



strengthening learning capacities

Suite 204 - 6190 Agronomy Road at UBC, Vancouver, BC V6T 1Z3

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► www.eatonarrowsmithschool.com ◀

Dear Eaton Arrowsmith School Parents and Students,

On behalf of all of the staff at the Eaton Arrowsmith School, I would like to officially welcome you to the new school year.

EAS is more than a school; it is a community that supports, encourages and welcomes students and parents into the cognitive, academic and social life of the school. We always welcome your feedback and involvement. One way to become more involved in the school is to participate in PEAS (Parents of Eaton Arrowsmith School) as all parents are welcome to be involved with this organization.

The goal of Eaton Arrowsmith School is to develop self-disciplined, responsible and articulate 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 Rs of life at EAS: 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 life.

Please read through this handbook and familiarize yourself with the contents. My hope is that it is helpful to you. Please do not hesitate to ask any staff member additional questions that you may have with regards to our school. As always, we welcome your feedback and encourage your communication throughout the school year.

I am looking forward to another excellent year at Eaton Arrowsmith School!

Sincerely,

Simon Hayes
Principal
Eaton Arrowsmith School

**Eaton Arrowsmith School & Magnussen School Calendar
2015-2016 Academic Year**

September

- Tuesday, September 8th – New Student orientation half-day/Noon Dismissal
- Wednesday, September 9th – First day of classes
- Friday, September 11th - School closed due to a UBC Community Event
- Wednesday, September 16th - Parent Orientation Night 6-8pm **Magnussen School and EAS**

October

- Thursday, October 1st – Academic Orientation Night 6-8pm **EAS ONLY**
- Monday, October 12th – Thanksgiving Day: **School Closed**
- Friday, October 23rd – Professional Development Day: **School Closed**

November

- Monday, November 2nd – Professional Development Day: **School Closed**
- Wednesday November 4th – Junior Academic Teacher Conferences **EAS ONLY**
- Thursday, November 5th – Senior Academic Parent Teacher Conferences **EAS ONLY**
- Friday, November 6th – Parent Teacher Conferences **Magnussen and EAS**
- Wednesday, November 11th – Remembrance Day: School Closed
- Wednesday, November 18th – Student-Led Participation Night 6-8pm **EAS and MAP**

December

- Friday, December 4th – Professional Development Day : **School Closed**
- Thursday, December 17th – Last Day of Fall Term
- Friday, December 18th - Staff in Service Day: **School Closed**

January

- Monday, January 11th – Staff In-Service Day **School Closed**
- Tuesday, January 12th – First Day of Classes: Winter term

February

- Monday, February 8th – Family Day: **School Closed**
- Friday, February 19th – Professional Development Day: **School Closed**

March

- Friday, March 11th – Last Day of Winter Term
- Monday, March 14th – Spring Break Begins
- Tuesday, March 29th – First Day of Classes: Spring Term

April

- Wednesday, April 6th – Junior Academic Parent/Teacher Conferences **EAS Only**
- Thursday, April 7th – Senior Academic Parent Teacher Conferences **EAS Only**
- Friday, April 8th – Parent Teacher Conferences **Magnussen and EAS**

May

- Friday, May 20th – Professional Development Day: **School Closed**
- Monday, May 23rd – Victoria Day: **School Closed**

June

- Wednesday, June 22nd – Last day of classes and EAS Closing Ceremonies

Please visit our online calendar for updates and special events

Eaton Arrowsmith School Hours

Arrival	8:00 a.m. - 8:30 a.m. (Staff greet students in parking lot)
Period 1	8:30 a.m. - 9:05 a.m.
Homeroom	9:05 a.m. - 9:15 a.m.
Period 2	9:15 a.m. - 9:50 a.m.
Period 3	9:55 a.m. - 10:30 a.m.
Break	10:30 a.m. - 10:45 a.m. (supervised by teachers)
Period 4	10:45 a.m. - 11:20 a.m.
Period 5	11:25 a.m. - 12:00 p.m.
Lunch	12:00 p.m. - 12:55 p.m.
Period 6	1:00 p.m. - 1:35 p.m.
Period 7	1:40 p.m. - 2:15 p.m.
Period 8	2:20 p.m. - 2:55 p.m.
Homeroom	2:55 p.m. - 3:00 p.m.
Pick-up	3:00 p.m. - 3:20 p.m. (Staff wait with students in parking lot)

How to Contact Us

Eaton Arrowsmith School

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Facsimile: 604 222-8327

Email: reception@eatonarrowsmithschool.com

Website: www.eatonarrowsmithschool.com

Medical Expense Tax Credit

A decision of the Tax Court of Canada that was released on November 21, 2005 has held that the services offered by schools to students enrolled in the Arrowsmith Program will qualify as a medical expense for the purposes of the Medical Expense Tax Credit under the Income Tax Act of Canada. For more detailed information please follow the link to the Eaton Arrowsmith School website. http://www.eatonarrowsmithschool.com/faqs.html#tax_credit

HEALTH AND SAFETY

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 front end 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. 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.
6. The principal of Eaton Arrowsmith School in his 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. Preferably medication stored on-site must have an expiry date valid to the terms 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, staff shall take such actions as considered reasonably necessary in the circumstances including notifying the first aid attendant, calling parents and or the student's physician, calling for emergency medical assistance or taking the student to hospital.

Incident Reports and Notifying Parents

An Eaton Arrowsmith School 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 School incident report will be completed by the supervising teacher. The Eaton Arrowsmith School incident report will be completed immediately after the injury occurs, or, if the injury occurs off the school premises, as soon as the supervising teacher returns to the school.

Where it is not possible to complete the report, a verbal report will be given to the student's teacher so that the parents may be contacted. The incident report will, in any event, be completed by the end of the school day on which the injury occurs.

A child 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 child home. Please use good judgment when considering whether to send a child in questionable health to school.

Allergies and Anaphylactic Shock

Some of our students have allergies to nuts, as well as to bee stings, and can suffer severe and potentially life threatening anaphylactic reaction if exposed to these foods or is bitten by a bee. Eaton Arrowsmith School is therefore a peanut aware school, and we have prohibited all types of nuts and all food products containing nuts on school premises. Your assistance with maintaining a peanut 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 enrolment 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. For further information on Celiacs disease or gluten intolerances please visit the Health Canada website at <http://www.hc-sc.gc.ca/fn-an/securit/allerg/cel-coe/index-eng.php>

Prohibition of Smoking, Alcohol and Controlled Substances

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

Building Safety and Fire/Earthquake Drills

The school building has been constructed with fire separations between each floor and around the stairwell and is equipped with a sprinkler system and fire extinguishers. Each floor has clearly marked exits and the fire escape at the rear of the building provides a second means of egress from the second and third floors. It has been inspected and approved by the University of British Columbia which has approved our fire safety plan. Fire and Earthquake drills are held during the year in accordance with the emergency safety plan.

Early in the school year, each family will receive a request to put together a comfort kit for their child(ren). The purpose of the comfort kit is to provide some short term reassurance to students in the event that we are faced with an emergency situation. Completed kits are to be sent back to the school as quickly as possible and will be held until June then returned to each student. As the request for emergency kits will be an annual occurrence, it is best if returning families keep the kit over the summer and refresh the contents in time for the start of the new school year.

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.

Each comfort kit should contain:

1. **Pre-packaged snacks**-A nutritious snack (e.g.: dried fruit, energy bars). Please take note of the expiration date. This comfort kit is meant to last until the end of the school year.
2. **Hand sanitizer**-A small bottle of hand sanitizer
3. **A family picture**
4. **A comfort letter** – something that will put your child at ease if s/he is anxious
5. **One emergency solar/space blanket (silver)**
6. **One emergency poncho**
7. **One small travel size game**
8. **Completed emergency information card including a recent photograph** (Including the emergency information cards in each kit provides us with critical on-sight health and contact information in the event we have a need to evacuate the building)
9. **A 48 hour supply of medication** (for students who require it). Please indicate if refrigeration is required.

Each kit should be contained in a zipper bag, and should have the student's name clearly labelled on the front in waterproof pen.

COGNITIVE AND ACADEMIC PROGRAMS

The Cognitive and Academic Program Relationship

For a student at Eaton Arrowsmith School each day is a combination of cognitive work (6 periods) and academic work (2 periods one of English and one of Math). 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 Testing

Once accepted into Eaton Arrowsmith School, a schedule for Arrowsmith testing will be arranged. The results of these tests will determine the student's cognitive and academic program at the school. Arrowsmith testing is not an educational psychological assessment and cannot be used for any other purpose other than determining each student's individualized Arrowsmith Program.

Part-time and full-time Eaton Arrowsmith School students will need 3 to 5 hours of one-to-one testing depending on their age and speed at which they work.

1-2 weeks after testing, parents will be called in for an appointment with the principal or vice-principal to discuss the testing results and will at that time be presented with a plan for their child's progression through the Arrowsmith program.

Benchmark Goals

Prior to beginning the Eaton Arrowsmith School Program, each student completed a testing 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 tested yearly to monitor progress.

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 School program. These benchmark goals are exercise specific based on what is required to make average progress through the Eaton Arrowsmith School 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 tied to the rate of progress through the Eaton Arrowsmith School program. This is done through monthly 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 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.

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.

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 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.

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 is critical in establishing both classroom and individual routines and procedures, learning the exercises correctly, setting good study habits, understanding the expectations and rules, creating a cohesive environment, and working cooperatively as a group. Since the students in the Eaton Arrowsmith School program have learning disabilities, 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 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. 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: Supplementary Motor (all students start at level 1B1 each September, except those who require Skip Counting); Symbol Recognition and Object Recognition (all students start at 1 symbol/object each September); Clocks (all students start with paper 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:

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.

This Program works on the principle of “mastering” each level where mastery criteria is set at 90-100% accuracy within a given time frame. This is deliberately a much higher goal than to “pass” a level with 50% or better accuracy within a time frame. This mastery criterion is set high so that students over-learn the exercise; achieve high accuracy, automaticity, and consistency. This 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 and is used in the classroom.

Academic Program

Most students will receive two 35 minute periods of academics per day, one of English (Language Arts) and one of mathematics. Science and social studies concepts are integrated whenever possible. While the rest of the day will be made of up 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 and the academic program is based on the British Columbia Curriculum.

Each student is assessed by the academic teachers, according to expectations from the Ministry of Education for the grade level at which the student is working; this grade level is indicated on the student’s report. 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 School learning experience and the learning experience in mainstream schools.

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

- encourage their children to read
- ask the child to retell the story or chapter
- ask the child to reflect on the story and make predictions
- encourage the child to be an active learner, 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

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
- will be assigned homework almost daily.

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 patterning and algebra

Academic teachers also focus on other skills, such as organizational skills, study skills, and time management.

When students graduate from Eaton Arrowsmith School, their strengthened cognitive abilities will enable them to 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 School and/or the first year of regular school is recommended for most students.

Homework Policy

Homework is an essential component of the brain exercise program at Eaton Arrowsmith School. 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 child's classroom teacher.

When a student has not completed his or her homework or fails to bring it to school, he or she must bring a note from a parent or guardian explaining the circumstances. Otherwise, a note or email will be sent home with the student indicating that the homework was incomplete and the student will be expected to make up the homework on the following night.

In addition to brain exercise homework, we expect students to complete academic homework every night as assigned by the academic teacher. The homework schedule will be written in the student's agenda for parents to review and sign off on. Please discuss any questions about the academic homework with your child's academic teachers.

Each night students will do 10 minutes of free writing in their Journal. This practice encourages the student to write on a daily basis.

Homework Program

Homework Program runs from Monday to Friday and enables students to complete homework related to Motor Symbol Sequencing (Tracing, Word and Journal) at school between 3:20 p.m. and 5:15 p.m. (students in grades 1-5 will be finished by 4:50 p.m.). As success in homework is one of the key factors to success in the Arrowsmith program, participation in the homework program can help students remain engaged as they complete the Motor Symbol Sequencing exercises.

Between 3:00 p.m. and 3:20 p.m. students participating in the Homework Program are expected to consume a nutritious snack. Parents are encouraged to include with their child's lunch an extra snack as at the end of the day students are often very hungry and a healthy snack will help them complete their work to the best of their ability. Trips to Starbucks and the corner store are discouraged; selections made by students at this time of the day are often guided by desire as opposed to nutrition.

Students have the option of completing their journals between 3:00 p.m. and 3:20 p.m. or after they have finished their Tracing and Word exercises.

At 3:20 p.m. daily a bell will sound indicating to students the start of the homework program. Dismissal from the homework program for students in Grades 1-5 is 4:50 p.m. and for students in Grades 6 and up, dismissal is 5:15 p.m. All students will be accompanied down to the parking lot by a staff member.

Students who have earned a night off of homework should not remain at school during the homework program as it is difficult for the homework program supervisors to attend to both students engaged in their homework and non-participating students who are simply waiting to get picked up.

Parents interested in enrolling their child in the homework program should contact reception to obtain a registration form. The price for the homework program is \$15.00 per day when purchased on a per month or per term basis. Eaton Arrowsmith School also offers a drop-in rate of \$20.00 per day invoiced on a monthly basis.

Reporting to Parents

COGNITIVE

Students and parents receive regular cognitive class progress reports 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 "B" (Below Expectation) and additional comments from the teacher. Student and parent signatures acknowledging the action plan and the follow-through are required.

A testing progress report is issued after the re-testing in May. Parents are invited to discuss these reports with the classroom teacher.

ACADEMIC

Students at Eaton Arrowsmith School do not receive the standardized report cards that are used in the public school system; however, they do receive a comprehensive report regarding their progress in academic subjects twice per year.

Full-time Program Completion Criteria

In order for students to be recognized as completing the full-time program, they must meet the following cognitive, academic and self-advocacy criteria:

a) Cognitive

A student will have made sufficient progress in their full-time Arrowsmith Program. In most cases this will mean that this student no longer qualifies for a full-time program as they will have less than four cognitive areas that are functioning below the average range. It is important to note that although completing their full-time program, some students may have cognitive areas that still require attention and these students will be encouraged to continue their Arrowsmith Program on a part-time basis.

b) Academic

Under the direction of the principal and vice-principal, the head academic teacher will review each student's academic program progress and achievement measures. Students that qualify for full-time program completion are to have made significant progress in mathematics and English.

c) Self-advocacy, organization and 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

complete their program that the student be able to attend to the task at hand, complete it, communicate effectively with teachers and administration as well as have sufficient work habits.

By December 1st of each year, administration will have identified the students who are on target to meet the criteria for full-time program completion. Parents of these transitioning students will receive notification via mail and email prior to the winter break. As well each student on target to complete their full-time program will receive from the principal a personalized letter of congratulations.

Transitioning from Eaton Arrowsmith School

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:

- 1) 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.
- 2) The first transition planning meeting will centre on discussion points targeting student educational needs/goals and family needs related to transition support.
- 3) A staff member will liaise with a student's "new" school and will provide the school with learning profile information. If required a staff member from EAS will visit the new school and meet with the appropriate staff members.
- 4) To accompany the Permanent School Record for a transitioning student, EAS will provide the new school with a detailed learning profile.

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

STAFF AND STUDENT CONDUCT

Policies and Procedures Manual

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

Dress Code

All students are expected to wear the Eaton Arrowsmith School uniform as follows:

- blue Eaton Arrowsmith School hoodie with logo,
- blue Eaton Arrowsmith School collared shirt with logo
- blue, black, or tan pants or skirt. Jeans (of any colour) are not permitted to be worn as part of the school uniform.

Uniforms can be purchased from reception during school hours; shirts are priced at \$25.00 each and hoodies at \$39.00 each. It is suggested that once enrolled, families purchase three collared shirts and one hoodie for each student attending the school.

Parents should label all articles of clothing worn as part of the uniform. This helps to minimize the number of items ending up in the lost & found.

Students are expected to observe these guidelines:

- during the winter months, students are expected to wear weather appropriate outer clothing,
- students can bring indoor shoes that may be left at the school to wear on snowy or rainy days; these must be indoor shoes, not slippers in case of a fire drill or emergency,
- shoes must be worn at **all** times inside the school,
- no hats or head coverings are to be worn inside the school or as part of an outfit, except for religious reasons or designated events,
- no student shall wear clothing with inappropriate language or pictures.

Lunch Guidelines

Please note that student conduct rules apply while off school property at lunch. Consideration to guidelines is expected from all students during lunch, and these include:

- students will sit at a desk or designated area while eating
- 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 classrooms or lunchroom and not in the rest of the building or outside unless special permission is granted
- no computer games during lunch
- no student is to leave the classroom during the lunch hour without permission by the supervising staff member
- on wet or extremely cold days the lunch supervisors may decide to keep the students inside

We strive to be a litter-free school. 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 do not send students to school with food items that need to be microwaved or refrigerated. Please include cutlery as needed with your child's lunch as we are unable to provide these for them.

Additionally, students are expected to move in a quiet and orderly manner from room to room and from floor to floor. Running, jumping, swinging on stair railings and any form of horseplay or roughhousing is not allowed inside the school or building property.

Cloakroom and Lockers

The cloakroom located in the reception area is for the use of the students in the younger years. Students are expected to use hooks for outerwear and cubbies for knapsacks. All items should be removed from the cloakroom daily.

Adjacent to the senior lounge are lockers for the upper grades. Students are permitted to place a lock on a locker of their choice. In doing so they take responsibility for keeping their locker space clean and must be prepared to empty the contents of their lockers on the last day of each school term in order to facilitate proper cleaning. Contents left in lockers over school breaks will be held in lost & found until mid July at which point uniforms will go into the uniform exchange program and everything else will be given 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.

Leaving the Classroom

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

Students must use the washrooms in the school site. Students are not to go to the cloakroom between periods, other than at the lunch break.

Consequences for Inappropriate Conduct by Students

The imposition of consequences for inappropriate conduct is primarily the responsibility of the classroom and academic 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 School.

Examples of consequences for minor infractions:

- completion of written personal reflection
- written apology
- verbal reprimand
- student and staff member engagement in a discussion outside the classroom
- time out in a relaxation room

Suspension and Expulsion Procedure

Eaton Arrowsmith School 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 vice-principal or 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:

1. A written report is to be completed describing in detail the incident requiring suspension and filed in the student's file.
2. The teacher who filed the report (and also the student's classroom teacher if this is not the same person) informs the Principal or Vice Principal of the incident.
3. The decision to suspend is made by the Principal or Vice Principal.
4. The principal telephones a 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 vice-principal or principal.

5. A copy of the suspension notification will be filed in the student's black binder.
6. If considered necessary, a meeting will be arranged and will include the parent, student, teacher, and vice-principal or principal.

Depending upon the severity of the circumstances, a suspension will be taken as an in-school suspension or an out-of-school suspension. The decision will be at the discretion of the principal or vice-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 will be expected to work on word and tracing exercises. At the end of the day the student will return to their division 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 school is meant to provide an opportunity for students to reflect on their conduct and upon returning to school, 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 School 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 parents have been given a final written warning*
- the student has been given a final opportunity to modify his or her behaviour; where doing so will not place the student or other students at risk*

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

Respect, Civility and Responsible Citizenship

All school members must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity
- respect differences in people, their ideas and opinions
- treat one another with dignity and respect at all times, and especially when there is disagreement; aggressive touching is not permitted
- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, 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
- respect the need of others to work in an environment of learning and teaching

All school members 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, or 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