

**EATON  
ARROWSMITH  
SCHOOL**

*VANCOUVER*

**STUDENT  
AND PARENT  
HANDBOOK**

*2023-2024*

## TABLE OF CONTENTS

- Vision, Mission, and Core Values ..... 3
- Message from our Principals..... 4
- How to Contact Us ..... 5
- Break and Lunch ..... 6
  - Guidelines ..... 6
- Community Standards ..... 7
  - Guiding Principles ..... 7
    - Non-Violent Communication (NVC) ..... 7
    - Growth Mindset ..... 7
    - MindUP ..... 7
    - Physical Activity ..... 8
    - Field Trips..... 8
- School Policies ..... 9
  - Absences, Late Arrivals, and Early Departures..... 9
  - Dress Code ..... 9
  - Inclement Weather Policy (Snow Days) and other closures ..... 10
  - Leaving the Classroom ..... 10
  - Technology Usage..... 10
    - Personal Device Policy ..... 11
- Student wellness..... 13
  - Student Conduct ..... 13
    - Code of Conduct ..... 13
    - Peer Conflict Vs. Mean Behaviour Vs. Bullying ..... 14
- Student Behaviour Support Policy..... 16
  - Student Support Plan ..... 16
  - Suspension and Expulsion Procedure ..... 16
  - Responding to suspected child abuse or neglect..... 18
- Eaton ArrowSmith Cognitive and Academic Program ..... 19
  - The Cognitive and Academic Program Relationship ..... 19
  - Cognitive Program ..... 19
    - Arrowsmith Testing..... 19

- Benchmark Goals ..... 19
- Training and Retraining in the Cognitive Exercises ..... 21
- Homework Policy ..... 22
- Cognitive Reports..... 23
- The Academic Program at Eaton Arrowsmith school..... 23
  - Developing as a Learner ..... 24
  - Safety-Sensory Needs ..... 24
  - Social-Emotional Awareness ..... 25
  - Mindset and Character Strengths ..... 25
  - Eaton Arrowsmith Academic Program Curricular Content ..... 25
  - Curricular Competencies ..... 26
  - Homework Policy ..... 26
  - Academic Reports ..... 26
- Transitioning from Eaton Arrowsmith School..... 27
  - Full Time Program Completion Criteria ..... 27
- Health and Safety ..... 28
  - Illness in the Classroom ..... 28
    - Reporting illnesses ..... 28
      - COVID-19..... 28
      - Chicken pox ..... 28
      - Stomach flu (Norovirus/gastroenteritis) ..... 28
- Policy Respecting Administration of Medication to Students ..... 29
- Incident Reports and Notifying Parents ..... 31
- Allergies and Anaphylactic Shock..... 31
- Building Safety and Fire/Earthquake Drills ..... 32

## VISION, MISSION, AND CORE VALUES

### VISION

Empowering positive change.

### MISSION

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

### CORE VALUES

Fairness  
Immediacy  
Respect  
Safety  
Trust

## MESSAGE FROM OUR PRINCIPALS

Dear Eaton Arrowsmith Community,

Welcome to the Eaton Arrowsmith 2023-2024 school year! At Eaton Arrowsmith School Vancouver, our mission is to foster a compassionate learning environment that allows our students to grow cognitively, academically, socially, and emotionally. We work to build confidence, resilience, and provide our students with the tools to be set up for success. Every family's time with us is different and we strive to provide the best support to our students to ensure they get the most out of their Arrowsmith Program.

Over the course of a student's program, we work hard to help students:

- increase their capacities to learn, understand and express information essential to their education;
- develop and maintain confidence and self-worth which they may not have upon starting due to various life obstacles;
- increase students' desire to be life-long self-motivated learners;
- provide students with the overall capacities to recognize their potential both in the classroom and in non-academic life;
- help our students see the power of goal setting and striving for what is important to them as learners and individuals.

We encourage you to become familiar with this handbook as it outlines several aspects of the school and the practices we as a team have found successful for our students who have struggled with their learning or other aspects of their lives. We look forward to welcoming back our new and returning students and look forward to an exciting year ahead. Thank you for being part of the EA community.

Sincerely,

Stephanie Gulliver and Mark Bleasdale  
Co-Principals  
Eaton Arrowsmith School.

## HOW TO CONTACT US

Eaton Arrowsmith School

Suite 213  
2150 Western Parkway  
Vancouver, BC V6T 1V6

Telephone: 604.264.8327

Fax: 604.222.8327

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

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

## BREAK AND LUNCH

### GUIDELINES

- To maximize cognitive change please ensure your child has:
  - a well-balanced breakfast, nutritious snacks, and healthy lunch
  - a water bottle that can be used at school and is cleaned weekly
- In anticipation that members of our community may suffer severe and potentially life-threatening anaphylactic reactions if exposed to allergens, such as nuts, we are a nut aware school. We request that all types of nuts and all food products containing nuts are **not** brought onto the school premises.
- We strive to be a litter-free school and ask that student lunches and snacks—the healthier the better—be packed in a reusable bag and/or containers.
- Please do not send students to school with food items that need to be microwaved or refrigerated. If lunches need to be kept cold or hot, please pack with an ice pack or in a thermos.
- Please include cutlery as needed with your child's lunch.
- Student conduct policy applies while off school property at lunch.

## COMMUNITY STANDARDS

### GUIDING PRINCIPLES

At Eaton Arrowsmith we provide a caring 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 on their journey. This is regardless of gender, religion, sexual orientation, or family ethnicity.

### NON-VIOLENT COMMUNICATION (NVC)

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

### GROWTH MINDSET

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

### MINDUP

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

## PHYSICAL ACTIVITY

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

## FIELD TRIPS

Throughout the school year, the school will organize a few class trips to age appropriate and educationally related sites around the Lower Mainland. In some cases, the trips are taken as a reward for high levels of engagement and larger collective classroom goals that have been achieved.

## SCHOOL POLICIES

### ABSENCES, LATE ARRIVALS, AND EARLY DEPARTURES

If you know your child is going to be late to school, leaving early or absent for the day please inform the school by contacting reception at 604.264.8327 or [vancouverreception@eatonarrowsmith.com](mailto:vancouverreception@eatonarrowsmith.com) **before gam**. Reception will call home to check on the status of any unaccounted for students at gam.

### DRESS CODE

EA students are not required to wear a uniform but are expected to wear clothes that are kept clean and neat in appearance and promote a distraction free learning environment. Clothing should also be comfortable, weather appropriate and safe for twice daily outside breaks.

- Pants, shorts, or skirts of any colour are acceptable provided they are clean and in good repair (not tattered, no holes or rips)
- Shorts and skirts must be mid-thigh length or longer.
- Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict violence.
- Clothing may not depict pornography, nudity, or sexual acts.
- Clothing may not use or depict hate targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
- Students are expected to wear weather appropriate outer clothing (i.e. rain coat, waterproof boots, winter coat, hat, mittens, etc.)
- Shoes must be worn **at all times** inside the school.
  - We recommend that students keep a spare pair of indoor shoes at school to wear on rainy or snowy days.

## INCLEMENT WEATHER POLICY (SNOW DAYS) AND OTHER CLOSURES

Our School Closure Policy can be found on our website here:

<https://eatonarrowsmith.com/s/School-Closure-Policy.pdf>

The most recent version of this policy (and others) can be found here:

<http://www.eatonarrowsmith.com/policies-and-procedures/>

Should you have any questions or concerns about this, please don't hesitate to communicate with us. Above all else, we ask that if you feel that the commute to and from school is unsafe, please do keep students at home until you feel it has become safe again, even if the school is open. Trust your instincts. We have a widespread area that our students and staff commute in from and the weather (and roads) can be quite varied in their conditions at any given time.

## LEAVING THE CLASSROOM

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

Students must use the washrooms on the school site.

## TECHNOLOGY USAGE

Over the past 10 years the usage of personal electronic devices has expanded in many ways for youth in Canada. It is estimated that 79 % of high school students use a cell phone or an internet connected device each day. As a school, we are part of the teaching and development of a student's ability to self-regulate and safely use their devices during the school day. Just as there are many positive educational benefits to having computers and personal devices such as cell phones and tablets in a classroom, there are also challenges to ensuring the safe and caring classroom environment that is free of distraction and online activity. Staff strive to be present to observe and monitor usage for appropriateness. Please note, Eaton Arrowsmith does not accept responsibility for lost, damaged, or stolen personal devices: students, staff, and parents bring their devices to school at their own risk.

## PERSONAL DEVICE POLICY

Students are expected to adhere to the policy below. Any violation will result in disciplinary action, which may include the loss of a student's privileges to use their school's information technology resources or being permitted to bring a device to school.

1. To support the growth of our students regarding the impulse control and management of personal devices, older students at Eaton Arrowsmith have specific times when devices are permitted to be used. If this applies to your child, the details will be communicated to you by the classroom teacher(s).
2. No device can be used in the classroom without the consent of a teacher or the direct supervision of the activity.
3. Devices may be confiscated and securely stored by the school until the end of the school day if a student does not adhere to the school policy.
4. Personal devices may NOT be used for electronic transmission or posting of photographic images of a person, or persons on school property, at school events, during school hours. This is prohibited without the permission of the person or persons being photographed **and** the principal or teachers, **and** where the student is below the age of 18 years, the consent of the parent or guardian.
5. We ask that parents and their children read through the Eaton Arrowsmith Internet Agreement on the next page and use it as a discussion tool to create or re-evaluate the rules and expectations in their home about internet usage.

## Eaton Arrowsmith Internet Agreement

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

I agree to abide by the above rules.

Student Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

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

## STUDENT WELLNESS

### STUDENT CONDUCT

#### CODE OF CONDUCT

Eaton Arrowsmith students will:

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

## PEER CONFLICT VS. MEAN BEHAVIOUR VS. BULLYING

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

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

### Peer Conflict

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

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

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

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

### Mean Behaviour

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

If it is mean behavior, usually:

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

When adults see mean behaviour 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 behaviour.

This quick response stops children from developing a pattern of mean behaviour 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 Behaviour

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 behaviour is to harm or hurt other(s) –it's intended to be mean and is clearly not accidental.
- Repeated over time --Bullying behaviour continues over time and gets worse with repetition.

There is a real or implied threat that the behaviour 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 behaviour and ensure the safety of the student who has been targeted. They also need to reassure the children who may have witnessed the behaviour that adults are taking care of it. When schools respond to bullying, staff will also help the child who has been bullying others to take responsibility for their actions and change their behaviour. They will monitor the situation to ensure the bullying stops and will support the child who has been bullied to regain confidence and a sense of safety.

Staff may follow up with the students who observed the behaviour 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:

2012-13 Social Responsibility & Diversity Team

Vancouver School District #39

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

## STUDENT BEHAVIOUR SUPPORT POLICY

We expect all students to adhere to the Student Code of Conduct as detailed above, however, we understand that there are times when we need to support our students with inappropriate conduct. In these situations, we utilize a collaborative approach to address these issues. This may include the teaching team, Principal, Vice-Principal, Teachers, student(s), and parents or guardians.

Examples of behaviour support strategies:

- student and staff member engagement in a discussion outside the classroom;
- engaging in a problem-solving discussion with the Principal or Vice Principal;
- down time in the relaxation room;
- completion of written personal reflection if appropriate;
- working with the NVC framework to bring resolution to the situation; and/or
- meetings with staff, families, student(s).

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

## STUDENT SUPPORT PLAN

For behaviours where support strategies and interventions have been tried and unsuccessful a student support plan may be initiated. This plan will be a collaboration between the student(s), teaching team, administration, and parents. The goal is to identify the underlying reasons for the behaviour 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 School does not have an automatic or mandatory suspension or expulsion policy. Each case that may involve conduct that could lead to suspension or expulsion will be dealt with on a case-by-case basis using a collaborative approach.

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 or Vice-Principal with 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. If the child refuses to do the assigned work or is exhibiting unsafe behaviour 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 and/or Vice Principal.

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

If consideration is being given to expelling a student, the parents will first be notified and given an opportunity to meet with the principal and the student's teachers. Expulsion will only be considered in the most serious cases or where there have been serious and repeated violations of Eaton Arrowsmith 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 behaviour; where doing so will not place the student or other students at risk\*; and
- the parents have been formally notified that expulsion is under consideration\*.

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

## RESPONDING TO SUSPECTED CHILD ABUSE OR NEGLECT

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

Section 13 of the Child, Family and Community Service Act sets out the circumstances under which a report to a child welfare worker must be made. A report must be made when you have reason to believe that a child or youth may need protection because:

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

## EATON ARROWSMITH COGNITIVE AND ACADEMIC PROGRAM

### THE COGNITIVE AND ACADEMIC PROGRAM RELATIONSHIP

For a student at Eaton Arrowsmith School each day is a combination of cognitive work (6 periods) and academic work (2 one-hour periods a week, alternating between English and Math, with Fridays being dedicated to social studies or other academic projects & lessons). Progress in a student's cognitive program helps to reinforce advancement in academic achievement. Recognizing the relationship that exists between cognitive improvement and academic achievement allows staff to carefully develop an academic plan and adjust it according to each student's cognitive progress and needs.

### COGNITIVE PROGRAM

#### ARROWSMITH TESTING

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

Part-time and full-time Eaton Arrowsmith School students will need 4 to 6 hours of one-to-one testing depending on their age and speed at which they work.

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

#### BENCHMARK GOALS

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

Benchmark goals have been established for each exercise which, when met, indicate that students are making good progress contributing toward changes in the areas being addressed based on ongoing research of the progress of students through the Eaton Arrowsmith School

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

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

Each student is taught about 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 monthly goal setting and progress review, periodic formal progress reports, and frequent formal or informal feedback to the student. It is important that the student understands the significance of these goals and is 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 because of these factors.

It is very common for students to move through the exercises at a varying pace both within each exercise and in comparison, to other exercises and students. Everyone's profile and rate of progress is specific to them.

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 in each of their cognitive exercises on a daily basis.

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

It is very common for students to have exercises they enjoy more or less than other exercises; their degree of motivation and dedication will affect how 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.

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 classroom culture, and working cooperatively as a group. Since the students in the Eaton Arrowsmith School program have learning disabilities, providing guidance and time to solidly learn procedures 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 levels 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. During these first two weeks, no academics will take place as the teachers are working through initial assessments and training to get their students ready for their programmed schedule and academic blocks for the upcoming year.

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

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

year or as programmed); and Spatial Reasoning (all students work on the same level as they were working on at the end of the previous year or as programmed).

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

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

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

## HOMEWORK POLICY

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

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

the current week. If a student consistently is not handing in their homework, a homework 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 homework (Word & Tracing), each night students will do 10 minutes of free writing in their Journal. This practice encourages the students to become more comfortable writing on a daily basis, helping to get their ideas down on paper while also working to take the stress of spelling and grammar away. More information about Journal writing will be discussed on the Meet the Teacher night.

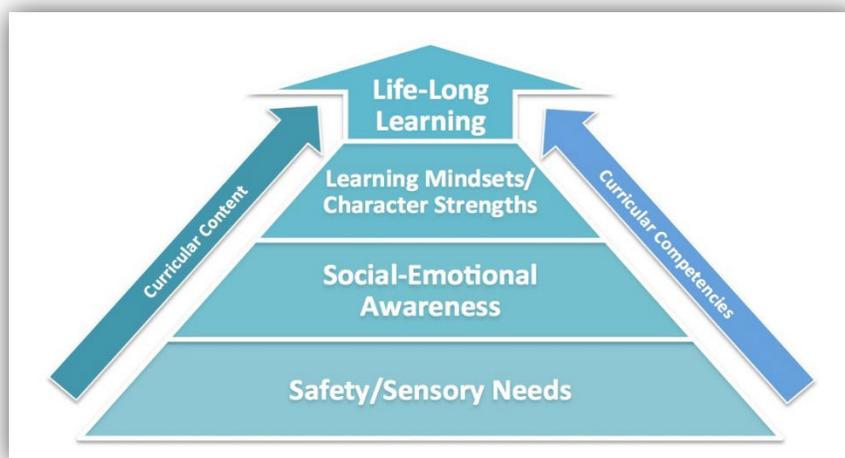
## COGNITIVE REPORTS

Students and parents receive two cognitive class progress reports outlining the student's rate of progress compared to the benchmark goals set out for each cognitive exercise the student is working on.

After a full assessment is completed and a Year End Progress Report (YPR) is issued in June, parents are invited to discuss these reports with the classroom teacher.

## THE ACADEMIC PROGRAM AT EATON ARROWSMITH SCHOOL

The academic program at Eaton Arrowsmith School is designed to complement the cognitive program and strengthen connections between previously learned skills and concepts while building the capacity for future, lifelong learning.



Teachers aim to differentiate instruction based on the needs of students to ensure that each student is challenged at the appropriate level. Each student deserves an enriching learning environment where he/she is encouraged to explore the breadth and depth of learning concepts. This enables students to make stronger connections to what they are learning.

Teachers aim to provide students with a safe and caring environment where they are encouraged to utilize the motivating power of both success and failure.

## DEVELOPING AS A LEARNER

The aim of the academic program is to prepare students for a successful transition and instill life-long learning skills and mindsets. What does a successful transition look like? On the surface, this question seems simple. Students need to have a firm grasp of grade-level curriculum. However, when examining the factors that make a successful student, academic proficiency is just the tip of the iceberg.

In the academic classroom, students are invited to apply and connect their developing cognitive capacities to learning situations. Furthermore, students are encouraged to develop habits and mindsets of successful learners, thus further increasing their capacity to engage in new and challenging content.

Some students may come to us with habits and mindsets that are a barrier to successful learning. For example, some students may fixate on their mistakes and disengage in tasks when there is a risk of making an error. Hence, they may never fully engage in material that will bring them to a higher level of understanding.

We have identified three foundations for successful, lifelong learning: safety-sensory needs, social-emotional awareness, and learning mindsets/character strengths.

## SAFETY-SENSORY NEEDS

First and foremost, students need to feel physically and emotionally safe, accepted, and loved. Depending on their individual needs, this may take time.

Building on the notion of attachment (Neufeld), our role as your child's teachers is to create a warm and stimulating learning environment where each child feels "at rest" and physically and emotionally safe.

Modelling the language of Non-Violent Communication (Rosenberg), we aim to create a classroom environment where students can express their feelings and needs in a caring and constructive manner.

Through the practice of mindfulness, students are encouraged to develop an awareness of their feelings and provide a method of self-regulation.

## SOCIAL-EMOTIONAL AWARENESS

Our aim is to provide children with the vocabulary and awareness needed to actively engage and effectively communicate in their social worlds.

Social Thinking (Garcia-Winner) refers to the ability to consider your own and other's thoughts, emotions, beliefs, intentions, and knowledge to help interpret and respond to information in social interactions.

Through social thinking, students are encouraged to become more self-aware while developing problem-solving skills that will help them to become more adaptable and flexible thinkers.

## MINDSET AND CHARACTER STRENGTHS

With an eye towards transition, mindset and character strengths lay the foundation for personal growth and learning.

At Eaton Arrowsmith School we believe in the incredible power of the brain to change, adapt, and "rewire" itself (Ricci, 2013). Neuroplasticity has changed how we think about the brain, teaching, and learning. Closely related to neuroplasticity is the notion of growth mindset, "a belief system that suggests that one's intelligence can be grown or developed with persistence, effort and focus on learning" (Ricci, 2013, p. 3).

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

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

## EATON ARROWSMITH ACADEMIC PROGRAM CURRICULAR CONTENT

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

The aim of the academic classroom teacher is to identify content areas to be strengthened and facilitate sustained growth. Our aim is to meet the students at their current level of understanding and lead them along a learning path to an area of deeper, wider, and more connected understanding. To do this we use the Lindamood Bell program to teach reading, comprehension, and writing. We use IXL, Mathletics and JUMP Math to teach mathematics.

## CURRICULAR COMPETENCIES

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

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

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

## HOMEWORK POLICY

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

## ACADEMIC REPORTS

Students receive a progress report in December and June.

## TRANSITIONING FROM EATON ARROWSMITH SCHOOL

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

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

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

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

To accompany the Permanent School Record for a transitioning student, EAS will provide the new school with a detailed learning profile based on the final Arrowsmith assessment. Eaton Arrowsmith School staff will continue to be available to the families of students that transition from EAS whenever support is necessary.

When students complete the Arrowsmith Program, their strengthened cognitive abilities will enable them to 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 only English and mathematics curriculum, they may need some extra help in order to prepare for a regular academic program. Therefore, academic tutoring in the final year at Eaton Arrowsmith School and/or the first year of regular school is recommended for most students.

### FULL TIME PROGRAM COMPLETION CRITERIA

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

a) Cognitive

A student will have made sufficient progress in their full-time Arrowsmith Program. In most cases this will mean that this student no longer qualifies for a full-time program as they will have less than four cognitive areas that are functioning below the average range. It is important to note that although completing their full-time program, some

students may have cognitive areas that still require attention and these students will be encouraged to continue their Arrowsmith Program on a part-time basis.

b) Academic

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

c) Self-advocacy, organization, and work habits

Each student that is slated for program completion is monitored closely against criteria related to work habits, organization, and self-advocacy. It is expected that when a student is ready to complete their program that the student can 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

#### REPORTING ILLNESSES

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

#### COVID-19

Due to the ever-evolving nature of the COVID-19 pandemic and the response to it that governmental and health authorities are making, please refer to our website (link below) to review the following policies related to COVID-19: Illness Policy, COVID-19 Handwashing Policy, COVID-19 Cleaning Policy. Additional policies and / or updated versions of these policies will be posted here: <http://www.eatonarrowsmith.com/policies-and-procedures/>

#### CHICKEN POX

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

#### STOMACH FLU (NOROVIRUS/GASTROENTERITIS)

When 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 if ill individual's vomit.

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

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

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

The School Health Nurse should be informed promptly when:

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

## POLICY RESPECTING ADMINISTRATION OF MEDICATION TO STUDENTS

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.

All allergic reactions must also be noted on this form; and, if the allergic reaction is potentially serious or life threatening, we may require additional information including a letter from the child's physician acknowledging the extent of the allergic reaction and providing us with further instructions as to how to respond.

All medication (other than an EpiPen) must be given to the reception staff in its original container with the child's name clearly marked on it and will be stored by our reception in a secure box that is not accessible to students. Medication (other than an EpiPen) may not remain in the possession of a student under any circumstances. Medication must be taken in the presence of a staff member.

Students requesting non-prescription medication for pain relief will be attended to by the school's first aid attendant. If the circumstances lead the first aid attendant to consider providing non-prescription medication to a student, (ex: Tylenol) parents will be notified and asked to provide written authorization to the school prior to the medication being dispensed.

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

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

Preferably medication stored on-site will have an expiry date valid to the end of the school year. If not, parents must keep track of the expiration dates and ensure that as medication expires, a replacement is provided to the school.

Where a student sustains a serious injury or appears to be suffering from a serious illness, staff shall take such actions as considered reasonably necessary in the circumstances including notifying a first aid attendant, calling parents and or the student's physician, calling for emergency medical assistance or taking the student to hospital.

## INCIDENT REPORTS AND NOTIFYING PARENTS

A medical incident report is completed in any of the following circumstances:

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

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.

## ALLERGIES AND ANAPHYLACTIC SHOCK

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

What can you do to help?

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

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

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

We require all parents to indicate on the enrolment 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 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 aversion 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 to reduce the possibility of consuming these products. For further information on Celiac disease or gluten intolerances please visit the Health Canada website at <http://www.hc-sc.gc.ca/fn-an/securit/allerg/cel-coe/index-eng.php>

## BUILDING SAFETY AND FIRE/EARTHQUAKE DRILLS

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

The school has put together a generic comfort kit for each student. The purpose of the comfort kit is to provide some short-term reassurance to students in the event of an emergency. Early in the school year you will be asked to **complete an emergency information card including a recent photograph**. Including the emergency information cards in each kit provides us with critical on-site health and contact information in the event we have a need to evacuate the building. For students who require it please send to school a **48 hour supply of medication and indicate if refrigeration is required**.

We recommend that each family provide the items below to personalize the kits. Please enclose these additional items in a zipper bag and label the student's name and division. They will be added to the generic kit.

- **Pre-packaged snacks**-A nutritious snack (e.g.: dried fruit, energy bars). Please take note of the expiration date. This comfort kit is meant to last until the end of the school year.
- **Hand sanitizer**-A small bottle of hand sanitizer
- **A family picture**
- **A comfort letter** – something that will put your child at ease if s/he is anxious
- **One small travel size game**

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.