, or gender identification. It includes, but is not limited to:

- a. Verbal harassment: derogatory comments and jokes; threatening words spoken to another person
- b. Physical harassment: deliberate unwanted physical touching, contact, or assault
- c. Impeding or blocking movements, or any intimidating interference with normal work or movement.
- d. Visual harassment: derogatory, demeaning, or inflammatory written words, drawings, or gestures
- e. Sexual harassment: includes unwelcome sexual advances, requests for sexual favors, and other suggestions of physical contact of a sexual nature

We acknowledge that cybernet harassment has been identified as a growing problem. This is not tolerated at school and we ask that parents carefully supervise internet / instant messenger / e-mail use at home.

Complaint filing and investigation procedures:

- a. The student may first choose to tell the individual causing the harassment that his/her conduct is offensive and must stop. If the objectionable behavior does not cease immediately, the student should report the harassment to his/her teacher and/or the Principal.
- b. The claim will be investigated thoroughly, involving only the necessary parties; 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 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.

DISCIPLINE

Frostig supports a program of positive behavior support and intervention. However, on occasion, disciplinary actions may be appropriate / necessary.

The following disciplinary actions may be taken by staff and/or administrators:

- a. Warning: ordinarily, students are provided with an opportunity to discuss behavioral issues and are given a verbal warning
- b. Consequences: students may be given consequences that include temporary exclusion from a game or class, loss of break time or privileges, service time to the school, financial reimbursement for damaged property
- c. Behavior agreements or contracts: the school team may develop a behavior contract for the student outlining expectations, rewards, or consequences
- d. Detention: students may spend a determined length of time in the QZ (quiet zone) or classroom during class, lunch, or after school (the latter with prior notification to the parent); classwork or other assignments/projects may be provided
- e. Suspension: a student may be suspended for serious misconduct. Parents and, if publicly funded, the school district, will be notified.
- f. Expulsion: This is a final dismissal of students from the school. (The school will follow all procedures and regulations mandated by IDEA.)

- g. Other actions, as appropriate

STUDENT TARDINESS

All students are expected to be on time for school each day and to be prompt in arriving for scheduled classes.

- a. A student is considered tardy if not in his / her seat and ready to begin class.
- b. Students who are late for school must report to the school office and obtain a tardy slip before going to class.
- c. Parents will be notified of excessive tardiness; consequences for unexcused tardiness will follow a continuum of intervention strategies which may include a parent-teacher-student conference.

STUDENT ABSENCES

All students are expected to attend school and scheduled classes each day. The attendance of all publicly funded students is reported to the funding districts. Additionally, a student's attendance record is an important part of his/her transcript and may be sent to other schools upon transition.

In keeping with the common practice of public and private schools, the Frostig School considers 10 or more excused or unexcused absences during a semester excessive (10 absences =11% of the semester.) Absences in excess of 10 may result in a failing grade for the semester. (Only absences for illness, doctor/dentist appointments, bereavement, court hearings, and religious observations are considered excused by the California Department of Education. All other absences are unexcused even with a parent note.)

Students who are absent will receive a "0" in participation for each class for that day with no possibility of make-up. (In some cases,

students may have the option of extra-credit to offset missed participation.) Students will have a number of days (equivalent to the number of days of absence) to make-up classwork and homework for days missed. For example, if the student is out for 3 days due to illness, s/he will have 3 days to make-up any work missed. Any changes in this policy due to extenuating circumstances need to be approved by an administrator and the Team of teachers working with the student.

After 10 absences, parents of students (including those in the elementary program) will be required to meet with an administrator and the classroom teacher.

Positive attendance will be supported through special activities and awards (to be determined through Team discussion and administrative approval.)

- a. Parents are requested to call the school (626. 791.1255) to report each student absence.
- b. A school representative will call home to verify the absence of each student not already reported by a parent or guardian.
- c. If it is expected that a student will be absent for an extended period of time, a parent or guardian should notify the school as soon as possible.
- d. In some cases, a doctor's note may be required in order for a student to return to classroom or PE activity.
- e. Medical, dental, or other appointments should be scheduled during hours which do not infringe upon school time. If circumstances necessitate appointments during school time, the student is to bring a note from a parent or guardian requesting dismissal time. Students must be signed-out in the school office before they leave campus.

USE OF SCHOOL EQUIPMENT

Telephones

Students may ONLY use the front office or Administrative Assistant's phone. In order to do so, they must have written permission from a staff person. Use of the front office or the Administrative Assistant's phone is permitted for an *emergency* only. An emergency could involve a transportation arrangement problem; an emergency would not be homework.

Copier machine upstairs

Only middle and secondary students may use the copier upstairs. The copier may be used only for school related purposes AND only with a pass from their teacher. The pass should state the reason the student is using the copier. Teachers will train students on use of the copier if needed. Copying should not be done during academic instructional periods, unless it is for an unpreventable emergency on the teacher's part.

Lockers

Each student will be assigned a locker and a lock; the school will keep a master key for each lock. Students are expected to use the locker for storing their belongings. They need to use only the locker assigned. (Parents will be billed for lost and/or damaged locks and lockers.)

SECONDARY STUDENT DRIVING AND RIDING POLICY

Frostig has a number of older students who drive their own cars. We want our high school students to enjoy their independence in a responsible way. Often students who do not drive on their own want to ride with another student in their car. Riding in someone else's car also requires additional responsibility.

- a. Students who need to go to their car during school hours need a written pass to do so.
- b. No student driver may take any other student in their car unless they have advance written permission from the

parents of BOTH the driver and rider. The permission must be on file with the Principal.

- c. No student may ride in another student's car unless BOTH the driver and rider have advance written permission from their parent(s). The permission must be on file with the Principal.
- d. No student without a valid license may drive to school; students with learner's permit are expected to follow all laws (i.e., accompanied by a licensed driver over the age of 25.)

Students who drive scooters or bicycles to school should have written permission to do so on file with the Principal

STUDENTS OVER 18 YEARS OF AGE

Students over 18 years of age, having reached the age of majority, will be afforded all of their educational rights unless parents have obtained legal guardianship. These rights include (but are not limited to) signing their own IEPs, permission forms, and checking themselves out of school.

Students must abide by all Frostig rules.

Students will not be allowed to go off campus during their school day unless they receive the express consent of a school administrator.

VISITORS ON CAMPUS

Students may have a friend visit school with one week advance written permission from their parents, the visitor's parents, and the Principal.

All visitors must sign-in with the school office.

TRANSPORTATION/SCHOOL BUS

If your child is young and/or new to Frostig, parents may want to arrange to bring students in the first day. We will introduce the student to the driver and the other students on the bus to prepare for the ride. Parents are encouraged to talk with the Principal or Administrative Assistant if they feel their child will need some individual preparation.

The Frostig School contracts with private transportation companies to provide bus service to its students. Transportation is provided in California Highway Patrol inspected school buses by appropriately licensed drivers. Routing and scheduling procedures are established jointly by the bus companies and the school. Students are picked up from and dropped off at convenient, pre-determined meeting locations.

If you have contracted with us for transportation services, the Administrative Assistant in charge of transportation will send you the route information a few days before your child's first day of school. She will inform you of pick-up and drop-off arrangements.

Parents are responsible for bringing their child to the pick-up point each morning and meeting their child at the drop-off point each afternoon.

We ask that parents arrive 5 minutes before the published pick up and drop off time. This will allow parents to provide supervision, avoid missing the bus in the morning and ensure that a parent will be at the drop off point to greet students in the afternoon. We use the phone company's time service (626) 853-1212 as our reference.

If parents miss the drop-off time or pick-up time, they should proceed to the next stop on the route list. If no one is at the meeting point to receive a child in the afternoon and the bus driver is instructed to wait, parents will be billed \$30.00. (Frostig is passing on the fee that the bus company charges us.) If no parent/guardian

/emergency contact can be located, and the bus has reached the end of the route, the student will be taken to the Tumbleweed terminal which is located near the intersection of the 405 and 10 freeways. Parents should then pick the student up at this location.

If this situation occurs, parents should contact (310) 444-3232 to speak with the dispatcher and get directions. Parents will be billed a fee of \$30.00 to cover Tumbleweed's mandatory late charge.

The dispatch office is open until 7:00 p.m. If a student has not been picked-up by this time, the dispatcher will notify the Executive Director, Bennett Ross, or the Principal, Tobey Shaw and appropriate actions will be taken to ensure the student's safety.

STUDENT ABSENCE FROM THE BUS

Our buses operate on fixed time schedules. The route times are included in the Transportation Packet sent to parents before the beginning of the school year. If a student is sick, there is no need to call the school in order to let the bus company know because the bus will not wait beyond the scheduled pick up time. The bus will proceed on its normal route even if they are not picking up the student.

SYSTEM FOR CHECKING BUS STATUS

Morning Routes

In the event that a bus is running behind schedule (e.g., has a flat tire, is caught in traffic or perhaps there is a substitute driver) the bus company will notify the Frostig School. The bus company will relay the information to our answering service. Please feel free to call the answering service for this information (626) 791-1255.

Afternoon Routes In the event that the bus is late in dropping off your child, the bus company staff will contact you to let you know.

The bus company staff will also notify Frostig staff of the drop-off delay.

MODIFICATIONS

We are unable to modify either the morning or the afternoon routes to accommodate any scheduling changes you may have.

However, the following modifications can be made in case of an unavoidable circumstance:

- a. If you wish your child dropped off at another already established drop-off point on their usual route, this can be done with **24 hours** notice.
- b. If you do not want your child to go home on the bus, please

Call Kathleen Birk between 9:00-10:00 a.m.

There are times when we may be able to honor requests for a child to ride the bus of another child in order to have a play date. We will be able to accommodate such requests if:

- a. We have at least 2 days notice in writing from the parents / guardians of both students.
- b. There is room available on the bus.
- c. Parents of students who do not ride the bus will be billed for either one-way or round-trip transportation (as appropriate.)

PUBLICLY FUNDED STUDENTS WITH FUNDED TRANSPORTATION WHEN FROSTIG SERVICE IS NOT UTILIZED

If the transportation provided through Frostig is inconvenient, not to the parents' liking or not available, (e.g. a student resides outside our transportation range), Frostig will not be able to provide an alternative. However, parents are free to make their own arrangements (in keeping

with the parameters defined by their school district).

Frostig will not contract directly with any service other than our existing providers or negotiate or make arrangements, initially or ongoing, with a service other than our existing providers.

At the District's request, Frostig will:

- a. Bill the District for the amount agreed upon between the parent and the District.
- b. Reimburse the parents after monthly submission of the proper invoice.

BUS RULES

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 drive a school bus, 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 is publicly funded, transportation is considered a part of the IEP. Parents of publicly funded students should be aware that because Frostig's target population consists of youngsters who experience learning disabilities, we do not provide extraordinary behavioral services, on the bus or at school. Therefore, 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. A reminder of the school rules from the driver.
- c. A formal behavioral referral to the Principal; parents will be notified.
- d. Time limited suspension from the bus.
- e. If the problem(s) continue, a meeting at school will be scheduled with Tobey to discuss the student's future on the bus
- f. Drivers will pull the bus to the side of the road and wait for compliance when:
 - The driver has given a student a reminder and the behavior has not stopped and is distracting OR
 - A single behavior is serious, such as verbal or physical aggression
- g. Drivers will radio dispatch to notify Kathleen if pulling over to the side of the road does not result in full compliance and/or a safety problem persists.
- h. Drivers will make a behavioral referral and forward it to Kathleen each time that they need to pull the bus over.

POLICIES ON ADMINISTRATION OF NON-PRESCRIPTION AND PRESCRIPTION MEDICATION

The Frostig Center has adopted the following guidelines regarding the administration of medication:

- a. No pupil shall be given medication, prescription or non-prescription, during school hours, except upon written request. A form must be completed by the pupil's physician,

signed by the parent or guardian, and filed with the Designated Medication Staff (DMS).

- b. Prescription medications must be delivered to the school in a **container clearly labeled by the pharmacy** with the following:
 - Pupil's full name
 - Physician's name/telephone number
 - Dosage, schedule, and dose form (tablet, liquid, etc.)
 - Name of medication
 - Date of expiration of medication

**Please note: upon request, when picking up prescription, the pharmacist will supply you with an extra labeled bottle for school use.*

- c. Non-Prescription medication (i.e., Tylenol, Advil, Midol, cough suppressants) must be delivered to the school in a container that:
 - is the original manufacturer's bottle
 - has the expiration date visible/readable
 - has the student's full name written clearly on the bottle.
- d. Each medication is to be in a separate container labeled as above and no medication will be accepted if not labeled and identified as in (c) and (d) above.
- e. Pupils will be assisted in taking medication according to the physician's instructions. The procedure will be observed by a school staff member who is authorized by the responsible administrator. The designated staff member will henceforth be referred to as the DMS.

- f. The parent or guardian will assume full responsibility for the supplying of all medication.
- g. Parents shall deliver, or have delivered by another adult, any medication to be administered under the provisions of this policy.
- h. No medication may be brought to school by pupils or conveyed on a school bus, unless given by a responsible adult to the bus driver. The bus driver will deliver the medications directly to the DMS.
- i. Parents are not to send children to school with any form of medication, aspirin, cold tablets, etc., to self-medicate. Parents,, however, can bring medication to school and administer it to the child themselves, if they wish.
- j. For your convenience, forms are sent home at the beginning of each school year. Please request additional forms from the administrative assistant, Kathleen Birk.
- k. This policy has been developed in keeping with the California Education Code #49423.
- l. Whether prescription or non-prescription medication is ongoing or not, forms will need to be completed once each year, effective 9/98.
- m. When exact times are not listed on the prescription bottle or form from the physician, the time administered may be adjusted to within a 15-minute range to avoid disruption to a student's schedule. If the time is specific to the minute, the DMS will telephone the physician and get approval to modify the time of administration if it is disruptive to the student's schedule.

In this case, the DMS will note the agreement on the current "Request for Medication Form" and date and initial the change. A note will also be made on the log book request form.

- n. Students asthma may carry their inhalers and self-medicate as needed to control their asthma (AB 2132.) Documentation must be submitted to the DMS (per sections a. and b.).

If you have further questions, please call the Principal.

EARTHQUAKE/EMERGENCY PLAN

In the event of a major earthquake or disaster, the school will keep the students beyond dismissal time until their parent(s)/guardian(s) or designated adult come to the school and sign for his/her release. Students may be picked-up on the south side of the school building (see "Emergency Disaster Procedures").

In the event that the campus must be evacuated, we will evacuate to Victory Park - located across the street from the school.

Additionally, the school has developed a procedure in the event an emergency would require a "lockdown" of the campus.

If your child should require medical attention, he/she will be transferred to a hospital close by. The possibilities are:

1. Methodist Hospital, Arcadia
2. Huntington Hospital, Pasadena

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.

Kindly return the information sheet to us with the enrollment package by the first day of school. Retain this letter and the attached map in a safe place for future reference. Also make note of names of persons you have authorized to pick up your child and update the list as necessary.

If your child is taking prescription medication at home or at school, please bring a 3-day supply of medication as per policy on "Administration of Non-Prescription and Prescription Medication" to be kept in a separate earthquake supply box.

EMERGENCY DISASTER PROCEDURES

Parents are instructed to follow the important procedures listed below in the event of an emergency disaster:

- a. Tune in emergency radio stations KFWB (AM 980), KNX (AM 1070), KCRW (FM 89.9) and KSRF (FM 103.1). CB Channel 9 is a disaster channel.
- b. Stay off the telephone. Trying to communicate with the school via telephone after a disaster will prove difficult, if not impossible.
- c. After an emergency, students will be escorted to an emergency assembly area which is located on the yard behind (West of) the building. If the campus needs evacuation, students will be escorted to Victory Park--across the street from Frostig.
- d. 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.
- e. The school principal and staff communication team will be available near the driveway to assist parents.

- g. 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 child.
- h. The school will remain open indefinitely until every child has been released to his/her parent(s) or to authorized person(s).

IT IS VERY IMPORTANT THAT STUDENT EMERGENCY CARD INFORMATION BE KEPT CURRENT. PLEASE MAKE CERTAIN THAT THE EMERGENCY CARDS THAT YOU HAVE PROVIDED THE SCHOOL OFFICE ARE ACCURATE.

We have installed a phone "blast system" that enables us to contact parents automatically with a recorded message. This system may be used to notify parents of school closure or other time sensitive important information.