

**EATON
ARROWSMITH
REDMOND**

**PARENT
HANDBOOK**

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VISION, MISSION, AND CORE VALUES

VISION

Empowering positive change.

MISSION

To provide compassionate educational environments, built on integrity, trust and growth, that empower positive change.

CORE VALUES

Fairness
Immediacy
Respect
Safety
Trust

MESSAGE FROM OUR PRINCIPAL

Dear Eaton Arrowsmith Redmond Parents and Students,

It is a pleasure to welcome you to Eaton Arrowsmith Redmond – we are thrilled to begin the school year. The information contained in this Parent Handbook is a valuable resource for helping you, the parents and guardians, better understand daily life at EA. Please let us know if there is anything we can help you with. Our aim is to support you and your children as they strengthen their capacity for learning.

The Arrowsmith Program is not always easy—strengthening the brain takes time and hard work—but with support, guidance, and commitment it is possible.

EA is a community that supports, encourages and welcomes students and parents into the cognitive, academic and social life of the school.

The goal of Eaton Arrowsmith Redmond is to provide students with a physically and emotionally safe environment in which to realize their potential both in the classroom and in life, and to develop self-directed, responsible and respectful students who will:

- Increase their capacities to learn, understand and express information essential to education
- Develop and maintain confidence and self-worth
- Embrace the three R's of life at EA: respect for self; respect for others; responsibility for one's actions
- Increase students' desire to be life-long self-motivated learners
- Provide students with the overall capacities to realize their potential both in the classroom and in non-academic life
- Help our students see the power of goal setting and striving for what is important to them as learners and individuals

Please do not hesitate to ask any staff member additional questions that you may have regarding our school. We welcome your feedback and we encourage you to communicate with us. We are looking forward to an amazing year of growth!

Sincerely,

Tracy McCammant
Principal
Eaton Arrowsmith Redmond

HOW TO CONTACT US

Eaton Arrowsmith

17946 NE 65th Street
Redmond WA 98052

Telephone: 425.861.8327

Facsimile: 425.861.8365

Email: redmondreception@eatonarrowsmith.com

Website: www.eatonarrowsmith.com

2019-2020 EA Staff

Principal: Tracy McCammant (Mrs. Mac)
tmccammant@eatonarrowsmith.com

Office Manager/Reception: Lacey Sabic (Ms. Lacey)
redmondreception@eatonarrowsmith.com

Head Cognitive Teacher/EA Adult Teacher: Jacob Saltzman (Mr. Saltzman)
jsaltzman@eatonarrowsmith.com

Mid/High School Cognitive Teachers: Courtney Kaeser (Mrs. K)
ckaeser@eatonarrowsmith.com

Supraja Raman (Mrs. Raman)
sraman@eatonarrowsmith.com

Juniors Cognitive Teachers: Nayana Oliveida (Ms. Oliveira)
noliveira@eatonarrowsmith.com

Anja Springer (Ms. Springer)
aspringer@eatonarrowsmith.com

Academic Teacher EA/Northwest Liberty: Sandy Mollerup (Mrs. Mollerup)
Sandy.Mollerup@nwls.us

Teaching Assistants: Ben Battafarano, Sean Eaton, Jason McGinnis

Volunteers: Gretchen Farr, Sarah Kirk, Jon Pendano

SCHEDULES

NOTE: This schedule is subject to slight changes, you will be advised if that takes place.

Eaton Arrowsmith Redmond Full Day Hours (K-12)	
8:10 - 8:30 AM	Arrival (Staff Greet Students)
8:30 - 8:45 AM	Walk (Students/Staff)
8:45 - 9:20 AM	Block 1
9:25 -10:00 AM	Block 2
10:00-10:15 AM	Break
10:15 -10:50 AM	Block 3
10:55 -11:30 AM	Block 4
11:30 AM – 12:30	Lunch/Fitness/Social
12:30 - 1:05 PM	Block 5
1:10 - 1:45 PM	Block 6
1:45 - 2:00 PM	Break
2:00 - 2:35 PM	Block 7
2:40 - 3:15 PM	Block 8
3:15 PM	Dismiss

Eaton Arrowsmith Redmond Half Day Hours (K-12)	
8:10 - 8:30 AM	Arrival AM Students
8:30 - 8:45 AM	Walk (AM Students Arrive)
8:45 - 9:20 AM	Block 1
9:25 -10:00 AM	Block 2
10:00-10:15 AM	Break
10:15 -10:50 AM	Block 3
10:55 -11:30 AM	Block 4 (AM Students Dismissed)
11:30 AM – 12:30	Lunch/Fitness/Social
12:30 - 1:05 PM	Block 5 (PM Students Arrive)
1:10 - 1:45 PM	Block 6
1:45 - 2:00 PM	Break
2:00 - 2:35 PM	Block 7
2:40 - 3:15 PM	Block 8
3:15 PM	Dismiss (PM Students Dismissed)

Eaton Arrowsmith Adults: start and end times are dependent on individual needs and program length.

LUNCH AND BREAK TIMES

EXPECTATIONS

- Lunch and break times are intended to give students the opportunity to rest and replenish.
- To maximize cognitive change please ensure your child has:
 - a well-balanced breakfast, nutritious snack and healthy lunch
 - an additional healthy snack if enrolled in Homeblock Program
 - a water bottle
- Please include cutlery as needed with your child's lunch as we are unable to provide students with these.

CONDUCT

Appropriate conduct is expected from all students during lunch, these include

- Each student is responsible for tidying up his or her eating area and it is expected that litter will be cleaned up voluntarily.
- Partially full beverage containers are not to be left at school.
- Food is to be eaten in the designated lunch area and not in the rest of the building or outside unless special permission is granted.
- Student conduct policy applies while off school property at lunch

It is most important that parents are aware that due to allergies and food sensitivities we are a nut-free school. **We request that all types of nuts and all food products containing nuts are not brought onto the school premises.** Also, we do not allow soda at the site, and recommend parents to send low-sugar, high nutrition lunches to promote active engagement (especially in the afternoons) in your child's cognitive exercises.

We strive to be a litter-free school and ask that student lunches and snacks—the healthier the better—be packed in reusable bags and/or containers. All unconsumed lunch items should return home at the end of the school day.

Additionally, students are expected to move in a quiet and orderly manner. Running, jumping, and any form of horseplay or roughhousing is not allowed inside the building.

COMMUNITY STANDARDS

GUIDING PRINCIPLES

At Eaton Arrowsmith we provide a compassionate educational environment which works to meet the individual needs of all our students. Through various elements of Non-Violent Communication, Mindfulness, growth mindset, physical activity, and open communication with our teaching staff, we aim to achieve what is best for our students and their individual life experiences and their journey. This is regardless of gender, religion, sexual orientation, or family ethnicity.

NON-VIOLENT COMMUNICATION (NVC)

Communication approach that emphasizes that we are all compassionate by nature and that our acts are a strategy to meet a basic human need that we all share. This was developed by Marshall Rosenberg and his book, *Nonviolent Communication: A Language of Life*, is a great resource.

GROWTH MINDSET

As part of our culture we encourage students to develop a growth mindset. This is the idea that intelligence can be developed through hard work, good strategies, and help from others. This contrasts with a fixed mindset which is the belief that intelligence is pre-set and fixed. A fixed mindset instills negative views of effort, a focus on mistakes, and the over-interpretation of setbacks. Through goal setting and motivational strategies, we focus on the process of cognitive change as opposed to the mastery of a task. This concept is explored by Dr. Carol Dweck in her book *Mindset*.

MINDUP

Developed by The Hawn Foundation, MindUP is a classroom-based program that teaches social and emotional learning skills that link cognitive neuroscience, positive psychology and mindful awareness training. For more information on mindfulness and how to support your child read *10 Mindful Minutes* by Goldie Hawn.

PHYSICAL ACTIVITY

It is scientifically proven that even moderate exercise increases mental processes, sharpens thinking, reduces stress and anxiety, and enhances memory. However, we are aware that physical education classes and team sports can be a stressor for many of our students. Managing the rules of a game, and the competitive nature of sport often create uninviting moments for those who struggle with slower speeds of processing and understanding of instruction. To support this, Eaton Arrowsmith's goal is to provide the opportunities throughout the day that allow for increased heart rates and sustained levels of exercise that is focused on simple games and enjoyment of play versus learning the complexities of a game.

STUDENT OUTINGS/FIELD TRIPS

EA community trips may be scheduled during the school year for educational or motivational purposes. Students are expected to act in a respectful and appropriate manner while on these trips.

Students will receive a parental consent form and an information letter prior to each trip. Completed parental consent forms and any associated fees are due one week prior to the trip date.

We realize that field trips and class parties may be planned during a time when half day or part time students will not be in school. These students are always welcome to join these events in these circumstances. We regret that we cannot always accommodate all schedules.

SCHOOL POLICIES

ABSENCES, LATE ARRIVALS, AND EARLY DEPARTURES

If you know your child is going to be late to school, leaving early or absent for the day please inform the school by contacting reception at 425.861.8327 or redmondreception@eatonarrowsmith.com. If emailing, please include your child's teaching team (Academic and Cognitive teachers) on the email. For late arrivals and early departures your child is expected to check in and/or out at the reception area.

If a student has not arrived by 9:00 AM and there has not been a call/email from the parents, the school will contact the parents to find out if the student is expected at the school that day. If the student was expected to arrive, immediate action will then be taken to locate the student.

TRAFFIC SAFETY PROCEDURE

As the building parking lot can be congested at times, please ensure to use caution when driving around our school.

STUDENT DROP-OFF

Between 8:15 AM and 8:30 AM, staff members will greet students at the front. If students are arriving prior to 8:15 AM, parents should contact the school before dropping their student off to ensure supervision. Students arriving late (after 8:30) should check in with reception or a staff member who will note their arrival.

STUDENT PICK-UP

Students are dismissed at 3:15 PM. Staff members monitor the parking lot and student pick up between 3:15 PM and 3:30 PM. Please call or email reception if you are going to be late picking up your child and we will have them wait at reception until they are picked up.

PUBLIC TRANSPORTATION

There are bus lines that run near Eaton Arrowsmith Redmond; please check transit schedules online for the best available bus route for your student. It is important that students arrive prior the start of their classes.

PUNCTUALITY

We expect all students to make every effort to arrive on time; punctuality is essential to the *success* of the Arrowsmith Program. All students are expected to be at the school and ready to start by 8:30 AM and to have returned to their classroom after the lunch break ready to work by 12:30 PM, therefore we ask parents to have their student at school at 8:25 to ensure a timely transition to our first activity. Transition from lunchtime to block 5 begins at 12:30. Late arrivals make it difficult for the teacher who is trying to get the morning or afternoon off to a smooth start. Disruptions at the start of a class can set the tone for the rest of the class time. Students who are late lose important learning time.

If a student will be arriving late due to an appointment, parents should notify the school and indicate the approximate time the student will be arriving.

Regular attendance is essential for the student's learning, achievement, and positive Arrowsmith Program outcome. Frequent absences from the school will jeopardize the student's progress in the Arrowsmith Program. Please make every effort to schedule medical appointments, vacations, or other absences outside regular school hours.

Students arriving late or leaving early (with permission) are required to check in/out at reception. Eaton Arrowsmith is not obligated to "make-up" class time missed for reasons beyond our control (i.e.: illness, appointments, vacations, etc.)

LEAVING THE CLASSROOM OR LEAVING SCHOOL PROPERTY

Students must obtain permission from their teacher to leave the classroom for any reason.

Early Dismissal: Students may not leave the school at any time during the school day unless a parent/guardian gives documented/emailed permission. Students who leave (with permission) must check in with a staff member when they are leaving before the end of the day and sign out at the reception desk. Younger students will not be released without parent or approved guardian present.

Lunch Release: Students 13 and older are allowed to leave the school during lunch to walk over to Whole Foods shopping area provided they: 1) have a signed permission slip by their parents, 2) use the buddy system, 3) sign in and out.

UNSCHEDULED SCHOOL CLOSINGS

In the event of an emergency due to situations such as excessive snow we will follow Lake Washington School District's decision. They post a red notice on the district site to indicate closures or delayed openings. As well, we will place a recorded message on our phones by 6:30 a.m. to inform callers that EA will be closed for the day and send an email to parent list.

In the event of an unscheduled early closing, the Principal will make the final decision and notify classroom teachers and the receptionist who will, in turn, notify parents expeditiously.

BIRTHDAY POLICY

If your student is celebrating a birthday you are welcome to bring in some treats for the class. However, due to many students having allergies and food sensitivities, please note that the NO NUTS policy must be adhered to. As well, please let us know a few days ahead of time so we can advise families with students with other sensitivities, as they often like to provide a separate treat so their student can participate in the celebration.

LOCKERS

School lockers are located in the commons area and are for the use of Eaton Arrowsmith students. Students are expected to take responsibility for keeping their locker space clean and must empty the contents of their lockers on the last day of each school term in order to facilitate proper cleaning. Contents left in lockers at the end of each school term, will be held in lost & found until mid-July at which point everything will be donated to charity. Concern for student safety may at times necessitate administration to undertake random locker searches. In the event of a search, parents will be notified in a timely manner.

LOST AND FOUND

Lost and Found is located in the commons area. Items being placed into lost and found will be examined in an effort to identify the owner. If no labels are discovered, the item will be held until the end of term **at which time unclaimed items will be donated to charity.**

TECHNOLOGY USAGE

Over the past 5 years the usage of personal electronic devices has expanded in many ways for our youth. It is estimated that 79 % of high school students use a cell phone or an internet connected device each day. As a school, we are part of the teaching and development of a student's ability to self-regulate and safely use their devices during the school day. Just as there are many positive educational benefits to having computers and personal devices such as cell phones and tablets in a classroom, there are also challenges to ensuring the safe and caring classroom environment that is free of distraction and online activity. Staff strive to be present to observe and monitor usage for appropriateness. Please note, Eaton Arrowsmith does not accept responsibility for lost, damaged, or stolen personal devices: students, staff, and parents bring their devices to school at their own risk.

PERSONAL DEVICE POLICY

We are striving to encourage growth for students cognitively, socially, and emotionally. Our students benefit from increased physical activity and face-to-face socializing, as opposed to screen time. Students benefit from breaks that address nutritional, social, and movement needs. At the same time, our teachers are working hard each day to facilitate the Arrowsmith Program and quality academic instruction, and to build trusting relationships with students. When students have and use of personal electronic devices during school hours, teacher time and attention is often diverted toward policing student activity on their devices resulting in strained relationships and loss of engagement, and loss of learning time. Since we do not pay for or control student use of personal device, we ask parents to share in managing their use at school in the following ways:

- Consider the reasons for the student having the device and determining if it is truly needed at school.
- Encourage students to communicate with school staff to meet their needs before calling or texting parents.
- Encourage students to leave their phones/tablets in the classroom "Parking Lot" during cognitive, academic, or social times. Students will have the opportunity to check messages during breaks and briefly during lunch.
- Encourage students to follow teacher direction regarding the use of music during cognitive exercises. To be clear, this is not a requirement of the Arrowsmith program.
- Please know and share with your students that **sharing photos or other private information** of other students or Arrowsmith Program material is **strictly prohibited**.

Should student use of personal devices become a discipline issue with school staff or a significant distraction from engagement in Arrowsmith Programs, parents will be notified to determine a plan of action.

Regarding internet usage at Eaton Arrowsmith on school or personal devices, students are expected to adhere to the following Internet Agreement. Any violation will result in disciplinary action, which may include the loss of student privileges in using school technology resources or bringing personal devices to school.

Eaton Arrowsmith Internet Agreement

- I will not give out personal information related to my family, my friends or myself like my full name, address, telephone or mobile number. Other information like the name and location of my school or details of school activities can also identify me to others, whether I am using chat apps, Facebook, Twitter, online forums or games. Sometimes there are people who watch out for such information, and they can put together a picture of my activities over a period of time. So I will be careful in what I say, and never give out my personal details.
- The Internet is made up of a real community of people who are connected across the world via networks, computers and different digital devices. I will treat people I know only via the Internet as strangers that I might meet on a street.
- I will not choose a provocative username, whether for Internet messenger services, social network sites, gaming or email as I realize that this will probably cause me to receive more harassment online.
- I will not meet someone whom I've met through the Internet, in real life without my parent's permission, and if they agree, I will never go alone, but go with a trusted adult.
- I will always use my common sense. People I may be chatting to may not be who they say they are.
- I will not fill out forms online without the permission of my parents/teachers. There are websites which seek personal information, and which use this information for marketing or other commercial purposes. I will check a website's privacy statement. This describes what a website will do with my information.
- I will not open emails from someone I do not know as I may download viruses (which could even come from people I do know), or it may have content which is rude or upsetting. Many chain emails or emails with virus warnings are hoaxes. I will check that emails I receive are not hoaxes before I forward these messages to my friends and family.
- I will not accept friend/follow requests from people I do not know and trust in real life, and if I am unsure, I will talk to my parents or a trusted adult about this.
- I will not send pictures of myself or any other personal material to a friend I know only online without consulting my parents first.
- I will not cause harm to others through my online activities. I will be responsible, and show good etiquette online, and look out for my friends too.
- I will tell my parents/teachers/youth worker if I come across anything on the Internet which makes me feel uncomfortable or if someone on the Internet or mobile phone behaves inappropriately, harasses or threatens me.
- I will never respond to provocative, rude or threatening messages (whether in messenger, social network sites, gaming sites or via email) which make me feel uncomfortable. I will tell my parents/teachers/youth workers and where possible save a copy of the message so that they can use this information to make a report to the mobile phone company/Internet Service Provider/police if necessary.
- I will always evaluate the information I read on websites. Just because information is presented on the Internet does not mean that it is always truthful or reliable. When doing my research for homework, I will always get information from a number of sites and check that they are reliable and reputable.
- When subscribing to public newsletters or programs like media plugins or downloads that require me to give out an email address, I will use a separate email address from my personal one. This will lessen the number of unwanted emails that I receive.
- The Internet is a 'real world' with real laws and consequences. I will be responsible when using it, wherever I am, whether on my smart phone, on a pc at home or in a friend's house.

I agree to abide by the above rules.

Name: _____ Parent Signature: _____

Date: _____

STUDENT WELLNESS

STUDENT CONDUCT

DRESS CODE

While there is no formal dress code or uniform at Eaton Arrowsmith, it is expected that students dress appropriately with a sense of discretion.

CODE OF CONDUCT

- respect and comply with all applicable federal, state and county laws;
- neither taking part in nor condoning (provoke, encourage or make a spectacle of) any form of violence, including bullying, harassment, threat-making, intimidation, verbal, sexual, physical or online abuse and harassment, or discrimination in any form including discrimination on the basis of race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender, sexual orientation or age.;
- demonstrate honesty and integrity;
- respect differences in people, ideas, and opinions;
- always treat one another with dignity and respect, especially when there is disagreement (aggressive touching is not permitted);
- show proper care and regard for school property and the property of others
- take appropriate measures to help those in need
- respect the need of others to work in a peaceful environment conducive to learning and teaching
- not possess, using or displaying any weapon, replica weapon or toy weapon, on any school property or at any event that is organized or sponsored by the school;
- not use any object to threaten or intimidate another person
- not purposefully cause injury to any person
- not be in possession of, or under the influence of, or provide others with, alcohol, marijuana, or illegal drugs
- not inflict or encourage others to inflict bodily harm on another person
- seek staff assistance, if necessary, to resolve conflict peacefully
- show respect for the property of others by refraining from littering, theft, vandalism, graffiti and other inappropriate behaviors related to property
- respect persons who are in a position of authority
- demonstrate, when utilizing the Internet, social media, email or other electronic forms of communication, appropriate digital citizenship

PEER CONFLICT VS. MEAN BEHAVIOR VS. BULLYING

Eaton Arrowsmith is a safe environment: bullying will not be tolerated and may lead to suspension or expulsion. Any allegation of bullying will be taken seriously and investigated immediately—including contacting parents/guardians. The Principal and instructors will work collaboratively with students and parents to find a solution to any problem involving bullying.

When a child is having a problem with her or his peers, it can be hard for parents to know what is really happening – is it bullying? Or is it something else?

Each type of behavior must be handled differently, to keep children safe and help them learn how to get along with others.

PEER CONFLICT

Conflict between and among peers is a natural part of growing up. Children will have times when they disagree and can't solve their own problems. They may even become so frustrated that they say mean things or act out physically by hitting, kicking or trying to hurt.

If it's peer conflict you will be aware that these children:

- usually choose to play or hang out together;
- have equal power (similar age, size, social status, etc.);
- are equally upset;
- are both interested in the outcome; and
- will be able to work things out with adult help (after calming down).

Adults can respond by helping the children talk it out and see each other's perspective. This is often referred to as "conflict resolution".

MEAN BEHAVIOR

Children may try out behaviors to assert themselves – sometimes saying or doing mean things – such as making fun of others, using a hurtful name, taking something without permission, leaving a child out, or "budging" in line.

If it is mean behavior, usually:

- it is not planned and seems to happen spontaneously or by chance;
- it may be aimed at any child nearby;

PEER CONFLICT VS. MEAN BEHAVIOR VS. BULLYING CONTINUED...

- the child being mean may feel badly when an adult points out the harm they've caused.

When adults see mean behavior they should not ignore it. Adults should respond quickly, firmly and respectfully to stop the behavior, to let kids know that their actions are hurtful and to re-direct children to more positive behavior.

This quick response stops children from developing a pattern of mean behavior as their way of interacting with peers and prevents mean behavior from escalating into bullying. It is a lot easier to correct a child for one nasty comment than to change a pattern of cruelty that grows over time.

BULLYING BEHAVIOR

Bullying is serious behavior that has three key features – all three must be present for the situation to be considered bullying:

- Power imbalance -- One child clearly has power over the other(s), which may be due to age, size, social status, and so on.
- Intention to harm -- The purpose of the bullying behavior is to harm or hurt other(s) – it's intended to be mean and is clearly not accidental
- Repeated over time --bullying behavior continues over time, and gets worse with repetition.

There is a real or implied threat that the behavior will not stop, and in fact will become even more serious.

The effect on the child who is being bullied is increased fear, apprehension, and distress. Often by the time adults find out about what is happening, the child has tried many ways to stop the bullying but cannot do so on their own. Adults must address the bullying behavior and ensure the safety of the student who has been targeted. They also need to reassure the children who may have witnessed the behavior that adults are taking care of it. When schools respond to bullying, staff will also help the child who has been bullying others to take responsibility for their actions and change their behavior. They will monitor the situation to ensure the bullying stops and will support the child who has been bullied to regain confidence and a sense of safety.

Staff may follow up with the students who observed the behavior to help them learn what to do when they see bullying.

PEER CONFLICT VS. MEAN BEHAVIOR VS. BULLYING CONTINUED...

The “conflict resolution” style of bringing the children together is not recommended in bullying situations, until considerable time has gone by and all children are feeling safe enough to talk about what happened so that relationships can be healed.

Source:

Social Responsibility & Diversity Team

Vancouver School District #39 (Canada)

www.saferschoolstogether.com

STUDENT BEHAVIOR SUPPORT POLICY

POSITIVE BEHAVIOR SUPPORT

We have a Positive Behavior Support Program that includes the use of positive language and expectations. School wide expectations were developed by students and staff and include:

BRAIN Behaviors:

- Be** Responsible
- Respect** Everyone
- Act** Safe
- Include** Others
- Now** have fun

Positive expectations have been developed for each area in the school. The staff promotes Non-Violent Communication.

BEHAVIOR SUPPORT INTERVENTION

We expect all students to adhere to the Student Code of Conduct as detailed above, however, we understand that there are times when there will be interventions for inappropriate conduct. In these situations, we utilize a collaborative approach to address these issues. This may include the teaching team, Principal, student, parents, and guardians. Interventions are intended to teach appropriate behavior, to gain an understanding of shared perspectives, and to promote empathy

Examples of behavior support interventions:

- student and staff member engagement in a discussion outside the classroom
- engaging in a problem- solving discussion with the Principal
- down time outside of the classroom
- completion of written personal reflection if appropriate
- completion of a written apology
- working with the Non-Violent Communication framework to bring resolution to the situation.
- meetings with staff, families, student

If behavior interventions are ineffective a parent or guardian may be required to pick up their child immediately. This decision is at the sole discretion of the Principal and/or Vice Principal.

STUDENT SUPPORT PLAN

For behaviors where support strategies and interventions have been tried and unsuccessful a student support plan may be initiated. This plan will be a collaboration between the student, teaching team, administration, and parents. The goal is to identify the underlying reasons for the behavior and to set goals and action items that will best meet the needs of the student and school community.

SUSPENSION AND EXPULSION PROCEDURE

Eaton Arrowsmith does not have an automatic or mandatory suspension or expulsion policy. Each case that may involve conduct that could lead to suspension or expulsion will be dealt with on a case by case basis using a collaborative approach. Teachers are required to adhere to the following procedures in the case of conduct involving a serious violation or repeated violations of the student conduct policies which, in other organizations, could lead to a mandatory suspension

1. A written report is to be completed describing in detail the incident requiring suspension and placed in the student's file.
2. The staff member who filed the report (and also the student's classroom instructor, if this is not the same person) informs the Principal of the incident.
3. The decision to suspend is made by the Principal.
4. If the student is suspended, the Principal telephones the parent or guardian and informs him or her of the incident, the reason for and length of the suspension, and that written documentation of the circumstances surrounding the suspension will be issued by the Principal.
5. A copy of the suspension notification will be stored in the student's file.
6. If necessary, a meeting will be arranged and will include the parent, student, instructor, and/or Principal.

Depending upon the severity of the circumstances, an in-school or out-of-school suspension may be given. The decision will be at the discretion of the Principal with the student's teacher and with consideration to the student's position.

A student in an in-school suspension will be monitored by administrative personnel and is expected to complete school work. At the end of the day the student will return to their classroom to prepare for dismissal. If the child refuses to do the assigned work or is exhibiting unsafe behavior towards themselves or others, a parent or guardian may be required to pick up their child immediately. This decision is at the sole discretion of the Principal.

An out-of-school suspension is taken in the care of the student's parents or caregiver. The time spent out of the school is meant to provide an opportunity for students to reflect on their conduct and, upon returning, the student must be prepared to implement altered decision making.

If consideration is being given to expelling a student, the parents will first be notified and given an opportunity to meet with the principal and the student's teachers. Expulsion will only be considered in the most serious cases or where there have been serious and repeated violations of Eaton Arrowsmith student conduct policies.

A student will not be expelled until:

- the parents have been given a detailed description in writing of the conduct giving rise to the expulsion
- the parents have been invited to meet with the classroom teachers and principal to discuss the student's conduct
- the student has been given an opportunity to modify his or her behavior; where doing so will not place the student or other students at risk*
- the parents have been formally notified that expulsion is under consideration*

* Ensuring that a student has been given an opportunity to modify their behavior is our goal, however in cases of serious violation of student conduct policies, immediate expulsion may be considered.

Expulsion may be an indication that the student may have a condition primary to the Arrowsmith Program. In this case, our administrators will work with the family to refer to appropriate services and determine if withdrawal from Eaton Arrowsmith is warranted.

RESPONDING TO SUSPECTED CHILD ABUSE OR NEGLECT

If a staff member has reason to believe that a **child** or **youth** under 19 years of age is being abused or neglected, he/she has the legal duty to report these concerns to a child welfare worker. It is not up to our staff to determine whether abuse or neglect has taken place, that is the role of the child welfare worker.

The Child, Family and Community Service Act sets out the circumstances under which a report to a child welfare worker must be made. A report must be made when you have reason to believe that a child or youth may need protection because:

- A child or youth has been, or is likely to be, physically harmed, sexually abused or sexually exploited by a parent or another person and the parent is unwilling or unable to protect the child or youth;
- The child or youth has been or is likely to be physically harmed because of neglect by the child's or youth's parent;
- The child or youth is emotionally harmed by the parent's conduct;
- The child or youth is deprived of necessary health care;
- The child's or youth's development is likely to be seriously impaired by a treatable condition and the child's or youth's parent refuses to provide or consent to treatment;
- The child's or youth's parent is unable or unwilling to care for the child or youth and has not made adequate provisions for the child's or youth's care;
- The child or youth is or has been absent from home in circumstances that endanger the child's or youth's safety or well-being;
- The child's or youth's parent is dead and adequate provision has not been made for the child's or youth's care;
- The child or youth has been abandoned and adequate provision has not been made for the child's or youth's care; or
- The child or youth is living in a situation where there is domestic violence by or towards a person with whom the child or youth resides.

EATON ARROWSMITH COGNITIVE, ACADEMIC, AND HOMEBLOCK PROGRAM

THE COGNITIVE AND ACADEMIC PROGRAM RELATIONSHIP

For students at Eaton Arrowsmith, each day is a combination of Cognitive and Academic work, Mindfulness and movement. Progress in a student's cognitive program helps to underpin advancement in academic achievement. Recognizing the relationship that exists between cognitive advancement and academic achievement enables staff to carefully develop a strong academic plan and adjust it according to each student's cognitive progress.

COGNITIVE PROGRAM

ARROWSMITH PROGRAM ASSESSMENTS

Once accepted into Eaton Arrowsmith, an in-house Arrowsmith programming assessment will be scheduled. The results of this assessment will determine the student's cognitive and academic program at the school, as well as approximate program length. Arrowsmith testing is not an Educational Psychological Assessment and is not intended to be used for any other purpose other than determining your student's individualized Arrowsmith program.

Part-time, half-time and full-time EA students will need approximately six hours of assessment depending on their age and speed at which they work. Your student may also be working in a small group for part of his/her assessment.

Usually, within a week of the assessment, parents will be contacted to make an appointment with the teacher to discuss your student's Arrowsmith programming assessment results. You will also receive written documentation of these results at this time.

BENCHMARK GOALS

Prior to beginning the Eaton Arrowsmith Program, each student completed an assessment with the intent of identifying the specific cognitive areas functioning at a below average level and establishing a program to address these areas. After the initial assessment, each student is subsequently assessed yearly to monitor progress.

Benchmark goals have been established for each exercise which, when met, indicate that students are making good progress contributing toward changes in the areas being addressed

based on ongoing research of the progress of students through the Eaton Arrowsmith program. These benchmark goals are exercise-specific based on what is required to make average progress through the Eaton Arrowsmith program.

There are many reasons why a student may not be attaining the benchmark goals and if this is the case, it means they will take longer to complete their program.

Each student is aware of the benchmark goals set for the specific exercises that are part of their program and that attainment of these benchmarks is linked to the rate of progress through the Eaton Arrowsmith program. This is done through on-going goal setting and progress review, periodic formal progress reports, and frequent formal or informal feedback to the student. It is important that the student understands the significance of these goals and be motivated to meet or exceed these benchmark goals. If a student is not meeting the goals, it is important for staff to investigate why this is the case and explore ways to help the student attain these benchmark goals.

Lack of student's active engagement in the exercise is the most common reason for the student not meeting the benchmark goals. Other factors that affect meeting benchmark goals may include the severity of the weakness in each cognitive area, the age of the student, the skill level required by the exercise and the specific combination of weaknesses. Factors within the student's control will need to be addressed such as their ability to remain actively engaged on the task at hand, others such as the severity of the learning dysfunction, are beyond the student's control; it needs to be explained to the student and parents that they will take longer to work through the program as a result of these factors.

It is very common for students to move through the exercises at a varying pace both within each exercise and in comparison to other exercises.

Student involvement and active engagement in the program are critical. Once a student reaches the mastery criteria required for the level of the cognitive exercise that is being worked on, that student is moved to a more challenging level. Mastery of each level is determined by several factors: accuracy of performance, speed of execution, and consistency of performance. All students are monitored closely on a daily basis in each of their cognitive exercises.

Due to student engagement being a crucial component of the Arrowsmith Program, it may become apparent that a student may not be a good fit for the program if they simply cannot engage. In this circumstance every effort will be made to engage the student, however, the school reserves the right to make the final decision regarding the student's continued enrollment

As a result of moving to a more challenging level, student goals may need to be adjusted. Students and parents are made aware of why and when the benchmark goals have changed.

It is very common for students to have exercises they enjoy more or less than other exercises; their degree of motivation and dedication will affect how often they achieve their goals. Students actively engaged in each cognitive exercise for the full duration of each class receive the greatest benefit from the program and will find these exercises easier to complete.

Family support at home is also a key factor. Parents praising and rewarding student effort and progress, as well as ensuring that the students eat nutritiously, have enough sleep, get regular exercise and have a quiet environment for completing homework will assist them in reaching their goals.

TRAINING AND RETRAINING IN THE COGNITIVE EXERCISES

The first two weeks of school are critical in establishing both classroom and individual routines and procedures, learning how to complete each of the exercises correctly, setting good study habits, understanding school expectations/rules, creating a cohesive environment, and working cooperatively as a group. Since the students in the Eaton Arrowsmith program have learning disabilities, providing guidance and time to solidly learn procedures associated with each cognitive exercise is critical. It is essential that students participate in the exercises properly, and with as much active engagement as possible, so that they can obtain the maximum amount of benefit from the program. Thus, the first two weeks of school will be a period of retraining for returning students to help to re-establish procedures without the added strain of the challenge of the programmed exercise level on the cognitive areas. For new students, this will be a time of training in the proper procedures for each cognitive exercise in the student's program.

This means that all students, whether new or returning, will not be participating in the exercises at the programmed level for the first two weeks of the program. Instead, they will start the exercises at the easiest level of difficulty in order to ensure that the procedures are in place, and that the students learn how to be as fully engaged as possible whilst avoiding compensatory strategies. Starting at the easiest level will, in most cases, allow the students to experience success in the first few weeks of school.

This is a two-week phase with the intention that all students will be working at their programmed levels before the end of September, provided that they have demonstrated the correct technique in each exercise.

The exceptions to this are: Quantification Sense (all students start at level 1#1 each September, except those who require Skip Counting); Symbol Recognition and Object Recognition (all students start at 1 symbol/object each September); Symbol Relations (all students start with reading clocks for the level they were working on at the end of the previous year or as programmed); and Spatial Reasoning (all students work on the same level as they were working on at the end of the previous year or as programmed).

As some students may object to starting some of these exercises at the lower levels, it is very important to discuss the reasons for this with the students, making the following key points clear:

- Students benefit from doing the exercises no matter at what level they are working; active engagement is the most critical factor in achieving success.
- This review period ensures each student will learn the correct techniques solidly without the added stress of having to master a challenging level.
- There may be some changes in the methodology for some of the exercises; students need to learn the new procedures.
- No one student will be singled out; all students will begin at retraining levels (unless the students worked on the exercise in summer school).
- The retraining period is two weeks or until the student has demonstrated the correct technique for each exercise.

The Arrowsmith Program works on the principle of “mastering” each level, where mastery criteria is set at 90-100% accuracy within a given time frame. It is deliberately a much higher goal than to “pass” a level with 50% or better accuracy within a predetermined time frame for each level. This mastery criterion is set high so that students over-learn the exercise and achieve high accuracy, automaticity, and consistency. The high level of mastery is necessary before a student is ready to proceed to the next more difficult level of the cognitive exercise. This language distinction is important and should be reviewed with students and parents as it is used regularly in the classroom.

Although mastering is the language we use to move through the program it is important to remember engaging in the exercise is what is stimulating that cognitive function, so often it is their attempts to master a level that is the real work and most valuable. Your student may become focused on the Mastery and need a gentle reminder that it is the attempt and work to get to the mastery that will improve the functioning of the cognitive area.

COGNITIVE REPORTS

Students and parents receive three Cognitive Progress Reports a year, outlining the student's rate of progress compared to the benchmark goals set out for each cognitive exercise the student is working on. The progress reports also outline an action plan (derived through collaboration between teacher and student) for exercises rated "Not Yet" (Not Yet at Expectation) and additional comments from the teacher. Student and parent signatures acknowledging the action plan and the follow-through are required.

Students are assessed again at the end of the year in May. We will make every effort to have Year End Assessment meetings with parents before we leave for summer break.

ACADEMIC PROGRAM

Students may receive academic instruction, and mindfulness (The **MindUp** curriculum) instruction. While most of the day will be made up of cognitive exercises, the academic program is designed to work in conjunction with the cognitive exercises. Each student's cognitive and academic program is individualized to meet his/her specific learning profile.

Each student is assessed by the academic teacher. Learning goals are frequently adjusted as the student's abilities improve as a result of his/her work in the cognitive program. Ultimately, the academic program is designed to act as a bridge between the Eaton Arrowsmith learning experience and the learning experience in mainstream schools. In the academic program we are working to ensure that students develop the traits necessary to be successful learners over their lifetime.

The academic program should be enhanced by parental support. Parents should:

- encourage their student to read and read to/with their children daily;
- ask their student to retell the story or chapter;
- ask their student to reflect on the story and make predictions;
- encourage their student to be active learners, to ask questions, and to be curious;
- take advantage of opportunities to teach math concepts in the real world (e.g., discussing fractions when cutting food into equal pieces); and tell the time with their student as often as possible.

In the language arts program, students:

- work on reading, writing, and speaking skills;

- are given reading and writing assignments that are begun at school and occasionally need to be taken home to be completed;

In mathematics, students:

- will focus on number facts and computational skills, particularly at the beginning of the year;
- will be taught various concepts in the five strands of mathematics (number sense and numeration, measurement, data management, geometry, and algebra)
- Academic teachers also focus on other skills, such as organizational skills, study skills, and time management.

When students complete their program at Eaton Arrowsmith, their strengthened cognitive abilities will enable them to learn in regular programs; however, since they have been in a primarily cognitive program for a period of generally three to four years with exposure to only English and Mathematics they will need some extra help during their transition year.

ACADEMIC REPORTS

Students at Eaton Arrowsmith do not receive the standardized report cards that are used in the mainstream-school system; however, they do receive a report regarding their progress in academic subjects in conjunction with the Cognitive Progress Reports twice a year, and a year-end report.

HOMEWORK POLICY

Our Eaton Arrowsmith academic team does not give homework due to the homework required for the cognitive program. Having said that there are a number of things we encourage to connect learning between home and school. We encourage students to read or be read to at home. Parents are invited to take advantage of opportunities to reinforce math concepts in the real world (baking, counting, etc), and to encourage their children to be active learners by encouraging questions and fostering curiosity.

MINDSET AND CHARACTER STRENGTHS

With an eye towards transitioning toward a more typical academic setting, mindset and character strengths lay the foundation for personal growth and learning.

At Eaton Arrowsmith, we believe in the incredible power of the brain to change, adapt and “rewire” itself (Ricci, 2013). Neuroplasticity has changed how we think about the brain, teaching, and learning. Closely related to neuroplasticity is the notion of growth mindset,

“a belief system that suggests that one’s intelligence can be grown or developed with persistence, effort and focus on learning” (Ricci, 2013, p. 3).

Students with a growth mindset are not immune to failure – they are, however, better equipped to redirect their thinking after making a mistake (Moser et. al., 2011).

In his 2013 book *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*, Paul Tough outlines seven traits that predict future success. Grit, curiosity, self-control, social intelligence, zest, optimism, and gratitude are better predictors of successful future learning than IQ and cognitive ability alone.

The aim of teaching curricular competencies is to “develop a common language of thinking” (Gear, 2006), enhance understanding of curricular content, and help students become more thoughtful and meaningful learners.

Curricular competencies include communication, creative and critical thinking, and personal development. It draws on the Reading Powers as outlined by Adrienne Gear: the power to connect, the power to question, the power to infer, the power to visualize, and the power to transform.

EATON ARROWSMITH ACADEMIC PROGRAM CURRICULAR CONTENT

As students increase their cognitive capacities and develop stronger learning skills, they are more receptive to engage in curricular content.

The aim of the academic classroom teacher is to identify content areas to be strengthened and facilitate sustained growth. Our aim is to meet the students at their current level of understanding and lead them along a learning path to an area of deeper, wider, and more connected understanding.

CURRICULAR COMPETENCIES

Curricular competencies include meta-cognitive strategies that encourage students to think about their own thinking and learning.

HOMEBLOCK POLICY

Homeblock is an essential component of progressing on the Motor Symbol Sequencing exercise. Homeblock should be completed to the best of the student's ability and handed to the classroom teacher each morning. Homeblock is expected to be of the same quality as work completed in the classroom. Homeblock is expected to be completed 5 days/week, unless a specific plan for Homeblock has been discussed with your child's classroom teacher. Please discuss any questions about homeblock with your child's classroom teacher.

If a student consistently is not handing in their homeblock, a homeblock modification letter may be sent to the parents, acknowledging that progress in the Motor Symbol Sequencing area may be affected as a result.

As a part of the Motor Symbol Sequencing portion of homeblock (Word & Tracing), each night students will do 10 minutes of free writing in their Journal. This practice encourages the student to write on a daily basis, helping to get their ideas down on paper as well as further stimulating the MSS area. More information about Journal writing will be discussed at the Homeblock Orientation night.

HOMEBLOCK CLUB PROGRAM

Homeblock Club Program runs from Monday to Thursday and enables students to complete their Motor Symbol Sequencing (MSS) homeblock onsite. This homeblock consists of Journal, Tracing, and Word. As success in homeblock is one of the key factors to success in the Arrowsmith program, participation in the homeblock club program can help students remain engaged as they complete the Motor Symbol Sequencing exercises.

Students in all grades will complete a 10-minute Journal, 40 minutes of Tracing, and 40 minutes of Word. Younger students are required to complete 30 minutes of Word and Tracing minimum but can opt to read a book for the last 10 minutes if they are overtired. Students will have a 15-minute break in between Tracing and Word. Please ensure your child has a nutritious snack that they can consume during this time as students are often very hungry and a healthy snack will help them complete their work to the best of their ability.

Parents interested in enrolling their child in the homeblock club program should contact reception to obtain a registration form. The price for the homeblock program is \$20.00 per day when purchased on a per month or per term basis. Eaton Arrowsmith also offers a drop-in rate of \$25.00 per day invoiced on a monthly basis.

PARENT-TEACHER CONFERENCES

There are two scheduled opportunities for parent-teacher conferences: December and March. The May/June conferences are optional and can be scheduled as year-end assessment reports come in. Reminders will be sent via email so that appointments can be made. Parents are always welcome to make an appointment to see the academic or cognitive teacher in person at any time.

TRANSITIONING FROM EATON ARROWSMITH

As students' progress through their cognitive programs they will be preparing for a transition away from EAS. The school staff works with students and their families throughout the transitions process as follows:

By December 1st our staff will determine which students are on track to be full-time program completion candidates. If your child is a candidate for completion, a meeting will be scheduled to begin transition planning.

The first transition planning meeting will center on discussion points targeting student educational needs/goals and family needs related to transition support.

If requested a staff member or administrator will liaise with a student's "new" school and will provide the school with learning profile information. Additionally, a staff member from EAS is willing to visit the new school and meet with the appropriate staff members from the new school in order to provide a thorough understanding of the child's needs in the classroom and learning environment.

To accompany the Permanent School Record for a transitioning student, EAS will provide the new school with a detailed learning profile based on the final Arrowsmith assessment.

Eaton Arrowsmith staff will continue to be available to the families of students that transition from EAS whenever support is necessary.

When students complete the Arrowsmith Program, their strengthened cognitive abilities will enable them to more easily learn in regular programs; however, since they have been in a different learning environment for a period of generally two to three years with exposure to only English and mathematics curriculum, they may need some extra help in order to prepare

for a regular academic program. Therefore, academic tutoring in the final year at Eaton Arrowsmith and/or the first year of regular school is recommended for most students.

FULL TIME PROGRAM TRANSITION/COMPLETION CRITERIA

Students transitioning/completing their full-time program at the Eaton Arrowsmith will meet the following criteria:

COGNITIVE PROGRAM

A student will have made sufficient progress in their full-time Cognitive Program. In most cases this will mean that this student will not qualify for a full-time program as they will have less than 4 cognitive areas that are functioning below the average range. It is important to note that some students will be recommended to continue their Cognitive Program on a part-time basis to fully complete their program, encouraging more time focusing on academic achievement.

ACADEMIC PROGRAM

The Principal and Academic Teacher will review each student's academic program progress and achievement measures. Students that qualify for program completion are to have made significant progress in Mathematics and English (if they have academics in their program).

ORGANIZATION AND SELF-ADVOCACY/WORK HABITS

Each student that is slated for program completion is monitored closely against criteria related to work habits, organization and self-advocacy. It is expected that when a student is ready to transition from our program that that student will be able to attend to the task at hand, complete it, communicate effectively with teachers and administration, as well as have sufficient work habits.

HEALTH AND SAFETY

ILLNESS IN THE CLASSROOM

Safety of our students is our first priority. We recognize that students with significant cognitive weaknesses may be particularly vulnerable to the influence of others (for better or worse) and may have difficulty advocating for themselves. We do our best to teach and model safe decision making and effective advocacy skills.

REPORTING ILLNESSES

Please report any serious illness (such as measles, mumps or whooping cough) that can be spread through close contact with others (coughing, sneezing, sharing spit) to the school.

CHICKEN POX

Chicken pox may have severe consequences for those with lowered immunity (i.e. receiving cancer treatment). Anyone with lowered immunity should be advised, in consultation with the school health nurse, when a case of chicken pox occurs in the school.

STOMACH FLU (NOROVIRUS/GASTROENTERITIS)

When a viral gastroenteritis (commonly known as a stomach flu) affects a school, it can spread very quickly, resulting in high levels of absenteeism. Viruses such as Norovirus can spread as droplets if ill individuals vomit.

The virus can live for a long time on environmental surfaces, so an effective cleaning and disinfecting regimen is important when there is illness in a school. Also, as with most contagious illnesses, handwashing is a very important preventive measure. People can potentially still spread a gastrointestinal virus such as Norovirus for several days after they recover, so in an outbreak situation, Public Health will often recommend that ill persons stay away from their school for two days after their symptoms stop.

A variety of germs can cause diarrhea and vomiting. Often the actual cause of illness in school settings is not determined since people usually recover quickly and do not have testing done. Norovirus is known to be one of the most common causes. Visit HealthLink for more information on Norovirus.

The School Administration is the best contact to report concerns about absenteeism or illness in schools.

The School Administration should be informed promptly when:

- Attendance records indicated that greater than 10% of the school population is absent
- 3 or more students and/or staff from a particular class, team, etc. are absent with symptoms of gastroenteritis (i.e. vomiting or diarrhea)
- The School Health Nurse will consult with other public health professionals as appropriate.

POLICY RESPECTING ADMINISTRATION OF MEDICATION TO STUDENTS

The following procedures must be followed before any medication will be administered by members of the school staff.

1. Parents must complete and sign the Student Medical Information and Parental Authorization form which must also be signed by the student's physician if we are to administer any prescription medication to a student.
2. All allergic reactions must also be noted on this form; and, if the allergic reaction is potentially serious or life threatening, we may require additional information including a letter from the child's physician acknowledging the extent of the allergic reaction and providing us with further instructions as to how to respond.
3. All medication (other than an EpiPen) must be given to the reception staff in its original container with the child's name clearly marked on it and will be stored by our reception in a secure box that is not accessible to students. Medication (other than an EpiPen) may not remain in the possession of a student under any circumstances.
4. Medication must be taken in the presence of a staff member who will maintain a written record of all medication administered.
5. Eaton Arrowsmith does not provide or administer any other medication for students, including non-prescription pain medication for minor illness or symptoms such as coughs or fever. Students should not come to (or stay at) school if they have these symptoms
6. Students requesting non-prescription medication for pain relief will be attended to by the school's first aid attendant. If the circumstances lead the first aid attendant to consider providing non-prescription medication to a student, (ex: Tylenol) parents will

be notified and asked to provide written authorization to the school prior to the medication being dispensed.

Under no circumstances will pain relief medication be administered without parental consent.

The principal of Eaton Arrowsmith will use reasonable discretion and may decline to permit medication to be administered to a student by school staff and will advise the student's family in writing before doing so in order that other arrangements may be made.

Parents must keep track of the expiration dates of medication provided to the school. Ideally, medication stored on-site must have an expiry date valid to the term's end. Please ensure that, as medication expires, a replacement is provided to the school

Where a student sustains a serious injury or appears to be suffering from a serious illness, we will make reasonable efforts to first contact the persons whose names have been provided to us and the student's physician. If we are unable to reach them, we may then take such actions as we consider reasonably necessary in the circumstances, including calling for emergency medical assistance or taking the student to hospital

INCIDENT REPORTS AND NOTIFYING PARENTS

An Eaton Arrowsmith incident report is completed in any of the following circumstances:

- there is any evidence of bruising or abrasion
- there is any loss of blood (including a nosebleed)
- the student complains of pain or discomfort that is out of the ordinary and lasts more than a few minutes
- there has been an allergic reaction
- there has been any loss of consciousness (including momentary fainting)
- any first aid is required

In all such cases, an Eaton Arrowsmith incident report will be completed by the supervising staff member. The Eaton Arrowsmith incident report will be completed immediately after the injury occurs or, if the injury occurs off the school premises, as soon as the supervising staff returns to the school. If it is not possible to complete the report, a verbal report will be given to the Principal or receptionist so that the parents may be contacted. The written incident report will, in any event, be completed by the end of the school day on which the injury occurs and filed on site.

A student who becomes ill during school hours will be cared for in the most appropriate manner available, including rest or work at a slower pace. If considered necessary, parents will be notified and asked to come to the school to take their student home. **Please do not send a student in questionable health to school.**

Prohibition of Smoking, Alcohol and Controlled Substances Smoking and the use of tobacco or marijuana products, consumption of alcohol, and the unauthorized use of any controlled substance by students and staff is prohibited on Eaton Arrowsmith premises and during any school activities (including while off school property at lunch).

ALLERGIES AND ANAPHYLACTIC SHOCK

Some of our students suffer severe and potentially life-threatening anaphylactic reaction if exposed allergens such as nuts and bee stings. We are a nut aware school. We request that all types of nuts and all food products containing nuts are not brought onto the school premises. Your assistance with maintaining a nut aware environment is important to the safety of children enrolled in the school and is very much appreciated.

What can you do to help?

- Speak to your child about **not** sharing snacks with other children.
- Encourage your child to wash their hands before and after lunch.
- Read food labels and watch for labels that say "may contain traces of peanuts"

Hidden sources of peanuts include: granola bars, M&Ms, Mini-Ritz (Cheese and Peanut Butter), some fruit bars, Dad's cookies, Hershey's Hugs, Mini-Oreo cookies, and many other candy products.

Please keep these food products in mind as you prepare lunches and snacks to bring to school.

We require all parents to indicate on the enrollment form whether or not their child may have such a reaction. We will take reasonable steps to notify all of our staff and students about their condition and train our staff on how to respond to an emergency situation should one arise. However, all parents should be aware and understand that we cannot guarantee that a child with such a condition may not accidentally come into contact with these foods.

Some of our students also have aversions to gluten products and as a result are not able to eat any food with wheat, rye, barley, or oats. As stated in the paragraph above, the sharing of food is not permitted in order to reduce the possibility of consuming these products.

BUILDING SAFETY AND FIRE/EARTHQUAKE DRILLS

The school building is equipped with fire extinguishers. Emergency exits are clearly marked.

Fire and Earthquake drills are held quarterly during the year in accordance with the emergency safety plan. Early in the year, each family will receive a request to fill in an emergency card for their student. Cards are to be sent back to the school as quickly as possible and will be held until June.

In the event of a major emergency, contacting the school may be difficult as phone lines could be compromised. When it is considered safe to do so, staff will begin to place outgoing calls utilizing the school contact lists in an effort to coordinate reuniting students with their families as quickly as possible; as such, please ensure your contact information is up-to-date.

PARENT SUPPORT - PEARS

Eaton Arrowsmith families are an essential part of making our school and the Arrowsmith Program successful! We appreciate your support in hosting extra-curricular activities and opportunities for building community. **Parents of Eaton Arrowsmith Redmond Students (PEARS)** is our parent organization open to all Eaton Arrowsmith parents (former, current, and potential). We encourage all families to participate in any way that they can by contacting our PEARS representatives listed in our newsletter at peargroup.redmond@gmail.com, visiting the PEARS website at pearinfo.com, or by inquiring at the front desk.