

Eaton Arrowsmith Redmond 2018-2019 Parent Handbook

Dear Eaton Arrowsmith Redmond Parents and Students,

It is a pleasure to welcome you to Eaton Arrowsmith Redmond – we are thrilled to begin the 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 goal 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 their desire to be life-long self-motivated learners;

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 a great year!

Sincerely,

Tracy McCammant
Principal
Eaton Arrowsmith Redmond

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GENERAL INFORMATION

How to Contact Us

EA/ECIC Redmond is located at:
17946 NE 65th Street, Redmond WA 98052
Phone: 425-861-8327
Website: www.eatonarrowsmith.com

SCHEDULES

NOTE: This schedule is subject to slight changes but 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 |
| 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 -12:30 PM | 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 Adults will follow the same schedule, dismissing according to the number of blocks each is enrolled for.

Eaton Arrowsmith Redmond Half Day Hours (K-12)

| | |
|------------------|---|
| 8:10 - 8:30 AM | Arrival AM Students |
| 8:30 - 8:45 AM | Walk |
| 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 | Dismiss AM Students/Arrival of PM students |
| 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 |

HEALTH AND SAFETY

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.

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. If the allergic reaction is potentially serious or life threatening, we may require additional information including a letter from the student's physician acknowledging the extent of the allergic reaction and providing us with further instructions regarding how to respond.
3. All medication (other than an EpiPen) must be given to the classroom teacher or receptionist in its original container with the student's name clearly marked on it and will be securely stored at the front desk in a place 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. The principal of Eaton Arrowsmith in his/her reasonable discretion 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.
7. 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.

If 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 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 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).

Building Safety and Fire/Earthquake Drills/Emergency Cards

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, along with the emergency kit provided to the school.

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.

POLICIES & PROCEDURES

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.

Notification of Absences and Late Arrivals

Parents are expected to notify the school by telephone or email before 8:30 AM if their student will be absent; if possible, please state the projected length of absence. Communication is needed each day of an absence until your student returns.

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.

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.

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 written permission. Students who leave (with permission) must check in 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: 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.

Student Outings/FieldTrips

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.

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.**

COGNITIVE EXERCISES AND ACADEMICS

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.

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 cannot be used for any other purpose other than determining your student's Arrowsmith program.

Part-time, half-time and full-time EA Students will need approximately six hours of testing 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 testing.

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

Benchmark goals have been established for each exercise which, when met, indicate that students are making good progress 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 our teachers are here to help all students to meet their goals. If the struggle is ongoing,

parents will be invited to meet with the teacher and Principal to discuss possible strategies.

Each student is aware of the benchmark goals set for the specific exercises that are part of their program and the attainment of these benchmarks is tied to the rate of progress through the Eaton Arrowsmith Program. This is done through daily, weekly, and monthly goal setting and progress review, periodic formal progress reports, and frequent formal or informal feedback to the student and parents. It is important that the students understand 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 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; others, such as the severity of the learning dysfunction, are beyond the student's control and it needs to be explained to the student and parents that they will take longer to work through the program as a result.

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 and other students.

Student involvement and active engagement in the program are critical. Once a student masters the 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.

Due to student engagement being a crucial component of the Arrowsmith, 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 when and why 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 well 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 support of student effort and progress — in conjunction with ensuring that the students eat nutritiously, have enough sleep, get regular exercise, and have a quiet and appropriate environment for completing homework — will assist them in reaching their goals.

Training and Retraining in the Cognitive Exercises

The first two weeks of school at the beginning of the year and again in January are critical in establishing both classroom and individual routines and procedures, learning the exercises correctly, setting good work habits, understanding the expectations and rules, creating a cohesive environment, and working cooperatively as a group. Providing guidance and time to solidly learn procedures 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 classes will be a time of training and re-training in the proper procedures for each cognitive exercise. This will be a time to help re-establish procedures without the added strain of the challenge of the programmed exercise level on the cognitive areas.

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 classes both in September and after Winter Break in January. Instead, they will start the exercises at the easier levels 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. Starting at the easier levels will, in most cases, allow the students to experience success in the first few weeks of classes.

This is a two-week phase with the intention that all students will be working at their programmed levels before the end of September, and for students returning from Winter Break it will be a week or two into the new term providing that they have demonstrated the correct technique in each exercise.

The exceptions to this are: Quantification Sense (all students start at the beginning level each September, except those who require Skip Counting); Symbol Recognition and Object Recognition (all new students start at 1 symbol/object each September and returning students who ended on 3 symbols or higher start at 2 symbols); Clocks (all students start with paper clocks for the level 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:

1. Students benefit from doing the exercises no matter at what level they are working; active engagement is the most critical factor in achieving success.
2. This review period ensures each student will learn the correct techniques solidly without the added stress of having to master a challenging level.
3. There may be some changes in the methodology for some of the exercises; students need to learn the new procedures.
4. No one student will be singled out; all students will begin at retraining levels.
5. 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 focuses 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.

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 often need to be taken home to be completed;
- may be assigned homework daily (10-15 minutes per day).

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.

Homework Policy

Homework is an essential component of the brain exercise program at Eaton Arrowsmith. Homework should be completed to the best of the student's ability and handed to the classroom teacher each morning. Homework should be of the same quality as work completed in the classroom. The homework schedule will be in the student's homework folder in the beginning of the school year. Please discuss any questions about the homework with your student's classroom teacher.

Each night students will also do 10 minutes of free writing in their Journal. This practice encourages the students to write on a daily basis, which further stimulates the MSS area.

Home Block Club will be offered so that students can stay afterschool to complete homework. There are several options for this program and there is an additional fee. The information on this will be sent to families at the beginning of the school year.

Reporting to Parents

Cognitive

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 April and May. We will make every effort to have Year End Assessment meetings with parents before we leave for summer break.

Academic

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

Parent-Teacher Conferences

There are three scheduled opportunities for parent-teacher conferences: November, March and June. Reminders will be sent home 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.

Program Completion

The Administration will make a recommendation for program completion or continuation by January 1st of each school year. The principal and teachers will make every effort to discuss these recommendations with you on an ongoing basis.

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

a) 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.

b) Academic Program

The Director 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).

c) 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.

STAFF AND STUDENT CONDUCT

Policies and Procedures Manual

Parents wishing to view manuals pertaining to policies and procedures should contact the Principal.

Dress Code

Though there is no formal dress code or uniform at EA it is expected that students dress appropriately with a sense of discretion.

Electronics 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. No electronics (games, computers, phones) will be allowed. The exception would be if the student needs to contact a parent, permission will be given to use their personal phone. We do have quite a few board games, puzzles, books, etc. that students are encouraged to use.

Lunch Guidelines

Appropriate conduct is expected from all students during lunch, and 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;
- on wet or extremely cold days, the lunch supervisors may decide to keep the students inside, where there will be various supervised activities;
- Please note that student conduct rules apply while off school property at lunch. (See rules for off-campus lunch release, pg. 9)

It is most important that parents are aware that due to allergies and food sensitivities we are a nut-free school. Also, we do not allow soda at the site, and recommend to 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 litter-free. We ask that student lunches and snacks — the healthier the better — be packed in a reusable bag and that reusable containers be used for food storage. All unconsumed lunch items will be returned home at the end of the school day.

Please include cutlery as needed with your student's lunch as we are unable to provide these for them.

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.

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.

Consequences for Inappropriate Conduct by Students

The imposition of consequences for inappropriate conduct is primarily the responsibility of the classroom teachers who are expected to follow the guidelines referred to in the Policies and Procedures Manual and in the other policies that have been adopted by Eaton Arrowsmith. Consequences are intended to teach appropriate behavior, to gain an understanding of shared perspectives, and to promote empathy.

Examples of consequences for minor infractions:

- completion of written personal reflection;
- written apology;
- student and staff members engagement in a discussion outside the classroom (using the Non-Violent Communication model);
- problem solving session (also using the Non-Violent Communication model) in the principal's office.

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 by the student's classroom teachers and the Principal. 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, a suspension may be taken as an in-school suspension or an out-of-school suspension. The decision will be at the discretion of the Principal with the student's instructor and with consideration to the student's position.

A student who has been granted an in-school suspension is expected to continue with their daily schedule but will be placed in a classroom other than their own for the time of the suspension. Lunch and breaks will be taken with administrative personnel and at the end of the day the student will return to their classroom to prepare for dismissal.

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 instructors. 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 instructors and Principal to discuss the student's conduct;
- the parents have been given a final written warning;
- the student has been given a final opportunity to modify his or her behavior, where doing so will not place the student or other students at risk.

Respect, Civility, and Responsible Citizenship

All school members must:

- respect and comply with all applicable federal, state and county laws;
- demonstrate honesty and integrity;
- respect differences in people, ideas, and opinions;
- treat one another with dignity and respect at all times, especially when there is disagreement (aggressive touching is not permitted);
- respect and treat others fairly, regardless of their race, ancestry, place of origin, color, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect persons who are in a position of authority; and

- respect the need of others to work in an environment of learning and teaching.

All Eaton Arrowsmith students must:

- not be in possession of any weapon, including (but not limited to) firearms;
- not use any object to threaten or intimidate another person;
- not purposefully cause injury to any person with an object;
- not be in possession of, under the influence of, or provide others with alcohol or illegal drugs;
- not inflict or encourage others to inflict bodily harm on another person;
- seek staff assistance, if necessary, to resolve conflict peacefully.

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.

Birthday Policy

If your student is celebrating a birthday you are welcome to bring in some treats for the class. However, due to many student's 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 let families with students with other sensitivities know as they often like to provide a separate treat so their student can participate in the celebration.

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 or by inquiring at the front desk.