



eaton **arrowsmith**

STUDENT
AND PARENT
HANDBOOK 2023-24

EATON ARROWSMITH SCHOOL ONLINE STUDENT AND PARENT HANDBOOK

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VISION, MISSION, AND CORE VALUES

VISION

Empowering positive change.

CORE VALUES

Fairness
Immediacy
Respect
Safety
Trust

MISSION

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



EATON ARROWSMITH SCHOOL ONLINE STUDENT AND PARENT HANDBOOK

MESSAGE FROM OUR PROGRAM DIRECTOR

Dear Eaton Arrowsmith students, parents, and caregivers,

Welcome to the 2023/2024 Eaton Arrowsmith School Online academic year! Our organization's goal is to address the needs of the whole student and provide opportunities for our students to grow cognitively, emotionally, and socially.

Over the course of their program, we strive to help students:

- Increase their capacities to learn, understand, and express information essential to their education
- Build the capacity to become an independent learner
- 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 realize their potential both in the classroom and in non-academic life, and
- 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 familiarize yourself with this handbook as it outlines many aspects of Eaton Arrowsmith School Online and the methods that we as a staff have found successful for students who have experienced difficulties in their life.

We are looking forward to an excellent year and collaborating with you as a community.

Sincerely,

Josh Poirier
Program Director
Eaton Arrowsmith School Online



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HOW TO CONTACT US

Eaton Arrowsmith School Online

Phone: 604.264.8327

Fax: 604.222.8327

General Email: vancouverreception@eatonarrowsmith.com

Admissions Email: admissions@eatonarrowsmith.com

Program Director, Josh Poirier: jpoirier@eatonarrowsmith.com

Instructor emails: first initial last name @eatonarrowsmith.com

Admissions Director, Sandra Heusel: sheusel@eatonarrowsmith.com

Registrar as of January 2024, Rose McLachlan: rmclachlan@eatonarrowsmith.com

Registrar until December 2023, Kelsey Hanna khanna@eatonarrowsmith.com

Finance, Lori Leung: lleung@eatonarrowsmith.com

Who to Contact during your program:

Class Instructor (Teacher)	Program Advisor/ Director
Attendance	Questions about the Arrowsmith Program, exercises being worked on, and how this connects to student goals
Questions about student performance in class	Understanding and questions related to your Assessment
Questions about exercise procedures or Teams	Learning questions in general, and this can include things beyond the scope of Arrowsmith
Motivation ideas or ways to track and celebrate success at home	Anything you do not feel comfortable asking the instructor about

Website: www.eatonarrowsmith.com

Address:

213 – 2150 Western Pkwy at UBC

Vancouver, BC

V6T 1V6

CULTURE AND COMMUNICATION



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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, and open communication with our instructional staff, students, and families, we aim to achieve what is best for our students and their individual life experiences and 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 basic human needs that we all share. This was developed by Marshall Rosenberg and his book, *Nonviolent Communication: A Language of Life*, is a great resource.

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, 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*.

ABSENCES, LATE ARRIVALS, AND EARLY DEPARTURES

If you know that you / your child will be late to class, will need to leave early or will be absent for the day please inform the instructor by email or by contacting reception at 604.264.8327, or vancouverreception@eatonarrowsmith.com.

INTERNET SAFETY AND HEALTHY SCREEN HABITS

We offer online programs, and all of us are spending more time on screens than ever before. We strongly encourage that you and/or your family create a structure for screen/device time in your home. This can include things such as:

- website blockers, parental control apps, or internet filters specific to your types of devices and your family situation and values
- agreed-upon amounts of time for non-school screen time and any tasks, chores, or physical exercise routines that need to happen beforehand



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- a clear start and end time each day for device use
- a location in your home where devices are returned to at agreed upon times at the end of the day so that you and/or your children are not tempted to have them in your bedrooms at night, and,
- a device contract for minors, usually for cell phones or laptops, that outlines how the device can and cannot be used, how replacing or repairing it will be handled, and the process for restoring trust when the contract gets broken (many templates are available online.)

FAMILY INTERNET AND DEVICE AGREEMENTS

Many experts agree that family discussions and agreements for internet usage are also important to build a culture of open communication, to explore what is safe and dangerous online, and to create accountability for children and teenagers as they learn to explore the world this way. This is important in addition to a device contract. On the next page is an example of one that the parents and staff at Eaton Arrowsmith School created together a few years ago.

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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 a 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/instructors. 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/instructors/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/instructors/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 several 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: _____

STUDENT WELLNESS

HEALTHY HABITS FOR SUCCESS



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To maximize cognitive change please ensure that you and/or your child has:

- a well-balanced breakfast, nutritious snack and healthy lunch
- an appropriate amount of sleep
- some physical activity prior to classes starting each day (a walk, run, GoNoodle.com etc.)
- time away from the screen between blocks of Arrowsmith exercises to stretch, walk around, and get a drink of water or snack (depending on the length of the break)
- family celebrations when you and/or your child achieves a major goal, or masters a level in an exercise
- regular reminders about the importance of the work you and/or your child are doing in Arrowsmith, and changes you are seeing due to hard work

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, we strongly encourage that you create a family plan that schedules time for physical activity daily that includes a variety of activities (walking, playing games, practicing physical skills where appropriate etc.). Our Program Director is happy to help you create a plan and build it into your and/or your child's school goal setting.

STUDENT CODE OF CONDUCT

Instructors will review this will all students at the start of the school year and periodically.

Eaton Arrowsmith School Online students will:

- Comply with all applicable federal/national, provincial/state and municipal laws
- Neither 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
- Treat one another with dignity and respect at all times, especially when there is disagreement
- Respect the need of others to work in a peaceful environment conducive to learning and teaching

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- Not possess, use or display any weapon, replica weapon or toy weapon, during any school time
- Not use any object to threaten or intimidate another person
- Not purposefully cause injury to any person
- Not be under the influence of alcohol, marijuana, or illegal drugs during any school time
- Not use or have visible during any program time tobacco products, 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 online classroom, appropriate digital citizenship
- Eaton Arrowsmith School Online urges students of all ages to use caution when communicating with other Eaton Arrowsmith School Online students outside of class time. If the students who wish to connect outside of class time are minors, we strongly recommend parental guidance in this process.

STUDENT BEHAVIOUR SUPPORT POLICY

We expect all students to adhere to the Student Code of Conduct as detailed in this handbook, 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 instructor, Program Director, student(s), and parents or guardians.

Examples of behavior support strategies:

- student and staff member engagement in a discussion outside the classroom
- engaging in a problem-solving discussion with the Directors of Instruction
- down time in a relaxing way
- completion of written personal reflection if appropriate
- working with the nonviolent communication framework to bring resolution to the situation and/or
- meetings with staff, families, student.

Student Behavior Support Plan

For behaviors 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, 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.

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Suspension and Expulsion Procedure

Eaton Arrowsmith School Online 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 out-of-program suspension may be given. The decision will be at the discretion of the Program Director with the student's instructor and with consideration to the student's position.

An out-of-program suspension may be agreed upon as an important step. The time spent out of the program is meant to provide an opportunity for students to reflect on their conduct and upon returning to the program, the student must be prepared to implement altered decision making.

If consideration is being given to expelling a student, the student and/or parents will first be notified and given an opportunity to meet with the Program Director and the student's instructor. Expulsion will only be considered in the most serious cases or where there have been serious and repeated violations of Eaton Arrowsmith student conduct policies.

A student will not be expelled until:

- the parents have been given a detailed description in writing of the conduct giving rise to the expulsion
- the parents have been invited to meet with the classroom instructors and Program Director 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* and
- 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.

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. Depending on the location of the child, EASO Administration may contact local authorities if they suspect abuse or neglect based on the regional laws/rules in the area the student resides.

In British Columbia, Canada, where EASO is based, Section 13 of the Child, Family and Community Service Act sets out the circumstances under which a report to a child welfare

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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 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.

All students, except for Cognitive Intensive Program and Cognitive Enhancement Program students, will need 4 to 6 hours of one-to-one testing depending on their age and speed at which they work.

A few days after testing, students and/or parents will be contacted for an appointment to discuss the testing results with either the Program Director or one of the Program Advisors, and at that time you will be presented with a plan for the student's progression through the



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Arrowsmith program. We highly recommend having the student in this meeting as well or setting up another time for the student to learn about their results. It is important for their success and motivation to understand the starting point, help clarify the goals, and collaborate on the plan.

After the initial assessment, each student is subsequently tested yearly to monitor progress in the area being worked on, and after a minimum of 18 months on all other areas not being worked in if still in the program at that time. Our Program Director or Advisor's will meet with you to review progress and to help you as is needed to plan next steps.

BENCHMARK GOALS

Benchmark goals have been established for each exercise which, when met, indicate that students are making good progress towards neuroplastic change. These goals are exercise-specific and based on data that has been collected over the 40 plus year that the Arrowsmith Program has been in existence.

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 regular 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.

Sometimes a student may not be meeting the benchmark expectations. 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 that students have some control over, and others are beyond the student's control; but both can result it in taking longer to work through the program as a result.

It is very common for students to move through the exercises at a varying pace both within each exercise and in comparison, to other exercises. Student involvement and active engagement in the program are critical. Once a student reaches the mastery criteria required for the level of the cognitive exercise that is being worked on, that student is moved to a more



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challenging level. Mastery of each level is determined by several factors: accuracy of performance, speed of execution, and consistency of performance. 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. All students are monitored closely daily in each of their cognitive exercises.

It is also 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 praise and encouragement of 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 virtual-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. 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 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 their first month back after a break, if they have demonstrated the correct technique in each exercise.



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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).

Some students may object to starting some of these exercises at the lower levels, and if this is the case for you and/or your child it is very important to remember and 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.

HOMWORK POLICY FOR THE MOTOR SYMBOL SEQUENCING EXERCISE

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 shared with the teacher each day. Homework is expected to be of the same quality as work completed during class time. Please discuss any questions about homework with your child’s instructor.



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When a student has not completed his or her homework, we ask that you email the instructor and explain the circumstances. If a student consistently is not handing in their homework, a homework modification letter may be sent to the parents and/or student, 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 work on homework we ask that they do 10 minutes of free writing in a journal. This practice encourages the student to write, daily, helping to get their ideas down on paper.

COGNITIVE REPORTS AND STUDENT UPDATES

Instructors will work with students and/or parents at the start of the school year, and throughout the school year as needed, to understand the data and collaborate on goal setting, celebration of achievements, rewards, and accountability.

Students and parents will receive monthly Advisor Reports throughout the academic year. You will have the option to meet with your Advisor to review the Advisor Report through a link sent in the email. These meetings are important from time to time to review the students engagement and progress as well as to help understand how the student is growing and tackling their Arrowsmith Program based on the goals created at the time of assessment review.

Students are typically reassessed between 60 and 120 sessions where a Year-End Progress Report (YPR) is issued. Families will be invited to discuss these reports with their Advisor to create a new plan based on progress.

TRANSITIONING FROM EATON ARROWSMITH

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

- Midyear our staff will determine which students are on track to be program completion candidates. If you and/or 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.

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- If requested, a staff member or administrator will liaise with a student's school and will provide the school with learning profile information to provide a thorough understanding of your and/or your child's needs in the classroom and learning environment.

When students complete the Arrowsmith Program, their strengthened cognitive abilities will enable them to more easily learn in regular programs; however, since they likely struggled academically prior to working on their Arrowsmith Program 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 Online and/or the first year of regular school is recommended for most students.

HALF-DAY PROGRAM COMPLETION CRITERIA

A Half-Day Program is equal to registration in four or more cognitive areas at once for a full academic year. For students to be recognized as completing the program, a student will have made sufficient progress in their Half-Day Arrowsmith Program. In most cases this will mean that this student no longer qualifies for a Half-Day 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 Half-Day program, some students may have cognitive areas that still require attention and these students will be encouraged to continue classes with Eaton Arrowsmith on a reduced basis.

THANK YOU!

We wish you a wonderful academic year with us at Eaton Arrowsmith and thank you for taking on this incredible journey of neuroplastic change for yourself and/or your child.



eatonarrowsmith
Unlock Your Brain's Potential

