

The Frost School Family Information Packet

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frostschool.org



Sheppard Pratt
HEALTH SYSTEM

The Frost School is a nonpublic special education day school serving students ages six to 21 with emotional and behavioral disabilities and autism spectrum disorders. The Frost School is a program of the Sheppard Pratt Health System and contains several specialized programs, each providing a supportive and structured environment integrating specialized academic instruction, counseling, transition services, and behavioral modification specific to each student population.

The Therapeutic Community and Lodge Programs serve high-school-aged, students utilizing a therapeutic community model. The model incorporates special education and integrated group and individual counseling, individualized academic and therapeutic support, family counseling, and psychiatric services conducted by special educators, licensed social workers, counselors, and psychologists. Students are taught communication skills, personal accountability, problem solving, conflict resolution, and relationship building skills through the daily group counseling sessions, individual counseling, and community meetings. Both program works primarily with students who have emotional and behavioral disabilities and high-functioning autism spectrum disorders. The Therapeutic Community and Lodge Programs are also appropriate for students with learning disabilities, speech and language impairments, mild intellectual disabilities, or attention deficit disorders whose problem solving, social, and communication skills impede their ability to access the curriculum in a general education setting. These programs offer small classes, related services, vocational training and internship opportunities, and transition services for students starting middle and high school.

The Lower and Middle School Programs offer students in grades one through eight a model that includes both self-contained and content-based classrooms. We utilize a combination of behavioral and therapeutic approaches in addition to specialized academic instruction by certified teachers. This model provides students with a structured and predictable learning environment. We utilize positive behavior supports, visual activity schedules, child directed and play based therapy, integrated sensory motor activities and techniques, family counseling, and individual and group counseling as appropriate, in addition to other related services.

The Oakmont Secondary Program offers a unique program for middle and high school students with autism spectrum disorders who are on a diploma track. Content area courses are taught by certified and experienced special education teachers with the support of trained educational assistants. Students in the Oakmont Secondary Program participate in daily social skills training, resource support, and related services. Individualized behavioral intervention programs are developed by a team that includes

a behavioral psychologist, clinical social worker, behavior specialists, and special educators, and all students take part in a motivational system incorporating high levels of positive reinforcement.

The Oakmont Primary Program serves students ages six through 15 with autism spectrum disorders and other related disorders. Students are taught in highly structured, self-contained classrooms utilizing a variety of strategies including: discrete trial, direct instruction, play based instruction, motor skill development, sensory integration strategies, natural aided language stimulation, community based instruction, and positive behavioral support. Individualized behavior and academic plans are formulated by a team of certified teachers, licensed psychologists, behavior specialists, behavioral support staff, licensed speech and language pathologists, occupational therapists, educational assistants, and one-to-one assistants.

School-wide Related Services: Individual, group, and family counseling; speech and language therapy; occupational therapy; physical therapy; psychological services; psychiatry; and school nursing.

Services and Facilities

The Frost School is approved by the Maryland State Department of Education as a Type I, full-day, year-round, non-public, separate special education school, which serves children and adolescents with emotional and behavioral disabilities and autism spectrum disorders. The Frost School serves students ages six to 21 in grades one through 12. Students are referred to The Frost School by public school systems in Maryland, Virginia, and the District of Columbia.

The Sheppard Pratt Health System, Inc. is responsible for governing The Frost School. The Director is the administrative head of the school. The Education Director is responsible for the operation of the education program. The Principal assists the Education Director in performing duties necessary for the successful operation of the school.

The Frost School, located at 4915 Aspen Hill Road in Rockville, Maryland, meets in a 42,000 square foot building that was formerly a public elementary school. Twenty five rooms are used for classes and counseling groups. The library contains more than 2,600 volumes for student and teacher use, and the computer lab has seven stations, which are used to infuse technology into the curriculum. Student enrollment capacity for this space is 150 students. The Frost School sits on a seven acre lot, which provides

sufficient space for athletic needs, physical education, and recess for our younger students.

Philosophy

The philosophy of The Frost School begins with a concern for the student as a whole person with many facets and many needs. The individual does not function in isolation: each young person is affected by a variety of forces, such as their family, peer group, school, and community. His/her challenges are not only self-impacting, but affect other people as well, including parents, siblings, peers, and the community in which he/she lives. The problems may become so severe that the student can no longer function successfully in one of these environments. The Frost School aims to respect all aspects of the developing student's life by addressing these issues in a therapeutic environment.

The family is a primary force in the student's life and must be a central component in any program designed to help the student make positive, long-term changes. We believe that the family's inclusion in the student's treatment plan is crucial to the student's success in all programs at The Frost School. Families must be willing to participate in a regularly scheduled family counseling sessions included in the school programming.

Academics

Our students benefit from a positive and structured academic environment with small group instruction and high levels of personal attention from instructors. The school may serve as a transitional placement for students leaving residential treatment who need further treatment prior to re-entering their home school. It may also serve as a less restrictive alternative to residential placement, allowing the student to remain within his/her family and community while still receiving much-needed services.

Our educational staff is experienced in teaching a wide range of subjects to students with emotional and behavioral disabilities and autism spectrum disorders. Classes are small and students receive instruction based on the Common Core State Standards and Maryland State Curriculum (along with supporting curricula from DC and VA) and their Individualized Education Programs (IEP). Instruction may be functional, remedial, or advanced, and is provided in all courses required for graduation. Students with learning and other disabilities are accommodated, as long as their primary disabling condition is an emotional/behavioral disability or autism. Related services including speech and

language therapy, occupational therapy, and physical therapy are available to students as indicated by their IEPs.

Each marking period, students receive progress reports containing the grades for their academic work and for progress made on their IEP goals. A copy of the progress report is sent to the parents and to the special education placement office of the student's public school system.

When students are ready to return to their regular education program, a trial period partial-day at The Frost School and a partial-day at the student's regular school is arranged when possible. Once the student demonstrates readiness, he/she can return to it full time with the approval of the IEP team.

Counseling: Individual, Group, Family, and Social Skills

Each student at The Frost School receives counseling and/or social skills training. In both the **Therapeutic Community and Lodge Programs**, students receive small group counseling as part of their daily schedule. Individual counseling is also offered to students in both programs. Family counseling is a requirement of both programs, and can be offered either in individual family treatment or multiple family counseling support groups. Regularly scheduled community meetings are held in both programs to allow students and staff in each community to address issues in the milieu in a healthy manner. These meetings are designed to help students learn and practice problem solving, communication, and decision-making skills within the group setting. In the **Oakmont Secondary Program**, students receive integrated social skills training and have access to individual, group, and family counseling.

Students at The Frost School also have access to our consulting psychiatrist. The psychiatrist furnishes the team with any pertinent, medically-related information that may be necessary to consider when planning and implementing the student's program. The psychiatrist may also be asked to see a student if questions regarding the effect of, or need for, medications arise, and can prescribe medication with the permission and involvement of the parent or guardian.

Career/Work Component

In addition to traditional academic courses, The Frost School has a component to assist students in preparing for entrance into the labor force and/or other adult responsibilities.

Career Education and Cooperative Work Experience classes help students learn about different types of careers and different ways of entering them. Career-related issues and topics are explored. Students are guided to explore their interests, references, and abilities in career and vocational fields. Independent living classes teach students many of the facts and skills necessary for living successfully and independently within a community.

Career Lab is a structured and supervised experiential work program students participate in one day each week. During the workday, students are assigned jobs on the school grounds, within the school or at a work site off of the school grounds. Staff members supervise the students' work. Students earn training wages for their work and may receive increases in that training wage as they demonstrate improved work skills. As each student increases their employability and leadership skills, he/she is promoted to the role of "supervisor" and is given the opportunity to manage a work crew of his/her peers. At the end of each work day, students meet with staff to evaluate their own and their peers' work performance, and to discuss and resolve problems that may have arisen on the job. The "sheltered" work environment allows students to practice meeting the expectations of a job while learning how to cooperate with co-workers, satisfy an employer, and perform a variety of job skills.

High school students can be assigned to an internship in the community when they demonstrate the ability to handle the emotional and behavioral demands of a work experience. An internship is a paid or volunteer position in a job or a field of interest to the student. The transition coordinator assists with job placement with an employer in the community, and contacts the employer on a regular basis to check on the student's progress and job performance. The student reports to the internship once a week instead of participating in the work day at school. The internship gives the student the opportunity to experience a less sheltered work situation while continuing to receive support from the school.

The Frost School transition coordinator, with the help of counselors, special education teachers, the student, and the student's family, will help the student explore postsecondary options including, but not limited to, postsecondary education, independent living, and vocational training programs. School staff will assist with college and career counseling, career/vocational interest assessments, guest speakers from different career fields, and trips to college and career fairs.

Eligibility Criteria for Acceptance into The Frost School

The Frost School accepts male and female students in grades one through 12, ages six through 21, who have an Individualized Education Program (IEP), which lists emotional and behavioral disorders (six) or autism spectrum disorders (14) as the primary disabling conditions. The Frost School will also accept students diagnosed with other disabilities, as long as it is determined that the student could benefit from The Frost School programs.

Students with Emotional and Behavioral Disorders

Potential students should be motivated and able to participate in their educational and treatment program. Students must be willing and able to utilize therapeutic supports to maintain safe behavior in the school setting. Students must be able to participate in the admission process, which can include an interview and/or visit day.

The Frost School does not provide substance abuse treatment. Students with substance abuse issues must be enrolled in an ongoing treatment program outside of The Frost School in order to continue attending school.

Students must be living with a parent or state-approved guardian, be a ward of the state, or live with a guardian approved by the parents. Exceptions may be made at the discretion of the staff if the student is 18 years of age or older. Students must be able to prove residency in the funding school system unless other arrangements have been worked out with that school system.

Students with Autism Spectrum Disorders

Prospective students must have a documented primary diagnosis of autism or other pervasive developmental disorder (PDD) as evidenced by a DSM-V diagnosis, AND/OR must exhibit behavioral characteristics of autism (e.g. stereotypical behaviors, self-stimulatory behaviors, intensive communication needs, repetitive behaviors and obsessions, abnormal sensory orientations to environment stimuli). At the time of admission, the student must not be able to function in a less restrictive environment and must possess the cognitive, physical, and emotional capacity to participate in and benefit from the school curriculum. The student must be eligible for a government-funded placement. The family of the student must be willing and accessible to participate in the pre-admission interview along with participating in eventual treatment

and discharge planning. Exceptions to any of the above criteria are subject to the approval of the education director.

The school will not be able to serve students whose behaviors are so severe that the school staff does not feel they can keep him/her safe from harming him/herself or others.

Admissions Process

First meeting: In the first part of the meeting, the family (parent/guardian and student) has an interview with a member of The Frost School staff (often the director). The staff member explains the program and provides information about school rules and expectations, program description, and school philosophy. In that meeting, the family may also be asked to provide historical background including prior educational and treatment information to assist in ensuring the program is an appropriate fit. The student and family will also be given a tour of the school.

Second meeting/Visit Day: If the student and family wish to pursue enrolling in one of The Frost School programs, they will be asked to call the school to schedule a second meeting with direct care staff or a visit day. During a visit day, the prospective student will be scheduled for a half or whole day and will participate in the school schedule to get a better sense of whether the placement might be a good fit.

Following these meetings, The Frost School staff meets to review school, medical, and psychological records. The staff then determines whether or not to accept the student and family into the program. If, for any reason, the staff decides that the eligibility requirements are not adequately met, or that The Frost School is not the appropriate placement, the school will provide a written explanation to the family and referring agency to make them aware of the decision.

If Accepted:

1. Before the first day of attendance, The Frost School must have a signed and dated immunization record from a physician or health department stating the dates the student was given the required immunizations.
2. The Frost School must have all academic records of courses, grades, and credits received at other placements or schools before the student is enrolled. This includes home instruction, hospitals, treatment centers, and private and public schools. All relevant educational, psychological, speech and language, and occupational therapy assessments must also be provided to the school for the student file.

3. Prior to the student's first day of school, the parent/guardian must accompany the student to The Frost School to:
 - Sign the enrollment agreement
 - Sign release of information forms
 - Receive an explanation of The Frost School's policies

Criteria for Decision to Mainstream to Less Restrictive Environment

When students have demonstrated sufficient progress in their academic, socioemotional, and behavioral goals and have expressed a desire to begin the process to mainstream back into a less restrictive setting, a discussion will occur between the student, family, and school staff to determine next steps. The decision to mainstream is one made jointly by the parents, student, The Frost School's academic and counseling staff, and the local school system. A plan will be determined as to how to proceed in conjunction with the local school system. In many cases, a partial transition to a less restrictive setting will occur for at least one semester, if not longer, to ensure the student is successful in the new setting.

Program Dismissal

Under certain circumstances, dismissal from The Frost School may occur before successful completion of the program. Grounds for a recommendation for dismissal or non-successful termination include any significant violation of the safety of the students and/or staff at the school, or a prolonged lack of progress at the school.

When there is a recommendation for dismissal, the education director notifies the parents and the local education agency (LEA) in writing to make them aware of the recommendation for the student's dismissal from the school, and requests an IEP meeting to discuss the precipitants to the recommendation. Alternatives to dismissal will be examined at the IEP meeting.

Exceptions to the above are circumstances in which the student is a clear physical threat to other students or staff, a student brings weapons or illegal drugs to school, or the student physically attacks another student or staff member. In these cases, the education director will inform the LEA of the situation by phone and in writing, requesting a 45-day interim alternative placement.

Non-Discrimination Policy

The staff of The Frost School shall not discriminate on the basis of race, color, creed, religion, sex, sexual orientation, national origin, or disability. This applies to:

1. The acceptance of students for enrollment at The Frost School;
2. The provision of counseling and behavioral support services to students and others;
3. The provision of educational services to students;
4. The administration of psychological and educational tests and assessments to students and others;
5. The dismissal of students, and
6. The hiring, promotion, and discharge of employees.

Receiving and Investigating Complaints

Any concerns or complaints can be given in writing to the education director. He or she will respond to the complaint within 10 business days. If the issue is not resolved, the parents may direct the complaint in writing to the director of The Frost School, the associate director, or the director of day schools for Sheppard Pratt Health System. He or she will respond to the complaint within 10 business days. If the issue is still not resolved for the parent(s), the complaint will be sent to the LEA by the education director, and an IEP meeting will be requested by the LEA to resolve the issue.

Parents may also take complaints to the State Board of Education for their placing school system:

Maryland

http://www.marylandpublicschools.org/MSDE/divisions/earlyinterv/complaint_investigation/

District of Columbia

<http://osse.dc.gov/publication/due-process-complaint-form>

Virginia

http://www.doe.virginia.gov/special_ed/resolving_disputes/due_process/

Student and Parent Rights

Students of The Frost School and their parents shall be treated with dignity and respect at all times. They shall be offered the opportunity to express complaints and grievances to members of the administrative staff, and shall be granted access to the education director and director of The Frost School upon request. Upon admission to the school, the parent/guardian of every child is informed in writing of this right to access by the staff.

School records shall be confidential, current, and accurate. The school record is property of the school, and is maintained for the benefit of the student, the school staff, and the school. It is the responsibility of the school to safeguard the information in the record against loss, defacement, tampering, or use by any unauthorized person.

In addition, students have the following rights:

- You have the right to receive the most appropriate treatment available and to be treated with respect and dignity by staff, regardless of sex, age, race, color, religion, national origin, or source of payment.
- You have the right to be protected from harm or mental, physical, or sexual abuse. Concerns about abuse should immediately be reported for investigation to the education director.
- You have the right to be fully informed of the rules and regulations of the program and your responsibilities.
- You have the right to participate in the development and periodic update of a written Individualized Education Program (IEP) and receive the treatment as specified in it.
- You have the right to know the names, titles, and roles of the people teaching you and when appropriate, alternative treatments, services, or providers.
- You have the right to discuss with your teacher, psychiatrist, or other staff, your medication, treatment, academic progress, and/or IEP.
- You have the right to the confidential treatment of records within the confines of the law. Transfers of information between The Frost School programs or between The Frost School and your LEA do not require your permission.
- Your legal guardian has the right to refuse treatment for you to the extent permitted by law and to be informed of the therapeutic consequences of this action.
- You have the right to be free from mechanical restraints.

- You have the right to tell the treating staff if you are not satisfied with your care and to follow the program's grievance procedure.

Policies

Policy on Student Personal Files

All files generated at The Frost School are the property of the Sheppard Pratt Health System, Inc. It has the right to determine the policies regarding the maintenance and upkeep of all files. These policies will not be contrary to local, state, and/or federal laws.

All files generated by other agencies cannot be copied or given out to anyone without the written permission of a qualified person from that agency.

No staff member of The Frost School may copy or give out any part of a personal file of a present or past student to anyone without explicit written permission of the director, and a signed release by the student's parent/legal guardian or the student, if over the age of majority.

In addition to the above, the following policies are in effect:

1. All files are confidential. No part of a student's file can be shared with anyone outside of our staff without the written permission of the student's parent or the student, if at the age of majority.
2. All files are kept in a locked room at all times.
3. When a student leaves The Frost School, an inactive file is maintained in a locked room.
4. In accordance with COMAR and Sheppard Pratt Health System record retention policies, inactive files will be destroyed and a permanent file is created.
5. The permanent file will consist of an admission note, a discharge note, and an educational transcript.
6. If The Frost School closes, all educational transcripts will be sent to the Maryland State Department of Education.
7. Any parent of a former or current student may request to review or inspect their child's records after giving the education director 48 hours' notice in writing. This must be done in the presence of a qualified therapist in order to ensure clarity of content.

8. Any current or former student may request to review or inspect his/her file with the permission of his/her parent/guardian after giving the education director 48 hours' notice in writing. If the student has reached the age of majority, he/she does not need his/her parent's permission to see a personal file. This must be done in the presence of a qualified therapist in order to ensure clarity of content.
9. Any former student or the parent or guardian of a former student who has not reached the age of majority can request in writing of the education director, copies of any material kept in an inactive file. A minimal charge for copying will be assessed, and the education director will mail these copies to the student or parent postmarked within 48 hours of receipt of the request.
10. Any former student or the parent/guardian of a former student who has not reached the age of majority can request, in writing, that materials be deleted from an inactive file. The director, in consultation with the education director, will determine if this is appropriate. A written reply will be mailed within five working days to the individual(s) making the request.
11. Any current or former student or the parent/guardian of a current or former student who has not reached the age of majority can insert a "clarifying" letter to any document in a personal file.
12. Parents receive a copy of this policy from the education director when a student is enrolled.

Policies and Procedures for Development and Revision of IEP

A student must enter The Frost School with a current IEP based on previous assessment information. The special education team should determine the IEP's relevance to the needs of the student and revise it, if necessary. Should an IEP need revision, the education director will promptly notify the local school system in writing, and will review it within 30 days of the student's enrollment. If necessary, the IEP may be reviewed within 60 days after the student has entered the program.

The IEP team shall consist of the student (if appropriate), the student's family, the staff working directly with the student, a case manager (if designated), the education director (or his/her designee), and a local school system representative. The team must be notified in writing of an IEP meeting 10 days in advance. The notice should include the time, date, place, and purpose of the meeting, and must include any proposed changes to the IEP. Any documentation to be used in the meeting must be submitted for review by the parents at least five days prior to the meeting. The IEP shall be reviewed at the discretion of the team when problems or changes occur, and on an annual basis.

Policies Regarding Child Abuse and Neglect

Maryland law requires that every health practitioner, educator, human services worker, or law enforcement officer who has reason to believe that a child has been subjected to physical abuse or sexual abuse shall immediately report to the local department of Social Services or appropriate law enforcement agency. The report, in both oral and written form, shall be made as soon as reasonably possible, but in any case, the written report must be made within 48 hours of the suspicion of possible abuse to the local department of Social Services and the local State's Attorney. Maryland law also requires that every health practitioner, educator, human services worker, or law enforcement officer who has reason to believe that a child has been subjected to neglect shall immediately report to the local Department of Social Services. The report, in both oral and written form, shall be made as soon as reasonably possible, but in any case, the written report must be made within 48 hours of the suspicion of possible neglect to the local Department of Social Services.

Further, any person other than a health practitioner, educator, social worker, or law enforcement office, including any other employee of the school and volunteers in the school who has reason to believe that a child has been subjected to physical abuse, sexual abuse, or neglect, shall immediately report to the local Department of Social Services or the appropriate law enforcement agency as prescribed in the above paragraph.

Any person who makes, or participates in the making of, a good faith report of abuse or neglect or participates in the investigation or in a judicial proceeding resulting therefrom shall in so doing be immune from any civil liability or criminal penalty that might otherwise be incurred or imposed as a result thereof.

Any employee of the school or volunteer in the school who suspects that a case of child physical or sexual abuse had occurred shall make an oral report to the local Department of Social Services or to the appropriate law enforcement agency. In a case of suspected neglect, the oral report should only be made to the local Department of Social Services. The responsibility of an employee or volunteer of the school to report suspected cases of child abuse or neglect is mandatory.

The school employee or volunteer shall promptly inform the program's clinical coordinator and/or education director that a case of suspected child abuse and/or neglect is being reported to the Department of Social Services or law enforcement agency. The clinical coordinator and/or education director shall be responsible for

assuring that the director and other personnel who work with the child are informed. The oral report must be made as soon as possible, notwithstanding any other provision of law, including any law on privileged communications. It is the obligation of the clinical coordinator and education director to insure that cases of suspected child abuse or neglect brought to their attention by any school employee or volunteer are fully reported by the employee or volunteer if this has not already been done.

Copies of the written report for abuse or neglect shall be sent to the local department of Social Services. Additional distribution shall be determined by the school, but shall be limited to persons who have a true need-to-know and shall not violate the confidentiality requirements discussed below (i.e. normally the child's team school nurse and program administrators). The school shall not maintain copies of written child abuse or neglect reports. Department of Human Resources (DHR) regulations require that the identity of the person reporting a case of suspected child abuse and/or neglect shall not be revealed. Protective Services staff shall make every attempt to protect the identity of the reporter unless required by court order to reveal the source.

All records and reports concerning Protective Services investigations of child abuse and/or neglect and their outcomes are protected by the confidentiality statute Article 88A, Section 6(b). Unauthorized disclosure of such records is a criminal offense subject to a fine of up to \$500.00 or imprisonment for up to 90 days, or both.

Although the regulations express a preference for parental notification, the school clinical coordinator, principal, or appointee is not required to notify parents or guardians of their investigations on school premises involving suspected child abuse or neglect. The clinical coordinator, in consultation with the Protective Services caseworker, may decide whether the parents should be informed of the investigative questioning. It may be determined, for example, that notification to the parents would create a threat to the well-being of the child (COMAR 13A.0801.04b). Generally speaking, it is our preference to keep parents informed regarding all steps of this process.

In the event that a child is in need of emergency medical treatment as a result of suspected abuse or neglect, the clinical coordinator, in collaboration with the school nurse or other health professional when available, shall arrange for the child to be taken immediately to the nearest hospital. The Protective Services or law enforcement officer should be consulted before taking the child to the hospital when feasible; in cases where the emergency conditions prevent such consultation, the Protective Services worker should be notified as soon thereafter as possible. In all other instances it is the role of the Protective Services worker and/or law enforcement officer to seek

medical treatment for the child. It should be noted that emergency medical treatment shall be provided to the child, if needed, with or without parental consent. If the child is brought to the physician (1) in accordance with a court order (2) by a representative of a local department who believes the child has been abused or neglected (3) by a police officer who believes the child has been abused or neglected.

Information contained in school health records needed during the existence of a health and safety emergency may be disclosed without parental consent and without violating the provisions of the Federal Educational Rights and Privacy Act (FERPA) of 1974.

Additional Information

Inclement Weather Policy

The Frost School follows weather-related closings and delays of Montgomery County Public Schools. Students from school systems other than MCPS should follow their own school system's delays or closings if more extreme than MCPS. For example, if a student is from DCPS and DCPS is open, but MCPS is closed, school is closed and the student should not report. However if DCPS is closed and MCPS is open, transportation will not be provided by DCPS so the student should not report.

The Frost School is **closed** when MCPS announces closing due to inclement weather.

The Frost School **closes early** if MCPS announces early closings due to inclement weather.

The Frost School **delays opening** if MCPS announces a delayed opening due to inclement weather. The Frost School will be delayed whatever amount of time MCPS is delayed. **In the event that a two hour delayed opening falls on a previously scheduled half day, The Frost School will be closed.**

If you have any questions, please call us.

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The Frost School Program Rules and Regulations

The Frost School will fully implement each student's IEP. The program is built on a student and family's recognition that serious social emotional or behavioral problems are interfering with a successful educational experience. In order to overcome these difficulties, the student and family must be willing to acknowledge these issues and commit themselves to working with the program toward positive change.

The therapeutic community model and values that are employed throughout all programs at The Frost School indicate that everyone within the program commit themselves to positively supporting their peers and the school program within their developmental and cognitive ability.

A. Commitments

By enrolling in The Frost School program, students, parents, and guardians agree and commit to the following:

1. To work actively on the issues, problems, and difficulties that brought them to The Frost School, including academic issues, peer issues, family issues, and socio-emotional issues.
2. To help other students at The Frost School work on their issues and resolve the challenges that brought them here.

B. The Seven Major Rules

In order to attend The Frost School and to meet these two commitments, all students and parents must agree to follow the **Seven Major Rules**. Disciplinary action will be taken if any of these rules are violated. Violation of these rules is grounds for **in-school suspension, out of school suspension, or a recommendation for a change in placement.**

Parents and referring counties will be notified of violations of these rules. Police may be notified if a federal, state, or county law is violated.

These rules have been designed to help students accomplish their goals, to protect individual safety, and to make The Frost School a place where change and growth can take place. We have other less major rules, but we believe these seven rules are central to individual and program success.

1. Attendance:

- A. Students must attend school each day on time. Students will follow the attendance policies for their local school jurisdiction as to whether the absence is considered excused or unexcused. Medical documentation for absences may be required.
- B. All family members residing in the same home are asked to regularly attend scheduled family counseling meetings. In some cases, family members who are not currently residing in the same home as the student may also be asked to attend these family meetings if appropriate for treatment.

2. Violence:

- A. Physical violence in any form will not be tolerated.
- B. Provocation and threats of any kind will not be tolerated.
- C. The possession and/or use of weapons of any kind are forbidden.

(In order to be a successful therapeutic community, everyone in this community must not only be safe, they also must feel safe. Thus, any act of violence, including, but not limited to, assault, destruction of property, physical or verbal abuse, and/or provoking another individual is detrimental to successfully meeting the two major commitments in coming to Frost and will not be tolerated).

3. Drugs/Alcohol/Tobacco:

- A. Bringing, giving, using, sharing, or selling alcohol, tobacco, illegal drugs, vaping, e-cigarettes, or inhalants not prescribed by a physician is prohibited on the premises and during any school activity, on or off premises, by students or family members.
- B. Prescription drugs may be taken only under the supervision of a qualified staff member, and all prescription and over-the-counter drugs brought on the premises must be handed over to a staff member at the beginning of each day by a guardian.
- C. State and county law prohibit minors from smoking cigarettes (and like products) at school. Students, therefore, may not have these products, including matches and lighters in their possession while at school.

School staff/nurse may conduct random drug screens for students. If a student is found to have a positive screen, he or she may be required to have a substance abuse evaluation and/or attend a substance abuse program in order to remain at Frost.

4. Premise Restrictions and Staff Directions:

- A. Students and family members must remain in assigned areas of the building and premises allocated for the use of The Frost School.
- B. Students are allowed to visit any other program within The Frost School as long as they have permission and supervision from a staff member.
- C. Students may not leave school grounds without permission from a parent/guardian and school staff.

5. Visiting other students

- A. Students are permitted to visit with other Frost School students outside of school with the consent of both families; input from school staff is encouraged.

6. Undermining Behavior

- A. Students are encouraged to support their peers and the school program in a positive manner. A student's attitude and behavior must not be undermining or divisive to the functioning or morale of the program.
- B. A student must not deliberately interfere in any way with another student's academic or therapeutic progress or engage in bullying or harassment of any nature toward others in the school community.

7. Knowledge of Rule Violation

- A. If a student knows of another student's breaking of any of the **Seven Major Rules**, the student is encouraged to ask the offender to discontinue the violation or unsafe behavior, and report the misconduct/concern to school staff or administrators.

Second Interview/ Visit Day Goals

When a student comes for his/her second interview or visit day, the sheet below should be completed and brought back on the second visit.

Academic Goals

1. _____

2. _____

Family Goals

1. _____

2. _____

Career Goals

1. _____

2. _____

Personal Goals

1. _____

2. _____

Revised Summer 2018