



**eatonarrowsmith**

Center for Neuroeducation

**REDMOND, WA**

**2023-2024**

**PARENT & STUDENT  
HANDBOOK**

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VISION, CORE VALUES, AND MISSION

VISION

Empowering positive change.

CORE VALUES

Fairness  
Immediacy  
Respect  
Safety  
Trust

## MESSAGE FROM OUR PRINCIPAL

Dear Eaton Arrowsmith Redmond Parents and Students,

It is a pleasure to welcome you (or welcome you back!) to Eaton Arrowsmith Redmond – we are thrilled to begin another school year with students in-person here on campus. The information contained in this Parent Handbook is a valuable resource for helping you, parents, guardians, and students better understand daily life at EA. Please let us know if there is

## MISSION

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

anything we can help you with.

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 - understanding and expressing information essential to their education and quality of life
- Develop and maintain confidence and self-esteem
- Embrace the three R's of life at EA: Respect for self; Respect for others; Responsibility for one's actions

- Increase students' desire to be life-long self-motivated learners
- Provide students with the overall capacities to realize their potential both in the classroom and in life in general
- Help our students see the power of goal setting, positive growth mindset and striving for what is important to them as learners and individuals

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

Sincerely,

Tracy McCammant  
Principal/Director  
Eaton Arrowsmith Redmond

HOW TO CONTACT US

Eaton Arrowsmith

17946 NE 65<sup>th</sup> Street  
Redmond WA 98052

Telephone: 425.861.8327

Fax: 425.861.8365

Email: [redmondreception@eatonarrowsmith.com](mailto:redmondreception@eatonarrowsmith.com)

Website: [www.eatonarrowsmith.com](http://www.eatonarrowsmith.com)

2023-2024 EA Staff	
<b>Principal/Director:</b>	Tracy McCammant (Mrs. Mac) <a href="mailto:tmccammant@eatonarrowsmith.com">tmccammant@eatonarrowsmith.com</a>

**Office Manager/Reception:** Neha Sethi (Ms. Neha)  
[redmondreception@eatonarrowsmith.com](mailto:redmondreception@eatonarrowsmith.com)

**Head Cognitive Teacher:** Courtney Kaeser (Mrs. K)  
Young Adults  
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**Cognitive Teacher:** Naivasha Sophusson Smith (Ms. Vasha)  
Mid/High Students  
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**Cognitive Teacher:** Supraja Raman (Mrs. Raman)  
Junior Students  
[sraman@eatonarrowsmith.com](mailto:sraman@eatonarrowsmith.com)

**Academic Teacher:** Julie Driscall (Ms. Driscall)  
[jdriscall@eatonarrowsmith.com](mailto:jdriscall@eatonarrowsmith.com)

**Teaching Assistant:** Sarah Kirk  
[skirk@eatonarrowsmith.com](mailto:skirk@eatonarrowsmith.com)



**SCHEDULES**

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

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

<b>Half-Day Hours</b>	
<b>AM Half-Day Students</b>	
8:30 - 8:45 AM	Walk (Students/Staff/Guests)
8:45 - 9:20 AM	Block 1
9:25 -10:00 AM	Block 2
10:00-10:15 AM	<b>Break</b>
10:15 -10:50 AM	Block 3
10:55 -11:30 AM	Block 4 ( <b>AM Students Dismissed</b> )
<b>PM Half-Day Students</b>	
12:30 - 1:05 PM	Block 5
1:10 - 1:45 PM	Block 6
1:45 - 2:00 PM	<b>Break</b>
2:00 - 2:35 PM	Block 7
2:40 - 3:15 PM	Block 8
3:15 PM	<b>Dismiss (All Students Dismissed)</b>

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

## LUNCH AND BREAK TIMES

### EXPECTATIONS

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

### CONDUCT

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

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

**Due to allergies and food sensitivities, we are a nut-free school. We request that all types of nuts and all food products containing nuts are **not** brought onto the school premises.** Also, we **discourage soda and candy** for lunch and/or snacks, and recommend parents to send low-sugar, high nutrition lunches to promote active engagement (especially in the afternoons) in your child's cognitive exercises.

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

Students are expected to move in a calm and orderly manner with conversational voice volume while indoors. Any form of horseplay or roughhousing is not allowed inside the building.

## COMMUNITY STANDARDS

### GUIDING PRINCIPLES

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

### NON-VIOLENT COMMUNICATION (NVC)

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

### GROWTH MINDSET

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

### MINDUP

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

## PHYSICAL ACTIVITY

It is scientifically proven that even moderate exercise increases mental processes, sharpens thinking, reduces stress and anxiety, and enhances memory. However, we are aware that physical education classes and team sports can be a stressor for many of our students.

Managing the rules of a game, and the competitive nature of sport often create uninviting moments for those who struggle with slower speeds of processing, flexible thinking, and understanding of instruction. To support this, Eaton Arrowsmith's goal is to provide the opportunities throughout the day that allow for social cooperation, increased heart rates and sustained levels of exercise that is focused on simple games and enjoyment of play versus learning the complexities of a game and competition.

## STUDENT OUTINGS/FIELD TRIPS

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

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

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

## SCHOOL POLICIES

### ABSENCES, LATE ARRIVALS, AND EARLY DEPARTURES

If you know your child is going to be late for school, leaving early or absent for the day please inform the school by contacting reception at 425-861-8327 or [redmondreception@eatonarrowsmith.com](mailto:redmondreception@eatonarrowsmith.com). If emailing, please include your child's teaching team (Academic and Cognitive teachers) on the email. For late arrivals and early departures your child is expected to check in and/or out at the reception area.

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

### TRAFFIC SAFETY PROCEDURE

As the building parking lot can be congested at times and students can be unpredictable, please ensure to use caution when driving around our school, parking, and walking across the parking lot. Parents should park safely and supervise students until they are in the building. It is a good idea in the first few days of school to discuss safe procedures with your student when crossing the parking lot (i.e. look both ways, don't run, etc.).

### STUDENT DROP-OFF

Between 8:15 AM and 8:25 AM, staff members will greet students at the front entrance. Keep in mind that we leave for the morning walk promptly at 8:30 am. 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. Young adult students in the back classroom can be picked up at the south side door to alleviate traffic at the front door.

## 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 miss important learning time.

If a student will be arriving late for any reason, 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.

**Eaton Arrowsmith is not obligated to "make-up" class time missed for reasons beyond our control (i.e. weather, illness, appointments, vacations, quarantine requirements, etc.)**

## LEAVING THE CLASSROOM OR LEAVING SCHOOL PROPERTY

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

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

**Lunch Release:** Students 13 and older are allowed to leave the school during lunch to walk to local shopping areas provided they: 1) have a signed permission slip by their parents (see form on page 40), 2) use the buddy system, 3) sign in and out, 4) return to school on time for class. This privilege may be revoked at the discretion of our staff should students engage in unsafe or disrespectful behavior either on or off campus.

## UNSCHEDULED SCHOOL CLOSURES

In the event of an emergency due to situations such as excessive snow we generally follow guidance from Lake Washington School District. LWSD posts a red notice on their district website to indicate closures or delayed openings. Also, 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 our parent list. **There may be times when our decision is different than LWSD**, so please confirm by calling if you are not sure.

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

## BIRTHDAY POLICY

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

## LOCKERS

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

## LOST AND FOUND

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

## TECHNOLOGY USAGE

Over the past 10 years the usage of personal electronic devices has expanded in many ways for our youth. Communication with family and friends is the primary use, followed by entertainment and information gathering. As a school, we are part of the teaching and development of a student's ability to self-regulate and safely use their devices appropriately during the school day. Just as there are many positive educational benefits to having computers and personal devices such as cell phones and tablets in a classroom, there are also challenges to ensuring healthy online activity and the classroom environment is free of distraction. Staff strive to be present to observe and monitor usage for appropriateness. Please note, **Eaton Arrowsmith does not accept responsibility for lost, damaged, or stolen personal devices: students, staff, and parents bring their personal electronic devices to school at their own risk.**

## PERSONAL DEVICE POLICY

**Students are encouraged to limit cellphone usage at EA and not bring other personal electronic devices to school.**

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

- Consider the reasons for the student having the device and determining if it is truly needed at school.
- Encourage students to communicate with school staff to meet their needs before calling or texting parents.
- Encourage students to leave their phones/tablets in their locker during cognitive, academic, or social times. Students will have the opportunity to check messages during breaks and briefly during lunch.
- Encourage students to follow teacher direction regarding the use of music during cognitive exercises. This is not a recommendation of the Arrowsmith program.



- Please know and share with your students that **sharing photos or other private information** of other students or Arrowsmith Program material is **strictly prohibited**.

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

Regarding internet usage at Eaton Arrowsmith on school or personal devices, students are expected to adhere to the **Eaton Arrowsmith Family/Student Internet Agreement (Form on page 39)**. Any violation will result in disciplinary action, which may include the loss of student privileges in using school technology resources or bringing personal devices to school.

## STUDENT WELLNESS

### STUDENT CONDUCT

#### DRESS CODE

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

#### CODE OF CONDUCT

- Do respect and comply with all applicable federal, state and county laws;
- Do not take part in nor condone (provoke, encourage or make a spectacle of) any form of violence, including bullying, harassment, threat-making, intimidation, verbal, sexual, physical or online abuse and harassment, or discrimination in any form including discrimination on the basis of race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender, sexual orientation or age;
- Do demonstrate honesty and integrity;
- Do respect differences in people, ideas, and opinions;
- Do always treat one another with dignity and respect, especially when there is disagreement (any form of aggression is not permitted);
- Do show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need;
- Do respect the need of others to work in a peaceful environment conducive to learning and teaching;
- Do not possess, use or display any weapon, replica weapon or toy weapon, on any school property or at any event that is organized or sponsored by the school;
- Do not use any object to threaten or intimidate another person;
- Do not purposefully cause injury to any person;
- Do not be in possession of, or under the influence of, or provide others with, alcohol, marijuana, or illegal drugs;
- Do not inflict or encourage others to inflict bodily harm on another person;
- Do seek staff assistance, if necessary, to resolve conflict peacefully;
- Do show respect for the property of others by refraining from littering, theft, vandalism, graffiti and other inappropriate behaviors related to property;
- Do respect persons who are in a position of authority;
- Do demonstrate appropriate digital citizenship when utilizing the internet, social media, email, or other electronic forms of communication.

## PEER CONFLICT VS. MEAN BEHAVIOR VS. BULLYING

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

When a child is having a problem with her or his peers, it can be challenging for parents to understand what is really happening – is it bullying? Or is it something else? Each type of behavior must be handled differently to keep children safe and help them learn how to get along with others.

### PEER CONFLICT

Conflict between and among peers is a natural part of social development. All students will have times when they disagree and can't solve their own problems. They may even become so frustrated that they impulsively say mean things or act out physically. If it's peer conflict you will be aware that these children:

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

Adults can respond by helping the children talk it out and see each other's perspective. The conflict is resolved with better understanding and doesn't happen again.

### MEAN BEHAVIOR

Children may try out behaviors to assert themselves – sometimes saying or doing mean things – such as making fun of others, using a hurtful name, taking something without permission, leaving a child out, or cutting in line. If it is mean behavior, usually:

- it is not planned and seems to happen spontaneously or by chance;
- it may be aimed at any child nearby (opportunistic);
- the child being mean may feel bad when an adult points out the harm they've caused.

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

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

## BULLYING BEHAVIOR

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

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

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

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

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

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

Source: [www.saferschoolstogether.com](http://www.saferschoolstogether.com)

## STUDENT BEHAVIOR SUPPORT POLICY

### POSITIVE BEHAVIOR SUPPORT

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

#### **BRAIN** Behaviors:

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

Positive expectations are developed with students for each area in the school. The staff promotes Non-Violent Communication.

### BEHAVIOR SUPPORT INTERVENTION

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

Examples of behavior support interventions:

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

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

## STUDENT SUPPORT PLAN

For behaviors where support strategies and interventions have been tried and not yet successful, a student support plan may be initiated. This plan will be a collaboration between the student, teaching team, administration, and parents. The goal is to identify the underlying reasons for the behavior and to set goals and action items that will best meet the needs of the student and school community.

## SUSPENSION AND EXPULSION PROCEDURE

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

1. A written incident report is completed by the staff involved describing in detail what happened. This is given to and discussed with the Principal and placed in the student's file.
2. The decision whether to suspend is made by the Principal.
3. If the student is suspended, the Principal notifies 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.
4. A copy of the suspension notification will be stored in the student's file.
5. If necessary, a meeting will be arranged and will include the parent, student, instructor, and/or Principal.

Suspension is defined as a temporary removal from the classroom/school for disciplinary purposes. Depending upon the severity of the circumstances, an in-school or out-of-school suspension may be given. The decision will be at the discretion of the principal with input from the student's teacher and with consideration of the student's position.

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

An out-of-school suspension is taken in the care of the student's parents or caregiver. The time spent out of the school is meant to provide an opportunity for students to reflect on their

conduct and, upon returning, the student must be prepared to implement altered decision making.

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

A student will not be expelled until:

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

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

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

## RESPONDING TO SUSPECTED CHILD ABUSE OR NEGLECT

All staff at Eaton Arrowsmith are considered **Mandatory Reporters** by law. If a staff member has reason to believe that a child (or vulnerable adult) is being abused or neglected, he/she is required by law to report these concerns to the Department of Children, Youth & Family (DCYF), Child Abuse Hotline or law enforcement (RCW 26.44.030). It is not up to our staff to determine whether abuse or neglect has taken place, that is the role of the child welfare worker.

If there is reasonable cause to believe that a child has suffered abuse or neglect or may be at risk of abuse or neglect, the report must be made at the first opportunity but in no case longer than 48 hours. "Reasonable cause" means a person witnesses or receives a credible written or oral report alleging abuse, including sexual contact or neglect of a child (RCW 26.44.030).

A report must be made when there is reason to believe that a child or youth may need protection because of:

- Physical abuse (defined in WAC 110-30-0030)
  - Physical abuse means the nonaccidental infliction of physical injury or physical mistreatment on a child that harms the child's health, welfare, or safety.
- Sexual abuse (defined in WAC 110-30-0030)
  - Sexual abuse means committing or allowing to be committed any sexual offense against a child as defined in the criminal code. The intentional touching, either directly or through the clothing, of the sexual or other intimate parts of a child or allowing, permitting, compelling, encouraging, aiding, or otherwise causing a child to engage in touching the sexual or other intimate parts of another for the purpose of gratifying the sexual desire of the person touching the child, the child, or a third party.
- Sexual exploitation (defined in WAC 110-30-0030)
  - Sexual exploitation includes, but is not limited to, sex trafficking and commercial sexual exploitation as those terms are defined by law and includes such actions as allowing, compelling, encouraging, aiding, or otherwise causing a child to participate in one or more of the following:
    - (a) Any sex act when anything of value is given to or received by any person for the sex act;
    - (b) Sexually explicit, obscene, or pornographic activity to be photographed, filmed, or electronically reproduced or transmitted;
    - (c) Sexually explicit, obscene, or pornographic activity as part of a live performance or for the benefit or sexual gratification of another person.
- Negligent treatment or Maltreatment (defined in WAC 110-30-0030)
- Negligent treatment or maltreatment means an act or a failure to act, or the cumulative effects of a pattern of conduct, behavior, or inaction, on the part of a child's parent, legal custodian, guardian, or caregiver that shows a serious disregard of the



consequences to the child and creates a clear and present danger to the child's health, welfare, or safety.

- Abandonment (defined in WAC 110-30-0030)
  - A Parent or guardian abandons a child when the parent or guardian is responsible for the care, education, or support of a child and:
    - Deserts the child in any manner whatever with the intent to abandon the child;
    - Leaves a child without the means or ability to obtain one or more of the basic necessities of life such as food, water, shelter, clothing, hygiene, and medically necessary health care; or
    - Forgoes for an extended period of time parental rights, functions, duties and obligations despite an ability to exercise such rights, duties, and obligations.

## EATON ARROWSMITH COGNITIVE, ACADEMIC, AND HOMEBLOCK PROGRAMS

### THE COGNITIVE AND ACADEMIC PROGRAM RELATIONSHIP

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

### COGNITIVE PROGRAM

#### ARROWSMITH PROGRAM ASSESSMENTS

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

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

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

#### BENCHMARK GOALS

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

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

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

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

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

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

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

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

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

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

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

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

### TRAINING AND RETRAINING IN THE COGNITIVE EXERCISES

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

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

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

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

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

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

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

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

## COGNITIVE REPORTS

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

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

## ACADEMIC PROGRAM

Eaton-Arrowsmith values the development of the whole human being and is dedicated to nurturing the developmental, emotional, physical, and cognitive growth of each child. 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. It is our heartfelt striving to awaken each student's capacity for love of learning, for independent thinking, and respect for others and community. By (re)training the brain as well as interacting in a socially and emotionally rich learning environment, each student will discover his/her/their unique learning style, interest, and purpose in the world.

Academic lessons consider each student's individual developmental needs. Through interest-based studies, hands-on projects, teacher-led activities and storytelling, EA encourages curiosity in the world, respect for others, and real-life skills that will lead to a life-long interest in learning.

Each student is informally 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 language arts program includes (but is not limited to):**

- Reading and Writing
  - Grammar

- Parts of speech
- Cursive
- Book study
- Poetry

**The mathematics program includes (but is not limited to):**

- Calculations
  - Four processes
  - Multiplication table
  - Fractions
- Problem Solving
  - Real life application
  - Reading and understanding word problems
- Bal-A-Vis-Ex stands for Balance-Auditory-Vision-EXercises. This series of exercises promotes crossing of midline in three dimensions and encourages interhemispheric integration. Communication between the right and left hemispheres of the brain is crucial for neurodevelopment.

**Social and Emotional learning may include:**

- Project-based learning
- Storytelling
- Artistic activities
- Mindful conversations
- Peer and teacher interactions
- Understanding and application of Non-Violent Communication
- Respect and love for each other in the community, family, and classroom
- Self-respect and self-recognition
- MindUP: Social and collaborative skills

**Integrated Studies may include:**

- Botany
- Ancient mythology
- Local geography (North America, Washington, Home/Classroom, Bedroom/Desk)
- Reading maps/scavenger hunts/treasure hunts
- Watercolor painting/drawing
- Form drawing
- Creative movement Exercises
- Modeling (clay, beeswax)
- Seasonal crafts
- Celebrations for birthday, holiday, spirit days

**Executive Functioning may include:**

- Personal goal setting
- Development of study habits
- Organization strategies
- Communication (verbal and non-verbal)
- Self-advocacy skills
- Collaboration

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 (i.e. discussing fractions when cutting food into equal pieces); and tell the time with their student as often as possible.

When students complete their program at Eaton Arrowsmith, their strengthened cognitive abilities will enable them to learn in regular academic programs; however, since they have been in a primarily cognitive program for a period of generally three to four years, they may need academic support during their transition year.

**ACADEMIC REPORTS**

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

**HOMEWORK POLICY**

Eaton Arrowsmith does not give academic homework due to the homeblock required for the cognitive program. We encourage students to read or be read to at home. Parents are invited to take advantage of opportunities to reinforce math concepts in the real world (baking, counting, etc.), interactive journaling, and to encourage their children to be active learners by encouraging questions and fostering curiosity.



## HOMEBLOCK POLICY

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

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

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

## HOMEBLOCK CLUB PROGRAM

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

Students in all grades will complete Tracing, Word, and journaling for the time recommended by the Arrowsmith Program for their age. Students will have a 15-minute break in between Tracing and Word. Please ensure your child has a nutritious snack that they can consume during this time as students are often very hungry and a healthy snack will help them complete their work to the best of their ability.

Parents interested in registering their child in the Homeblock Club program should contact reception to obtain a registration form. The price for the homeblock program is \$25.00 per day when purchased on a per month or per term basis. Availability is subject to change based on a minimum of four students enrolled.

## PARENT-TEACHER CONFERENCES

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

## TRANSITIONING FROM EATON ARROWSMITH

The end goal for students at Eaton Arrowsmith is to transition into a fully main-stream learning environment with stronger abilities to gain knowledge with efficiency and independence. As students progress through their cognitive programs, they are preparing for this transition from the beginning. As a student nears the last year of their program, school staff work with students and their families to plan the transition process as follows:

By December 1<sup>st</sup> our staff will determine which students are on track to be program completion candidates. If your child is a candidate for completion, a meeting will be scheduled to initiate transition planning.

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

Our teachers and administrators can liaise with a student's "new" school to provide learning profile information based on the final Arrowsmith assessment. We are willing to visit the new school and meet with the appropriate staff members from the new school in order to provide a thorough understanding of the student's needs in the classroom and in the learning environment. If a student had a previous Individualized Education Plan (IEP) from public school and want to transition back into public school, it is advisable to meet with the school's support team to discuss what supports are available to the student to accommodate a smooth transition.

We value our alumni families and will continue to be available after a student transitions to the next school.

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

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

## FULL-TIME PROGRAM TRANSITION/COMPLETION CRITERIA

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

### COGNITIVE PROGRAM

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

### ACADEMIC PROGRAM

The Principal and Academic Teacher will review each student's academic program progress and achievement measures. Students that qualify for program completion are to have made significant progress in Mathematics and Language Arts.

### ORGANIZATION AND SELF-ADVOCACY/WORK HABITS

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

## HEALTH AND SAFETY

### ILLNESS IN THE CLASSROOM

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

### REPORTING ILLNESSES

Please report any serious illness (such as COVID-19, measles, mumps, or whooping cough) that can be spread through close contact with others (coughing, sneezing) to the school.

### CHICKENPOX

Chicken pox may have severe consequences for those with compromised immunity. All families will be advised when a case of chicken pox occurs in the school.

### STOMACH FLU (NOROVIRUS/GASTROENTERITIS)

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

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

The School Administration should be informed promptly when:

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

## POLICY RESPECTING ADMINISTRATION OF MEDICATION TO STUDENTS

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

1. Parents must complete and sign the *Student Medical Information* and *Parental Authorization* form which must also be signed by the student's physician if we are to administer any prescription medication to a student.
2. All allergies 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 student's physician acknowledging the extent of the allergic reaction and providing us with further instructions as to how to respond.
3. All medication (other than an EpiPen) must be given to the reception staff in its original container with the student's name clearly marked on it and will be stored by our reception in a secure box that is not accessible to students. Medication (other than an EpiPen) may not remain in the possession of a student under any circumstances.
4. Medication must be taken in the presence of a staff member who will maintain a written record of all medication administered.
5. Eaton Arrowsmith does not provide or administer any other medication for students, including non-prescription pain medication for minor illness or symptoms such as coughs or fever. Students should not come to (or stay at) school if they have these symptoms.
6. Students requesting non-prescription medication for pain relief will be attended to by the school's Healthcare Coordinator. Under no circumstances will pain relief medication be administered without parental consent. If the circumstances lead to consideration of 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.

Parents must keep track of the expiration dates of medication provided to the school. Please ensure that, as medication expires, a replacement is provided to the school.

Where a student sustains a serious injury or appears to be suffering from a serious illness, we will make reasonable efforts to first contact parents/guardians or emergency contacts and the student's physician. In case of emergency, we will not hesitate to call 911 for emergency medical assistance.

## INCIDENT REPORTS AND NOTIFYING PARENTS

An Eaton Arrowsmith incident report is completed to document circumstances that compromise student health:

- Bruising or abrasion that required follow-up care (cold-pack or bandaging)
- There is any loss of blood (including a nosebleed)
- Student complains of pain or discomfort that is out of the ordinary and sustained
- 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 incident report will be completed by the supervising staff member. The incident report will be completed immediately after the injury occurs, or if the injury occurs off 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 admin staff so 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 occurred and filed on site.

A student who becomes ill during school hours will be cared for in the most appropriate manner available until parents can 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, VAPING, ALCOHOL, AND CONTROLLED SUBSTANCES

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

## ALLERGIES AND ANAPHYLACTIC SHOCK

Some of our students suffer severe and potentially life-threatening anaphylactic reaction if exposed to allergens such as nuts and bee stings. **We are a nut-free school.** We request that all

types of nuts and all food products containing nuts are not brought onto the school premises. Your assistance with maintaining a nut aware environment is important to the safety of children enrolled in the school and is very much appreciated.

What can you do to help?

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

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

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

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

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

## BUILDING SAFETY AND FIRE/EARTHQUAKE DRILLS

The school building is equipped with fire extinguishers. Emergency exits are clearly marked. Fire and Earthquake drills are held monthly during the year in accordance with the emergency safety plan. Emergency contact information is gathered from enrollment forms and incorporated into each classroom’s emergency supply backpack.

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 to coordinate reuniting students with their families as quickly as possible; as such, please ensure your contact information is up to date.

## PARENT SUPPORT - PEARS

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



## Family/Student Internet Agreement

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

I agree to abide by the above rules.

Student Signature: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Policy and Permission for Students to Leave Campus During Lunch/Breaks

Guiding Values:

1. Student safety is our first concern.
2. Preserving and maximizing cognitive exercise time is a high priority.

Students ages 13 and over may leave campus during the lunch period for food, exercise, or minor errands, with the following expectations:

- Written permission from parents/guardians is on file at EA. (Adult students, ages 18 and over, are exempt)
- Students use the sign-in/sign out procedure at the reception desk
- Students are back IN CLASS on time during cognitive or academic blocks
- Students must be accompanied by another approved student (buddy system). Minor students, under age 16, may not leave campus unaccompanied.
- Adult students should not accompany minor students (under 16) 1:1 for reasons of personal safety and liability without approved special consideration.
- Unhealthy activities during breaks, on or off campus, will not be tolerated and may result in disciplinary action.

Should students choose not to follow these expectations, they will no longer have this privilege and parents will be notified.

\_\_\_\_\_ (student) has my permission to leave the Eaton Arrowsmith Campus, with the above expectations, during the 2023-24 school year.

Student's Cell Phone Number: \_\_\_\_\_

Parent/Guardian Legal Name (Printed): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Special Consideration (Requires Admin Approval):