2015-2016 Academic Year

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, serving families in Redmond. The information contained in this Parent Handbook is a valuable resource 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—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. We always welcome your feedback and involvement.

The goal of Eaton Arrowsmith Redmond is to provide students with the overall capacities 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 encourage you to communicate with us about it. We are looking forward to a great year!

Sincerely,

Chris Wherity, Executive Director
Alexandra Dunnison, Director

Eaton Arrowsmith
IMPORTANT DATES TO REMEMBER 2015-2016

GENERAL INFORMATION
  Eaton Arrowsmith Hours
  How to Contact Us
  Traffic Safety Procedure
  Student Drop-Off
  Student Pick-Up
  Public Transportation
  Notification of Absences and Late Arrivals
  Punctuality
  Leaving the Classroom or Leaving School Property
  Early Departures and Signing Out
  Notification of Unscheduled School Closings
  Student Outings/Trips
  Lost and Found

HEALTH AND SAFETY
  Policy Respecting Administration of Medication to Students
  Incident Reports and Notifying Parents
  Prohibition of Smoking, Alcohol and Controlled Substances
  Building Safety and Fire/Earthquake Drills/Emergency Cards

COGNITIVE EXERCISES AND ACADEMICS
  The Cognitive and Academic Program Relationship
  Arrowsmith Program Assessments
  Benchmark Goals
  Training and Retraining in the Cognitive Exercises
  Academic Program
  Homework Policy
  Reporting to Parents
    Cognitive
    Academic
  Program Completion

STAFF AND STUDENT CONDUCT
  Policies and Procedures Manual
  Dress Code
  Electronics Policy
  Lunch Guidelines
  Birthday Policy
  Consequences for Inappropriate Conduct by Students
  Suspension and Expulsion Procedure
  Respect, Civility, and Responsible Citizenship
IMPORTANT DATES TO REMEMBER 2014-2015
Eaton Arrowsmith Redmond Calendar
2015-2016 Academic Year

September
• Monday, September 7th  Labor Day: School Closed
• Tuesday, September 8th  New Student Orientation Half-Day/Noon Dismissal
• Wednesday, September 9th  First day of Classes
• Wednesday, September 16th  Parent Orientation Night 6-8 PM
• Friday, September 25th  Picture Day

October
• Thursday, October 1st  Academic Orientation Night 6-8 PM
• Tuesday, October 6th  Part Time Program Begins
• Wednesday, October 14th  Student-Led Participation Night 6-8 PM
• Friday, October 23rd  Professional Development Day: School Closed (Neuroplasticity and Education Conference)

November
• Monday, November 2nd  Professional Development Day: School Closed
• Tuesday, November 10th  Junior Academic Parent/Teacher Conferences
• Wednesday, November 11th  Veteran’s Day: School Closed
• Thursday, November 12th  Senior Academic Parent/Teacher Conferences
• Friday, November 13th  Cognitive Parent/Teacher Conferences (No Classes)
• Thursday, November 12th  Thanksgiving: School Closed
• Friday, November 27th  School Closed

December
• Thursday, December 17th  Last Day of Fall Term
• December 18 – January 8th  Winter Break – School Closed

January
• Monday, January 11th  Staff In-Service Day: No Classes
• Tuesday, January 12th  First Day of Classes: Winter term
• Monday, January 18th  MLK JR Day: School Closed

February
• Thursday, February 11th – 12th  Mid-Winter Break: School Closed
• Monday, February 15th  President’s Day: School Closed
• Friday, February 19th  Professional Development Day: School Closed
• Monday, February 29th  Professional Development Day: No Classes

March
• Wednesday, March 16th  Junior Academic Parent/Teacher Conferences
• Thursday, March 17th  Senior Academic Parent/Teacher Conferences
• Friday, March 18th  Cognitive Parent/Teacher Conferences: No Classes

April
• Monday, April 4th – 8th  Spring Break
May
• Friday, May 27th       Professional Development Day: No Classes
• Monday, May 30th      Memorial Day: School Closed

June
• Friday, June 10th     Professional Development Day: No Classes
• Wednesday, June 15th   Last day of Classes and EA Closing Ceremonies

*No Classes = staff work day on campus, no classes for students
*School Closed = all staff away from campus for holiday or professional development, no school for students, building closed
**Parent meetings (PEAR) will meet the 3rd Thursday of every month unless advised otherwise.
**GENERAL INFORMATION**

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

**Eaton Arrowsmith Redmond Full Day Hours**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 8:30am</td>
<td><strong>Arrival</strong> (staff greet students)</td>
</tr>
<tr>
<td>8:30 - 8:45am</td>
<td>Run/Walk</td>
</tr>
<tr>
<td>8:45 - 9:20am</td>
<td>Period 1</td>
</tr>
<tr>
<td>9:25 -10:00am</td>
<td>Period 2</td>
</tr>
<tr>
<td>10:00-10:15am</td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>10:15 -10:50am</td>
<td>Period 3</td>
</tr>
<tr>
<td>10:55 -11:30am</td>
<td>Period 4</td>
</tr>
<tr>
<td>11:30 -12:30pm</td>
<td><strong>Lunch/Exercise/Tuesdays Build Day</strong></td>
</tr>
<tr>
<td>12:30 - 1:05pm</td>
<td>Period 5</td>
</tr>
<tr>
<td>1:10 - 1:45pm</td>
<td>Period 6</td>
</tr>
<tr>
<td>1:45 - 2:00pm</td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>2:00 - 2:35pm</td>
<td>Period 7</td>
</tr>
<tr>
<td>2:40 - 3:15pm</td>
<td>Period 8</td>
</tr>
<tr>
<td>3:15 pm</td>
<td>Dismiss</td>
</tr>
</tbody>
</table>

**Eaton Arrowsmith Redmond Half Day Hours**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 8:30am</td>
<td><strong>Arrival</strong> (staff greet students)</td>
</tr>
<tr>
<td>8:30 - 8:45am</td>
<td>Run/Walk</td>
</tr>
<tr>
<td>8:45 - 9:20am</td>
<td>Period 1</td>
</tr>
<tr>
<td>9:25 - 10:00am</td>
<td>Period 2</td>
</tr>
<tr>
<td>10:00-10:15am</td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>10:15 - 10:50am</td>
<td>Period 3</td>
</tr>
<tr>
<td>10:55 - 11:30am</td>
<td>Period 4 (Morning half day dismissal at 11:30)</td>
</tr>
<tr>
<td>11:30 - 12:15pm</td>
<td><strong>No half-day students</strong></td>
</tr>
<tr>
<td>12:15- 12:30pm</td>
<td>Run/Walk</td>
</tr>
<tr>
<td>12:30- 1:05pm</td>
<td>Period 5</td>
</tr>
<tr>
<td>1:10 - 1:45pm</td>
<td>Period 6</td>
</tr>
<tr>
<td>1:45 - 2:00pm</td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>2:00 - 2:35pm</td>
<td>Period 7</td>
</tr>
<tr>
<td>2:40 - 3:15pm</td>
<td>Period 8</td>
</tr>
<tr>
<td>3:15 - 3:20pm</td>
<td>Pick-up (staff wait with students at parking lot)</td>
</tr>
</tbody>
</table>

**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
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 8:00am and 8:30am, staff members will greet students at the front. If students are arriving prior to 8:00am, parents should contact the school before dropping their child(ren) off. 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 3:15pm. Staff members monitor the parking lot and student pick up between 3:15 pm and 3:30pm. 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 to Eaton Arrowsmith Redmond; please check transit schedules online for the best available bus route for your child. 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 8:30am if their child will be absent; if possible, please state the projected length of absence. Communication is needed each day of an absence until your child returns.

If a child has not arrived by 8:45am 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 in their classroom and ready to start by 8:30am 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 child at school at 8:25 to ensure a timely transition to our first activity. Transition from lunchtime to period 6 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) will be required to check in/out at reception or with the Director.

**Leaving the Classroom or Leaving School Property**
Students must obtain permission from their teacher to leave the classroom for any reason. Students must use the bathrooms at the school.

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.

Students excused during the day should provide a note or email from home that explains the circumstances and that permission is granted.

**Early Departures and Signing Out**
A student may temporarily be excused from the activities at the school:
- with written permission of his or her parent or guardian;
- if a parent is taking the child (in which case the parent must sign out at reception)

**Notification of 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.

In the event of an unscheduled early closing, the Director will make the final decision and notify classroom teachers and the receptionist who will, in turn, notify parents.
Student Outings/Trips
EA community trips are scheduled during the school year. The trips are usually educational in nature, but not always - some are just for fun. 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.

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

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. 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 regarding how to respond.

3. All medication (other than an EpiPen) must be given to the classroom teacher in its original container with the child’s name clearly marked on it and will be stored at the front desk 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. Please note, no spreading of spreading of bacterial or viral infections.
6. The Director 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 shall 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 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 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 Director 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 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 do not send a child 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. Each floor has clearly marked exits and the fire exit at the south side of the school provides a second means of egress.

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 child(ren). 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 by 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.

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 child’s Arrowsmith program.

Part-time and full-time EA Students will need approximately six hours of testing depending on their age and speed at which they work. Your child 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 Director to discuss your child’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 Director 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.

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.
Academic Program

Students may receive academic instruction, and mindfulness (The MindUp curriculum) instruction daily. 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.

Each student is assessed by the academic teachers. 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 children to read and read to/with their children daily;
- ask their children to retell the story or chapter;
- ask their children to reflect on the story and make predictions;
- encourage their children 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 children 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 child’s classroom teacher or with the Director.

When a student has not completed his or her homework or fails to bring it to class, he or she must have a note/email from a parent or guardian explaining the circumstances. Otherwise, a note/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 later that week.

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.

As well, Homework Club will 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 4 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. Parents are always welcome to make an appointment to see the Cognitive Teacher in person at any time.

Students are assessed again at the end of the year, beginning in May, and when the results of the year end testing come in, usually in July or August, meetings will be scheduled to discuss student progress.
**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 comprehensive report regarding their progress in academic subjects twice per year — one in December and one in June. In addition, there are two scheduled opportunities for parent-teacher conferences — one in December and one in March. Reminders will be sent home so that appointments can be made. Parents are always welcome to make an appointment to see the Academic Teacher in person at any time.

**Program Completion**

The Administration will determine the program completion list by December 1st of each school year. If it is determined that a student will be ready to complete their program, parents will receive notification via a signed letter in the mail as well as through email.

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 Director.

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 actual 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. We do have quite a few board games, puzzles, books and Lego that students can use.

Lunch Guidelines
Please note that student conduct rules apply while off school property at lunch. Appropriate guidelines are expected from all students during lunch, and these include:

- students will sit in the common areas 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 designated lunch area and not in the rest of the building or outside unless special permission is granted;
- no computer games while eating;
- on wet or extremely cold days, the lunch supervisors may decide to keep the students inside, where there will be various supervised activities.

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 pop 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 child’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 site or on building property.

**Birthday Policy**
If your child is celebrating a birthday you are welcome to bring in some treats for the class. However, due to many children 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 children with other sensitivities know as they often like to provide a separate treat for their child so their child can participate in the celebration.

**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.

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 Director’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 Director. 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 instructor who filed the report (and also the student’s classroom instructor, if this is not the same person) informs the Director of the incident.

3. The decision to suspend is made by the Director.

4. If the student is suspended, the student's instructor or Director 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 Director.

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 Director.

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 Director 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 Director 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 Director 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 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, 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 Director and instructors will work collaboratively with students and parents to find a solution to any problem involving bullying.