



FAMILY



SEVEN ARROWS
ELEMENTARY SCHOOL

HANDBOOK

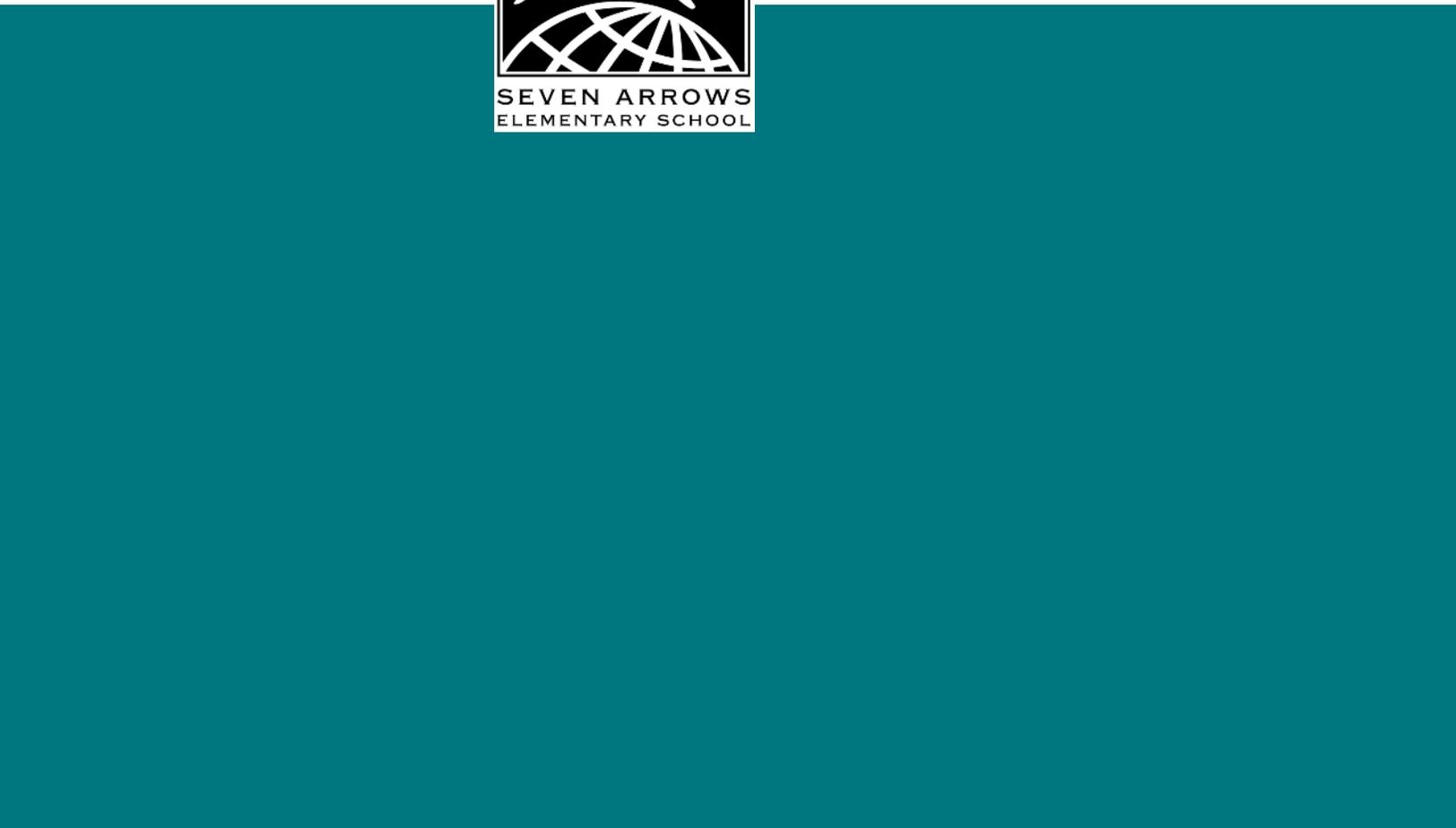


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HEAD OF SCHOOL INTRODUCTION

Dear Seven Arrows Families,

Welcome to the 2019-2020 school year! Our goal is to teach students to identify, develop, and communicate their academic creative and social/emotional strengths and challenges. The Seven Arrows Way of Education is based on an integrated experiential pedagogical model of learning. This model provides a highly differentiated environment in which students develop their knowledge, skills, and understanding not only across multiple subject areas, but in new contexts. Students use skills and knowledge from different sources and experiences, develop perspective by understanding diverse points of view, make connections between past knowledge and new situations, and apply social emotional “life skills” to learning and doing. Our classes are structured so that each child can find a receptive and encouraging learning community where individual social, emotional, and academic needs are met.

In order to work our collective magic, we rely on open communication and transparency, as we feel they are the keys in cultivating strong, fruitful relationships between families and the school. In upholding our commitment to keeping you informed, several communication tools have been put in place. This Family Handbook is one such method and will serve as your guide to the school’s philosophy, policies, procedures, curricula and other pertinent information. Please take the time to review, and feel free to ask any question that may arise.

Thank you for believing in and enhancing our vision of education. We have no doubt that this school year will be truly exceptional.

Best wishes,

Margarita Pagliai
Founder & Head of School

SEVEN ARROWS ELEMENTARY SCHOOL VISION

MISSION

Seven Arrows strives to inspire passion for discovery, academic excellence, and a commitment to both the local and global community. We are dedicated to the development of hardworking, confident, creative, prepared and ethical young people in an intimate setting. We will celebrate each child's innate abilities while helping them realize their full potential.

OUR SEVEN CORE VALUES

Our campus keeps the following values in mind throughout the year, helping to create the strong and supportive community that is ideal for nurturing a child's education.

CITIZENSHIP

We believe in pursuing the common good and being active, ethical participants in our local and global communities.

EMPATHY

We believe in love, caring about others, having compassion, being kind and accepting of differences, and considerate of the feelings of others.
We believe in the power of forgiveness.

GRATITUDE

We believe in actively practicing appreciation and thankfulness for all the good in our lives and in the world.
We believe in being generous with our thanks and with our hearts.

INTEGRITY

We believe in being honest, loyal, ethical, and staying true to our word.

PURSUIT OF EXCELLENCE

We believe in challenging ourselves, reaching our fullest potentials in academics, the arts, sports, and in the daily challenges we face. We believe in effort, willpower, perseverance and grit.

RESPECT

We believe in respecting one's self and others, property, and the environment.
We believe in being fair and just.

RESPONSIBILITY

We believe in being responsible and trustworthy, preparing for school, and being attentive, organized, and accountable. We believe in having self-control.

ACADEMIC PROGRAM OVERVIEW

At Seven Arrows Elementary, our goal is to teach students to identify, develop, and communicate their academic, creative and social/emotional strengths and challenges. We have exceptionally strong mathematics, reading, and writing programs, but what makes these programs even more effective is the fact that we take each subject further by instructing students to apply their newfound knowledge to the world around them. This makes the information relevant and important to their life experiences. Our classes are structured so that each child can find a receptive and encouraging learning community where individual social, emotional, and academic needs are all met.

Our faculty is one of the strongest and most important facets of Seven Arrows Elementary School. Our lead teachers have multiple years of teaching experience and the associates are all credentialed teachers. Furthermore, all Seven Arrows teachers receive extensive professional development. Some of these programs have included the Lucy Calkins Writers Workshop at Columbia Teachers College in New York, the ISTE conference for technology integration, and extensive training in the Singapore Math Curriculum.

It is important to us that we examine the needs and objectives of each grade in both individual and holistic terms. We feel such an approach is necessary in order for us to achieve our goals and our mission: to help children realize their potential both as individuals and as effective and respectful members of the class and larger school community.

By basing our philosophy on this structure, Seven Arrows Elementary:

- Balances the needs of individual learners with those of the larger group.
- Promotes a model of education that fosters strong, well-rounded individuals with various talents and interests.
- Creates an integrated and individualized learning environment that accommodates and promotes diversity in student learning styles, academic and artistic strengths, lifestyles and backgrounds. This diversity within our community cultivates a spirit of compassion, understanding, and wholehearted acceptance of differences; virtues essential to an increasingly globalized world.
- Carefully assesses children so that they may be challenged at their current levels while achieving successful outcomes within their age group.

Our philosophy is supported by a variety of sources and studies, including (but not limited to) the work of Dr. Howard Gardner (*Theory of Multiple Intelligences*) and Dr. Mel

Levine (author of *A Mind at a Time*), Dr. Willis (*How Your Child Learns Best*), and Dr. Siegel (*The Whole Brain Child*) among others. These respected scientists work on the leading edge of neurological research into how brains function and develop optimally. We apply these neuro-developmental concepts to our program and to our varied methods of instruction to best accommodate the strengths and needs of all individuals within a classroom. In this way, we are not only able to recognize the diversity of learning styles and intellects within each classroom, but we are also able to best legitimate, help further develop, and celebrate the various intelligences that reside within every child.

Our core curriculum consists of mathematics, STEAM, global cultural history and geography, and an integrated language arts program that includes reading, writing, grammar, public speaking, and active listening. In addition, all students receive regular instruction in art, drama, music, dance, Spanish, karate and physical education, taught by professionally trained and highly experienced specialists. These dedicated professionals ensure that each child receives the expert instruction and focused attention they deserve.

SERVICE LEARNING & ETHICAL LEADERSHIP

An integral part of Seven Arrows' curriculum and philosophy, service learning is a teaching method that enriches and strengthens student learning by serving as a platform for students to make positive contributions to communities and causes that inspire them, and by helping them make meaningful connections between what they are studying and the applications out in the world.

At Seven Arrows, service learning is integrated with the STEAM, the Environmental/Conservation and the Global Cultural History Curriculums with different projects taken on as a class every grade. These community service projects are related to areas of the curriculum. Additionally, the opportunity for individuals or small groups to take on Ethical Leadership projects are well supported by a teacher that guides them through a process, helping them turn their desire to help a certain cause into a well structured plan that is executed and presented in front of our community.

At Seven Arrows, service learning is integrated with the STEAM, the Environmental/Conservation and the Global Cultural History Curriculums with different projects taken on as a class every grade. These community service projects are related to areas of the curriculum.

Our Kindergarteners are our "Pint Sized Heroes", who support a school-wide Red Cross blood drive each fall. Through their Environmental/Conservation curriculum, the kinders learn about the Santa Monica Mountains and the challenges that this environment faces, such as drought, and therefore the need for water conservation.

The first grade class visits the ECO Station, a rehabilitation center for wild animals rescued from the illegal animal trafficking network. With this visit, the first graders go further in depth on the different issues facing animals in the wild, as well as animals under the direct influence of humans. As part of their Service Learning project, students partake in a volunteering project with Nature of Wildworks organization that takes care of animals in need around the greater Los Angeles area.

Second graders are our 'Keepers of the Earth', a theme derived from their global cultural history curriculum that focuses on Native Americans, Aztecs, Incas and mayans. A heightened sense for the importance of partaking in active conservation efforts is promoted in this grade. The students participate in beach cleanups organized in partnership with the Heal the Bay organization.

Third grade students visit the Marine Mammal Rehabilitation Center where they develop a Service Learning project that addresses the needs of Marine Mammals in the California Coast.

Fourth graders visit Shane's Inspiration as part of their service learning program, helping children with disabilities and on the way to support their growth with dignity and empowerment.

By sixth grade, our students have undergone the entire scope and sequence of the service learning program at Seven Arrows. They undertake individual (or small group) projects that fall under the Ethical Leadership program, which will be explained in detail in the following paragraphs. As a class, they focus on ocean conservation in a series of service learning projects integrated with their Oceanography curriculum and Environmental Outdoor Education.

Our school's vision is to develop ethical leadership qualities in all our students by supporting them as they cultivate their own ideas and means of serving their community. So, alongside our Service Learning curriculum, we have an Ethical Leadership program that is purely student initiated and student driven.

Throughout the course of the year, individuals and small groups of students (from all grade levels) initiate community service projects supporting our community in ways that are of great importance to the project leaders. Not only do these young leaders have to submit a plan of action for project approval, they also market their projects at school and earn support from fellow students and parents. Examples of previous ethical leadership projects: Beautifying Palisades Park, raising funds for terminally ill children at Children's Hospital Los Angeles, supporting orphans in an orphanage in Africa and collecting coats for needy families. Volunteers mentor these student leaders and the students are encouraged to give a report at Kuyam on their projects' progress and again as closure once the leader has reached his/her goal. By sixth grade, every one of our students is expected to have led one community service project and to have acted as team members in other projects, too.

ENVIRONMENTAL OUTDOOR EDUCATION

The Seven Arrows Outdoor Education (EOE) Program provides extraordinary experiences for students with a scope and sequence that introduces environmental education concepts, and allows students to develop a solid knowledge of the interconnection of all living creatures, their habitats, as well as the geological and meteorological forces that act upon them. The program has a very solid base in scientific knowledge acquisition, field-research and data collection. Furthermore, the program is closely integrated with the school's conservation curriculum which aims to foster in students a solid understanding of their role as global citizens committed to conservation and preservation of our natural world. One additional goal for the EOE program is to build social/emotional independence, self-reliance, and a sense of kinship among students. Led by environmental experts, students are provided rich experiences that provide ample opportunities to stretch outside their comfort zone, develop personal self reliance, and strengthen bonds with their peers. The EOE program is integrated with STEAM, global cultural history (GCH), conservation and environmental education curriculums.

Kindergarteners participate in a series of weekly hikes in Temescal Canyon and surrounding areas, exploring the ecology of the Palisades Community and terrain. The class has also visited the La Brea Tar Pits to discover Los Angeles' prehistoric past.

First graders start in the fall with trips to the Santa Monica Farmer's Market to gain a better understanding of local agricultural products. They also visit TreePeople, as a quintessential rite of passage for schools of the Los Angeles area, where the students undertake the Citizen Forestry program that teaches the students about the benefits of trees in our communities, and covers topics that are then integrated with our Edible Garden curriculum, such as composting and the composition of soil. The class visits the Malibu Lagoon, study estuaries, and take on service learning campaigns to raise awareness for environmental issues such as, urban runoff.

The EOE program for second grade is closely related to their global cultural history theme, "Keepers of the Earth". The second graders study the ways of Native Americans, including California's native peoples, the Chumash. Students make deeper connections with the relationship between humans and their environment. Students visit two important local sites in the Los Angeles area that exemplify the Southern California native vegetation and mountain environment. The first is a visit to the UCLA botanical gardens. This carefully maintained hotbed of California biodiversity holds many native plants as well as other plants from around the world that thrive in our Mediterranean climate. Students learn the direct adaptations that these plants have had to undertake in order to withstand the dry summers, the cool night temperatures, and the hot sun. Students also visit Baldwin Hills State Park, and are guided through an urban forest that helps the children strengthen their connection to the geographical setting for Los Angeles, as well as open their eyes to the very direct relationship between the city environment and the patches of wild chaparral.

The third grade EOE experience helps the students transition for the overnight camping trips of the Upper School program. Third graders visit the Ocean Discovery program in Dana Point. The students partake in a sea-floor testing boat ride around the Dana Point harbor, where students take samples of the ocean floor and study the wildlife that lives in the ocean floors off the Southern California coast. After the boat ride, the students then attend the Lazy W Ranch, which is an overnight cottage experience with outdoor team-building activities. One parent per child is recommended to attend the trip, again, as a transition experience before they go on overnight trips without parents in the Upper School EOE Program. This trip is 2 days and 1 night.

Fourth grade Environmental Education returns to the ocean and participates in an in-depth study of Catalina Island with the program provided by the Catalina Island Marine Institute (CIMI) at Toyon Bay. This wonderful program gives students the opportunity to explore the California marine ecosystem starting with the smallest creatures; from plankton and starfish, to the mighty whales. The activities include squid dissections, microscope labs, snorkeling, evening astronomy lessons, as well as island hikes yielding a continuation of the students understanding of California wilderness and native vegetation. This program runs for 3 days and 2 nights.

The fifth grade environmental experience is legendary at Seven Arrows: the 4 day/3 night Joshua Tree National Forest trip. The fifth graders experience desert camping, rock scrambling, climbing, and observation of the flora and fauna of the desert. The unique setting of the desert is the ideal place to observe the versatility and adaptation of living things to their environment.

Our sixth graders head up north to the home of the Sequoias. For 43 years the Yosemite Institute, a campus of Nature Bridge, has provided unparalleled outdoor naturalist experiences to thousands. Through the guidance of field biologists, students observe and study the forest ecology of either the Yosemite Valley or the Muir Woods and Marin Headlands. This 6 day/5 night excursion is known for its unique and hands-on approach to forest and headlands ecology.

SCHOOL TRADITIONS & COMMUNITY EVENTS

Some of the following traditions date back to our very first year. They are part of the richness and spirit of the Seven Arrows Elementary School experience.

KUYAM

Kuyam is an all-school assembly where students, parents, faculty, staff, and guests come together to celebrate the creativity and strengths of our students. Our Kuyam assembly takes place in our open air amphitheater every Friday morning from 8:15 to 9:00 AM.

Kuyam is a Chumash word meaning assembly or time for gathering. Seven Arrows students emcee the assembly and our curriculum and community events drive the weekly program. Student presentations, service learning, readings, performances, speeches, and other programmatic offerings are often shared at our weekly assembly.

The Sparrows, our volunteer parent band performs a variety of songs with our music department including the school anthem. Though no two Kuyams are ever alike, the goal is always the same: to provide our students with opportunities for leadership, public speaking, and performance and to celebrate the learning and community experience at Seven Arrows.

Seven Arrows also welcomes esteemed visitors of distinction and acclaim to address the school. Past Kuyam visitors have included Olympic medalist Carl Lewis, Nobel-prize winning scientist, Dr. James Watson, a myriad authors of children's books, famous musicians, poets and many other inspiring guests.

PARENT BAND - THE SPARROWS

A staple of our Kuyam celebrations every week and seasonal festivals is the Parent Band. The Parent Band is comprised of volunteer parents who prepare songs that go along with a predetermined musical and value theme. The Parent Band backs up the students in their weekly presentations and performances and in doing so, serves as a way to expose the students to different genres and periods of music, while inspiring students to strive for excellence and dedication to an activity such as playing an instrument.

ALL-SCHOOL PICNIC & CAMP-OVER

The Seven Arrows All-School Picnic is held in conjunction with the All-School Camp Over at Camp Josepho. This is a great chance to meet new families, mingle, and spend some quality time outdoors with your family and school community.

WALK-A-THON

Our annual Walk-A-Thon is our first community-wide event of the school year and one of our most exciting fundraisers. In preparation for the Walk-A-Thon, students train and condition their bodies during P.E. On the day of the event, students and teachers run or walk laps around a track at Palisades Park to the sounds of lively music and the cheering of parents, grandparents, relatives and friends. The spirit, energy and team effort displayed by everyone involved is inspiring, as is the dedication shown by students, families, and friends, who always ensure our fundraising efforts are successful. Students particularly enjoy this event because it is one of the times that they can directly give back to the school through their efforts and commitment.

DINE AROUND

Parents from all different grades meet for an intimate potluck dinner at a Seven Arrows family home in the fall (several potlucks occur simultaneously in one evening). The purpose of the dinners is to meet and mingle with other Seven Arrows families from kindergarten through sixth grade that you might otherwise not have the opportunity to get to know. Share great food and conversation and have a lovely evening *sans kids*.

EARTH DAY

Seven Arrows Elementary is committed to the environment and all that the earth gives us for sustenance and life. We give special attention to Earth Day celebrations, culminating in an Earth Day Kuyam dedicated to the honoring of our planet. In our ongoing effort to be a Green school, we recycle, encourage conservation and reusing, educate our community on planet-friendly endeavors, and take care of our campus and our surroundings. We believe in fostering a love for nature and learning to conscientiously and ethically share our planet with other life forms. See our Green Initiatives Section on page 52 for more information about how we are doing our part.

MOTHER'S DAY

This special day is very much about gratitude – from your children and from Seven Arrows Elementary. *El Dia de Madre* is fully integrated into our Spanish curriculum as well as art, music and language arts. Children read poems and sing songs, both in Spanish and English that speak from the heart about love, gratitude, admiration, and appreciation for all the hard work that it takes to be a mom.

FIELD DAY

Just before the end of the school year, our families get together for an activity-filled day of fun-in-the-sun at Palisades Park in honor of our fathers and father figures. Under the exemplary supervision of our athletic director and our volunteer parents, students in all grades as well as the entire faculty, staff, and parents partake in an assortment of recreational sports games such as soccer, kickball and capture the flag. The school is

divided into teams, each of which is assigned a color. Having every grade be equally represented in each team emphasizes concepts of teamwork, cooperation, and good sportsmanship. This practice encourages communication and positive role modeling across grades and enhances the spirit of fun over excessive competition. A yummy picnic caps off this special day.

LITERARY FESTIVAL

The Literary Festival is a week-long celebration of books. Our parent committee plans the entire event that includes visits to the local library, talks by legendary authors and writers, a pop-up bookstore at the North Campus, a special Literary Festival Kuyam and a book reading party.

To ensure that every child can participate, we ask that you make sure your child has a library card. One major aspect of the festival is bringing renowned authors to speak to our community and share their valuable insights and passion for literature, science, research, and various disciplines. Past speakers include Cornelia Funke, Antonio Sacre, and Ray Bradbury.

Other activities within each classroom and at Kuyam also take place throughout the week to celebrate and encourage a love of reading and writing. This festival is designed to promote the love of reading, illustrating, and writing.

SIXTH GRADE TRIATHLON

The sixth graders train hard for the Sixth Grade Triathlon held each spring. Students swim at the Jonathan Club, bike to Temescal Canyon Road, and finally, run from Temescal to the finish line at Seven Arrows where the rest of the school awaits their arrival and cheers them on. This event is usually held at the end of the spring trimester, a few weeks before graduation.

TEACHER APPRECIATION LUNCHESES

Every month, families from one grade recognize the hard work and dedication of our teachers by hosting a luncheon in their honor. This tradition, brought to our community by the Parent Association, is very much appreciated by our staff and faculty who are always touched by our families' generosity and hospitality.

SEAHAWKS ATHLETICS DAY

Seahawks Athletics Day was created to provide another opportunity for our student athletes to shine in an all-school physical activities day. Athletics Day activities are inspired by the Summer Olympic Games, and the school is divided into countries each of which is also assigned a team color. Logistics and further details are announced in *Arrow Dynamics* closer to the date.

STEPPING UP CEREMONY

During the last week of school we hold a “stepping up” ceremony for students in kindergarten through fifth grade. After all, they too have achieved many accomplishments throughout the year and are “stepping up” to the next grade. We celebrate their accomplishments, acknowledge their strides, and welcome them to a new place in their lives. All community members are welcome to join us for this celebration.

SIXTH GRADE GRADUATION

Our sixth grade holds a separate “stepping up” ceremony: graduation. Ready and prepared for middle school, they make their signature speeches, perform songs, and say good-bye to Seven Arrows Elementary School. Our entire school community is invited to witness this momentous occasion as we celebrate our eldest students and all their accomplishments.

GLOBAL FESTIVALS

Global festivals are held throughout the year to promote and celebrate cultural diversity and to enrich our understanding and appreciation for all peoples and cultures. The festivals invite children to explore colorful traditions from around the world. Artistic traditions, music, literature, dance, art, theatre, and regional foods are all part of the wonderful experience of a Seven Arrows Global Festival.

Our school-wide festivals are an important element of Seven Arrows’ multi-sensory, multi-cultural, and integrated experiential approach to education. Our goal is to delve into world cultures authentically and deeply, and we do so by incorporating each theme into as many content areas as possible.

Students’ participation in the staging and enactment of the festivals allows them the opportunity to learn about the history, literature, art and geography of different countries and to enjoy traditional festivities in the same manner that children do in other parts of the world. We believe that this experience helps foster an appreciation for other cultures and the recognition that life can be celebrated in many different ways. It also teaches children that while we may look different from each other, all people on earth share common threads. We hope this understanding will engender a worldview that embraces respect and acceptance of others.

The Seven Arrows festivals are in no way expressions or endorsements of any particular religion or set of beliefs. They merely expose our students to the beauty that can be found in other cultures while expanding their understanding of the people that inhabit the earth. Below are some of the global cultural festivals that have been celebrated in past years. Some festivals are celebrated every year, while others are new or celebrated every few years as we aim to broaden our worldview and introduce other traditions and cultures into our school traditions.

EL DÍA DE LOS MUERTOS

El Día de Los Muertos is a colorful and happy holiday that celebrates and honors the people who have passed on. In Spanish class, we celebrate the cycle of life and create folk art to mirror our views about it. Inspired by the richness of this holiday, every year, children create new and different art. With their art, children may choose to honor the legacy of any person they admire who has come before them. They may choose a historical figure that is of interest to them, a family member, or a friend who has passed away.

In addition to working on their art projects, students are immersed in writing, poetry, dance and music. In an integrative effort with the music and dance departments, the Spanish program teaches traditional songs and dances. The overall experience during the actual day of the festival is an authentic Latin celebration in which children and attending family members are treated to traditional music, food, and Mexican *Pan de Muertos*.

The Festival of El Día de los Muertos, consists of both a morning lower school performance and an evening performance for upper school students. The evening performance is followed by a street fiesta that mirrors the way that villages in Latin America conduct their festivities, by closing the street and bringing food, music, and dance to the street and inviting the community at large. Traditionally, Seven Arrows acquires permits from the city and closes La Cruz Drive between Swarthmore Ave. and Alma Real Dr. for this purpose.

BLACK HISTORY

Black History is celebrated during a special Kuyam each February in remembrance of the contributions of important people and events in the history of the African diaspora. Over the past few years, our Seven Arrows Elementary celebration of Black History has evolved into an integration with art, music, dance, and other schools and neighborhoods of our greater Los Angeles community. Guest artists have performed or collaborated with our students to create unique works inspired by some of the best moments in African American history.

HOLI FESTIVAL

The Indian Holi celebration is the honoring and welcoming of the spring season. In commemorating this colorful and lively holiday, the children do art projects, perform traditional dances in authentic attire, sing songs, and perform some of the activities that occur in India during this holiday. Even some Seven Arrows mothers and fathers who are interested in participating are able and welcome to do so by learning some dances that are performed for our community during the festival!

MASQUERADE

The Masquerade is Seven Arrows' most integrated and important festival of the year. Students delve deeply into their projects and learn about their global cultural history units and the characters they are to become for a day. The Masquerade festival is a wonderful visual amalgamation of all that students have learned in history, literature, art, music and more!

Festivals are an integral part of Seven Arrows culture. However, the Masquerade Festival is more than a festival. The Masquerade is the culminating performance task for our global cultural history curriculum for each grade level. It is the synthesis of hours of research and evaluation, of choosing a historical figure to emulate, of researching not only the character, but the fashion and art of the day. By preparing for and participating in the Masquerade, students have the opportunity to truly "show" what they know, in a very public way.

At every grade level students engage in a process of discovery that includes: research and synthesis of information from a variety of sources, compiling a written report, designing an historically accurate costume, synthesizing the written report into a brief monologue, and memorizing and performing a dramatic monologue. Obviously, the length and depth to which students endeavor in this project vary by grade level.

The school, however, has over the years acquired many grade level appropriate materials to help students conduct their research in their designated historical time period. While the written report of a kindergartener may be as simple as a picture with a sentence written with invented spelling, the written reports of the sixth graders show a depth of understanding and attention to detail that only seven years of journeying through the Masquerade process can produce.

The entire community comes together to support the students during the Masquerade process. Volunteer committees can be found busy at work in the art studio, helping students make their artistic wardrobe visions a reality. The Father's Committee can also be found on designated Saturdays, supporting students in building the props and accessories that will be used during the performance of dramatic monologues on Masquerade day. All items are designed by students, and where possible, made by students. In some cases, students are assisted by adults for safety reasons or time constraints.

As the Masquerade is a performance task, students are assessed in multiple ways, including the written component (mechanics, organization, and content), their ability to research and progress effectively through the process (accuracy of facts, etc.), oral interpretation, synthesizing/ summarizing skills, critical thinking (capturing the "essence" of a character), and performance skills.

RESEARCH: ENRICHING OUR PROGRAM & PHILOSOPHY OF EDUCATION

Drawing on the rich traditions of classical European education, the learning theories of contemporary American psychologists and educators, and the latest in scientific research, Seven Arrows combines an academically challenging curriculum with an integrated, developmental approach. The Seven Arrows Way of Education is based on the latest social science research of education and the science of how the brain works and humans develop. Pulling from among the most respected minds in education, science, and psychology, our program is rooted in the works of the following individuals. A general synopsis is provided below for each.

UNIVERSAL DESIGN IN EDUCATION

Universal design is an approach to designing environments and products so they can be used by the widest range of users without adaptation. (Center for Universal Design, 1997). It is also a way to conceptualize access and to maximize learning for the greatest number of students.

Fundamentally, universal design is a commitment to accessibility. The concept of universal design emerged from the field of architecture. Architects sought to design buildings and spaces that incorporated physical accessibility features. They discovered that by considering and integrating a wide range of needs early in the design stage, they produced universally designed products that are often easier to use and benefit people with and without disabilities (Orkwis and McClain, 1999).

At its most basic level, *Universal Design in Education* seeks to ensure that all students have the option of learning from instructional materials and practices that suit their abilities and learning styles in settings and facilities that can accommodate their various needs. This approach emphasizes the need for curriculum to be flexible and presented in multiple formats in order to be accessible and appropriate for students with diverse backgrounds, learning styles, and abilities. Information therefore, must be provided in a variety of formats because multi-sensory methods of receiving and expressing information alter the accessibility of curricular content for students with and without disabilities. Furthermore, universal design approaches deliver instruction using a variety of teaching methods. Materials, tools, and teaching practices developed with universal design concepts in mind can support student learning by:

- Building accessibility into design to ensure that features meeting the needs of the widest range of students are integrally incorporated into the curricula. Such designs can prevent the need for adaptations or retrofitting.
- Providing adaptable materials and media that allow students to choose and customize formats suited to their learning needs in a number of ways.
- Providing challenging, salient, and age-appropriate materials to students with a range of abilities.
- Presenting information in multiple, parallel forms to accommodate diverse learning styles.

HOWARD GARDNER, MULTIPLE INTELLIGENCES

One of the approaches that Seven Arrows uses to facilitate learning in the classroom is based on the theory of Multiple Intelligences. At the core of this theory is the recognition that each child thinks and learns differently. Concluding whether or not people are smart based on their aptitude in one area is a misguided approach to assessment, according to Dr. Gardner who argues that there is no “one form of cognition that cuts across all human thinking.”

Traditional notions of intelligence are based on standardized assessments and IQ tests that typically focus on only two areas of competence: logic and linguistics. Instead, Gardner believes that there are eight areas of intelligence that account for the broad

<p style="text-align: center;">Visual/Spatial</p> <ul style="list-style-type: none"> • Thinking in pictures • Internally understanding spatial relationships • Expression through the Arts (sculpting, painting, architecture) and Sciences (anatomy) • Playing with blocks, Legos, and erector sets. Imaging with paint, clay, or computer programs • Recognizing faces in a crowd 	<p style="text-align: center;">Logical/Mathematical</p> <ul style="list-style-type: none"> • Understanding cause and effect; like a scientist or logician • Manipulates numbers, quantities, abstract patterns, and operations • Good deductive and inductive reasoning skills • Engaging in word puzzles and challenges: estimation, measurement, and calculations • Easily working with computers and gadgets 	<p style="text-align: center;">Verbal/Linguistic</p> <ul style="list-style-type: none"> • Expressing thoughts and understanding others • Poets, writers, orators, speakers, lawyers, comedians, or those who use language as a primary tool in their trade • Sensitivity to the structure, meaning, and use of language, both written and spoken • These kids often talk and read early and collect words to show off their wide vocabulary
<p style="text-align: center;">Musical</p> <ul style="list-style-type: none"> • Recognizing tonal patterns, pitch, melody, and rhythms • Identifying and manipulating musical patterns • Singing, humming, creating songs • Enjoying tapping, snapping their fingers, and bobbing their heads to tunes 	<p style="text-align: center;">The 9th Intelligence,</p> <p style="text-align: center;">still theoretical, called <i>existential intelligence</i> because it allows us to ask basic questions about existence and think about abstract concepts. This intelligence is still pending as there is not yet enough research to support its existence in the nervous system</p>	<p style="text-align: center;">Kinesthetic</p> <ul style="list-style-type: none"> • Using the body to solve problems, make something, or communicate • Athletes, dancers, stage performers • Enjoying building models, sewing, learning sign language • Enjoying touching and feeling different textures and surfaces
<p style="text-align: center;">Intrapersonal</p> <ul style="list-style-type: none"> • Understanding oneself, as well as recognizing one's strengths and weaknesses • Is introspective yet productive, not withdrawn • Sensitivity to personal issues and are therefore more independent, confident, goal-oriented, and self-disciplined • Keeps diaries and journals, and are curious about ancestry, philosophy, and spirituality 	<p style="text-align: center;">Naturalistic</p> <ul style="list-style-type: none"> • The human ability to recognize and categorize plants, minerals, animals, and the natural environment • Can recognize patterns in nature and classify objects by natural qualities • Manifests itself as expertise with dinosaurs or insect collecting, for example; Adults include biologists, veterinarians, botanists, and hunters 	<p style="text-align: center;">Interpersonal</p> <ul style="list-style-type: none"> • Understanding other people; seeing others' point of view • Central to people on a daily basis who trade, sell, or negotiate • Adept at communicating both verbally and non-verbally • Usually has a wide variety of friends, is a peacemaker, can live up social gatherings, and works easily with others • Good at observing; interested in what makes people tick

range of human potential. These eight areas are outlined in the proceeding chart.

HOWARD GARDNER, FIVE MINDS

One of Gardner's newest books, *Five Minds for the Future* outlines the specific cognitive abilities that will be sought and cultivated by leaders in the years ahead. They include:

- The Disciplinary Mind: the mastery of major schools of thought, including science, mathematics, and history, and of at least one professional craft.
- The Synthesizing Mind: the ability to integrate ideas from different disciplines or spheres into a coherent whole and to communicate that integration to others.
- The Creating Mind: the capacity to uncover and clarify new problems, questions and phenomena.
- The Respectful Mind: awareness of and appreciation for differences among human beings and human groups.
- The Ethical Mind: fulfillment of one's responsibilities as a worker and as a citizen.

In the book, Gardner draws from a wealth of diverse examples to illuminate these ideas, designed to inspire lifelong learning and also to provide valuable insights for those charged with training and developing organizational leaders.

Drawing on decades of cognitive research and rich examples from history, politics, business, science, and the arts, Gardner writes for professionals, teachers, parents, political and business leaders, trainers, and all who prize the cognitive skills at a premium for tomorrow.

DANIEL GOLEMAN, SOCIAL INTELLIGENCE

Neuroscience has discovered that our brain's very design makes it sociable, inexorably drawn into an intimate brain-to-brain linkup whenever we engage with another person. That neural bridge lets us impact the brain— and so the body—of everyone we interact with, just as they do us.

Even our most routine encounters act as regulators in the brain, priming emotions in us, some desirable, others not. The more strongly connected we are with someone emotionally, the greater the mutual force. The most potent exchanges occur with those people with whom we spend the greatest amount of time day in and day out, year after year—particularly those we care about the most.

During these neural linkups, our brains engage in an emotional tango, a dance of feelings. Our social interactions operate as modulators, something like interpersonal thermostats that continually reset key aspects of our brain function as they orchestrate our emotions.

The resulting feelings have far-reaching consequences, in turn rippling throughout our body, sending out cascades of hormones that regulate biological systems from our heart to immune cells. Perhaps most astonishing, science now tracks connections between

the most stressful relationships and the very operation of specific genes that regulate the immune system.

To a surprising extent, then, our relationships mold not just our experience, but our biology. The brain-to-brain link allows our strongest relationships to shape us in ways as benign as whether we laugh at the same jokes or as profound as which genes are (or are not) activated in t-cells, the immune system's foot soldiers in the constant battle against invading bacteria and viruses.

That represents a double-edged sword: nourishing relationships have a beneficial impact on our health, while toxic ones can act like slow poison in our bodies. Daniel Goleman's theory of Social Intelligence explains why human beings are hard-wired to connect, and how those connections can actually change our biology.

DANIEL GOLEMAN, EMOTIONAL INTELLIGENCE

The phrase *emotional intelligence*, or its casual shorthand EQ, has become ubiquitous, showing up in settings as unlikely as the cartoon strips *Dilbert* and *Zippy the Pinhead* and in Roz Chast's sequential art in *The New Yorker*. One can find boxes of toys that claim to boost a child's EQ; lovelorn personal ads sometimes trumpet it in those seeking prospective mates.

And the concept has spread to the far corners of our planet. EQ has become a word recognized in languages as diverse as German and Portuguese, Chinese, Korean, and Malay. Business students in India read about EI and leadership; and even some religious scholars within Christianity, Judaism, Islam, Hinduism, and Buddhism claim the concept of EI resonates with outlooks in their own faith.

Most significantly for our purposes, the concept has been ardently embraced by educators, in the form of programs in "social and emotional learning or SEL. This is particularly important because just as students must attain a certain level of competence in math and language, so too should they master these essential skills for living.

The case can scientifically be made that helping children improve their self-awareness and confidence, manage their disturbing emotions and impulses, and increase their empathy pays off not just in improved behavior but in measurable academic achievement.

Data has shown that SEL programs yield a strong benefit in academic accomplishment, as demonstrated in achievement test results and grade-point averages as well as in better attendance, increased school safety, and fewer incidents of misconduct and disciplinary actions. In the world of social science research, these results are remarkable.

A good part of the effectiveness of SEL comes from its impact in shaping children's developing neural circuitry, particularly the executive functions of the prefrontal cortex,

which manage working memory – what we hold in mind as we learn – and inhibit disruptive emotional impulses. Furthermore, new reports indicate that not only do such programs for elementary school students boast academic achievement but, even more significantly, that much of the increased learning can be attributed to improvements in attention and working memory, key functions of the prefrontal cortex. This strongly suggests that neuroplasticity, the shaping of the brain through repeated experience, plays a key role in the benefits from SEL.

MEL LEVINE, DIFFERENT MINDS

"Different minds learn differently," writes Dr. Mel Levine, one of the best-known education experts and pediatricians in America today. And that's a problem for many children, because most schools still cling to a one-size-fits-all education philosophy. As a result, these children struggle because their learning patterns don't fit the schools they are in.

Dr. Levine shows parents and others who care for children how to identify these individual learning patterns. He explains how parents and teachers can encourage a child's strengths and bypass the child's weaknesses. This type of teaching produces satisfaction and achievement, instead of frustration and failure.

Different brains are differently wired, Dr. Levine explains. There are eight fundamental systems, or components, of learning that draw on a variety of neuron-developmental capacities. Some students are strong in certain areas and some are strong in others, but no one is equally capable in all eight. Using examples drawn from his own extensive experience, Dr. Levine shows how parents and children can identify their strengths and weaknesses to determine their individual learning styles.

For example, some students are creative and write imaginatively, but do poorly in history because weak memory skills prevent them from retaining facts. Some students are weak in sequential ordering and can't follow directions. They may test poorly, and often don't do well in mathematics. In these cases, Dr. Levine observes, the problem is not a lack of intelligence, but a learning style that doesn't fit the assignment. Drawing on his pioneering research and his work with thousands of students, Dr. Levine shows how parents and teachers can develop effective strategies to work through or around these weaknesses.

"It's taken for granted in adult society that we cannot all be 'generalists' skilled in every area of learning and mastery. Nevertheless, we apply tremendous pressure to our children to be good at *everything*. They are expected to shine in math, reading, writing, speaking, spelling, memorization, comprehension, problem solving...and none of us adults can do all this," observes Dr. Levine. Learning begins in school, but it doesn't end there. Frustrating a child's desire to learn will have lifelong repercussions. This frustration can be avoided if we understand that not every child can do equally well in every type of learning. We must begin to pay more attention to individual learning styles,

to individual minds, urges Dr. Levine, so that we can maximize children's learning potential. In *A Mind at a Time*, he shows us how.

Dr. Levine's groundbreaking framework for understanding why children struggle in school provides a straightforward, practical system for recognizing variations in the way children learn and uses their strengths to help them become more successful students. Properly executed, this model can change lives by radically improving prospects for success in and out of school.

In his book, *All Kinds of Minds*, Dr. Levine's goal is to help children in the elementary grades understand how they learn, how weaknesses make learning difficult, and how their strengths can be used to improve their learning skills. As the title indicates, minds vary - none is perfect -and everyone needs to appreciate all kinds of minds.

SUSAN KAISER GREENLAND, THE MINDFUL CHILD

In 2011, our entire community of educators, students and parents underwent a year-long training on the practice of mindfulness in the classroom and our lives. Susan Kaiser Greenland guided us on how to utilize mindfulness techniques to manage stress and become happier, kinder and more compassionate and to help our children to do the same. Mindfulness is an effective tool that is not only one aspect of our social/emotional program but enhances students' ability to access academic content as well through opportunities to quiet the mind, move their attention (focus), and calm thoughts and emotions.

The techniques of mindful awareness have helped millions of adults reduce stress in their lives. Now, children—who are under more pressure than ever before—can learn to protect themselves with these well-established methods adapted for their ages. Based on a program researched by UCLA, *The Mindful Child* is a groundbreaking book, the first to show parents how to teach these transformative practices to their children. When children take a few moments before responding to stressful situations, they allow their own healthy inner compasses to click in and guide them to become more thoughtful, resilient, and empathetic. The step-by-step process of mental training presented in *The Mindful Child* provides tools from which all children—and all families—will benefit.

For a full recommended reading list featuring social science research and literature that has informed our philosophy, please visit sevenarrows.org/head-of-school.

STUDENT BEHAVIOR AND EXPECTATIONS

In keeping with the Seven Arrows Elementary School “Values and Beliefs,” we have developed guidelines for behavior expectations and accountability. Our conflict resolution and discipline policy is founded on the belief that all members in our community are to strive toward **citizenship, empathy, gratitude, integrity, pursuit of excellence, respect, and responsibility.**

At Seven Arrows, we believe in the theory of positive discipline; In other words, conflict should always be seen as a “teachable moment,” and the goal should always be to help the individual(s) take responsibility for their actions and learn to consider the community in their choices.

In our efforts to maintain a harmonious and positive learning environment, we have arrived at five central questions that we ask our students to think about when making choices about their actions. They are as follows:

- ***Is the action kind?***
- ***Is the action respectful and does it protect property?***
- ***Is the action safe?***
- ***Does the action promote learning?***
- ***Is the action ethical?***

What follows are brief descriptions of each question, along with some examples of both good and undesirable actions that may apply.

Is the action kind?

This question examines the nature of our actions, intentions and words when we interact with others in the community. We strive to act with kind intentions toward others. That is, we want to convey good will and positive attitudes through our expressions such as our words, nonverbal communications, and our behaviors.

Kind Behavior (examples)	Unkind Behavior
Favorable, positive comments; compliments	Negative, criticizing, or mean words/comments; insults; name-calling; labeling
Positive comments; compliments in writing	Derogatory, degrading, mocking words or pictures
Lending needed things	Hoarding; refusing to lend something, such as school supplies if politely asked
Inviting another to share or join	Excluding; refusing to share in a project or share an item intended for everyone
Respecting a person’s space and body	Pushing; shoving; physically hurting; chasing, etc.
Supportive, attentive listening to someone speaking	Ignoring; taunting; snickering; whispering; commenting unkindly
Empathy to someone’s mishaps or challenges	Mocking; teasing; making fun of

Is the action respectful? / Does it protect (and respect) property?

A close cousin to kindness is respect, which addresses the need to see and communicate the good and intrinsic worth of others, including classmates, teachers and staff, parents, and all living things.

Respect also entails an attitude toward property and the environment. When we treat someone or something with respect, we are in essence saying that we believe it/them to be inherently good, valuable and worthy of treating respectfully. The discussion below, regarding respecting property, also addresses the question, ***Does it protect property? Is it safe?***

Respectful Behavior (examples)	Disrespectful Behavior
Listening attentively	Ignoring or averting the eyes when another is speaking
Complimenting; commenting on good qualities of someone	Criticizing, name-calling
Preserving; rescuing, maintaining living things such as pets and plants	Intentionally destroying, causing pain to, neglecting, or losing living things
Preserving, maintaining, cleaning, and tending to school property	Intentionally disfiguring; destroying, breaking, losing, or throwing away school property
Asking before using or borrowing something	Taking, grabbing, not asking permission before using something
Returning borrowed things	Intentionally disfiguring, destroying, or breaking; losing; throwing away; not returning
Complying with the student uniform guidelines	Not complying with the uniform guidelines (eg. out of uniform, disheveled uniform, worn improperly)

Learning and happiness are maximized when we all feel physically and emotionally safe and secure in our surroundings. We ask our students to think about how their behavior might affect the physical and/or emotional safety of themselves and others. When a student jeopardizes safety, he/she must reflect on his/her actions and understand the severity of the mishaps that result.

Safe Behaviors (examples)	Unsafe Behaviors
Actions that avoid or safe guard against danger, threats or accidents	Acting in a way that harms (or could harm) others or self)
Taking precautions regarding street crossings, use of electricity, and getting to and from classes	Straying away from teachers when going to the park; running/jumping en route to another class; misusing the electric sockets or electric appliances at the school
Respect and proper use of telephones, internet, etc.	Misuse of telephones, internet, or pager button
Leaving recreational toys at home	Using skateboards/rollerblades/wheeled shoes or cycles etc., on school premises

Does it promote learning?

This question reminds students of the importance of learning in our classrooms and in the Seven Arrows community. Some choices of behavior can surely aid and enhance the learning of students and their peers, while others can distract or otherwise prevent learning.

At Seven Arrows, we want our students to love *learning* as much as we love *educating*. With this love, we are mindful of behaviors that work toward this goal and those that do not.

Behaviors That Promote Learning (examples)	Behaviors That Do Not Promote Learning
Listening and concentrating attentively	Ignoring instructions; lack of focus while taking part in learning explorations
Joining and cooperating, using productive enthusiasm	Disrupting or distracting others
Patiently carrying out the steps for a learning exercise	Refusing to attempt the process; continually getting off task and/or causing others to do so
Attending school regularly	Being chronically absent
Being punctual and ready to learn	Being chronically tardy

DOING OUR PART AS TEACHERS AND STAFF

The Seven Arrows philosophy is founded on attending to the individual needs of children, and the Seven Arrows approach to addressing student behavior is no different. Every child is a unique individual, with different needs, motivations, and triggers. As such, when a child makes an inappropriate choice that necessitates action on the part of teachers and/or administrators, it is our belief that the individual needs of each child must be considered.

To understand this better it is helpful to consider some examples. At times, students may engage in behaviors that warrant their temporary removal from class or an activity. For the socially powerful child, this is an ideal consequence as it removes the audience from which the child is most likely seeking attention. However, for the socially inhibited child to be removed from his peers is most likely not the appropriate consequence, as being removed from his or her peers is more of a relief than a consequence.

As another example, a very young child may respond to frustration by throwing a toy. While not desirable, such a response could be considered developmentally appropriate. However, for an adolescent to respond to frustration by throwing a toy would not be considered developmentally appropriate. In such cases, the same behavior would receive very different consequences. To truly decide the appropriate consequences, we must determine such consequences on an individual basis, considering the temperament, antecedents, and individual needs of each child, in addition to the developmental appropriateness of the behaviors and consequences.

As social beings, it is not surprising that most misbehavior tends to spring from conflicts with a classmate, sibling, parent or other important person in our lives. Our teachers are highly trained in the process of understanding these interpersonal situations. Self-reflection and mediation can be helpful tools in navigating these disputes, as they promote empathy, role-playing, and using one's words to feel understood and be heard.

Behavioral concerns arise as a result of complex and multi-faceted issues. As previously explained, Seven Arrows faculty and administrators will carefully consider each incident on an *independent basis*. We know that a misbehaving child is often a discouraged child. Consequences and or behavioral plans in response to problems will be made on a case-by-case basis, taking into account much of the following:

- What precipitated the behavior? What are known stressors for this child?
- How can parents best work with us as a team to help this child?
- How is the child's academic performance and comprehension?
- Should the school contact outside professional support? What supports are already in place?

Based on the action committed, the teacher, and if necessary, the administrator(s), will devise an appropriate individualized consequence. Such individualized consequences may include (but may not be limited to) some of the following: loss of recess, loss of

specialty classes, loss of preferred activity, community/school service, structured PE, parent-signed reflection sheets, phone call home, teacher/parent meeting, etc.

Any behavior that is deemed extremely inappropriate and/or unsafe for the child and/or the community will result in the child leaving the school for at least one day. Seven Arrows

Elementary makes this decision at the discretion of the administration and teachers involved. Our first priority is the safety and well-being of all Seven Arrows children, and decisions will be made based on this factor.

Three examples of extremely inappropriate behavior are as follows:

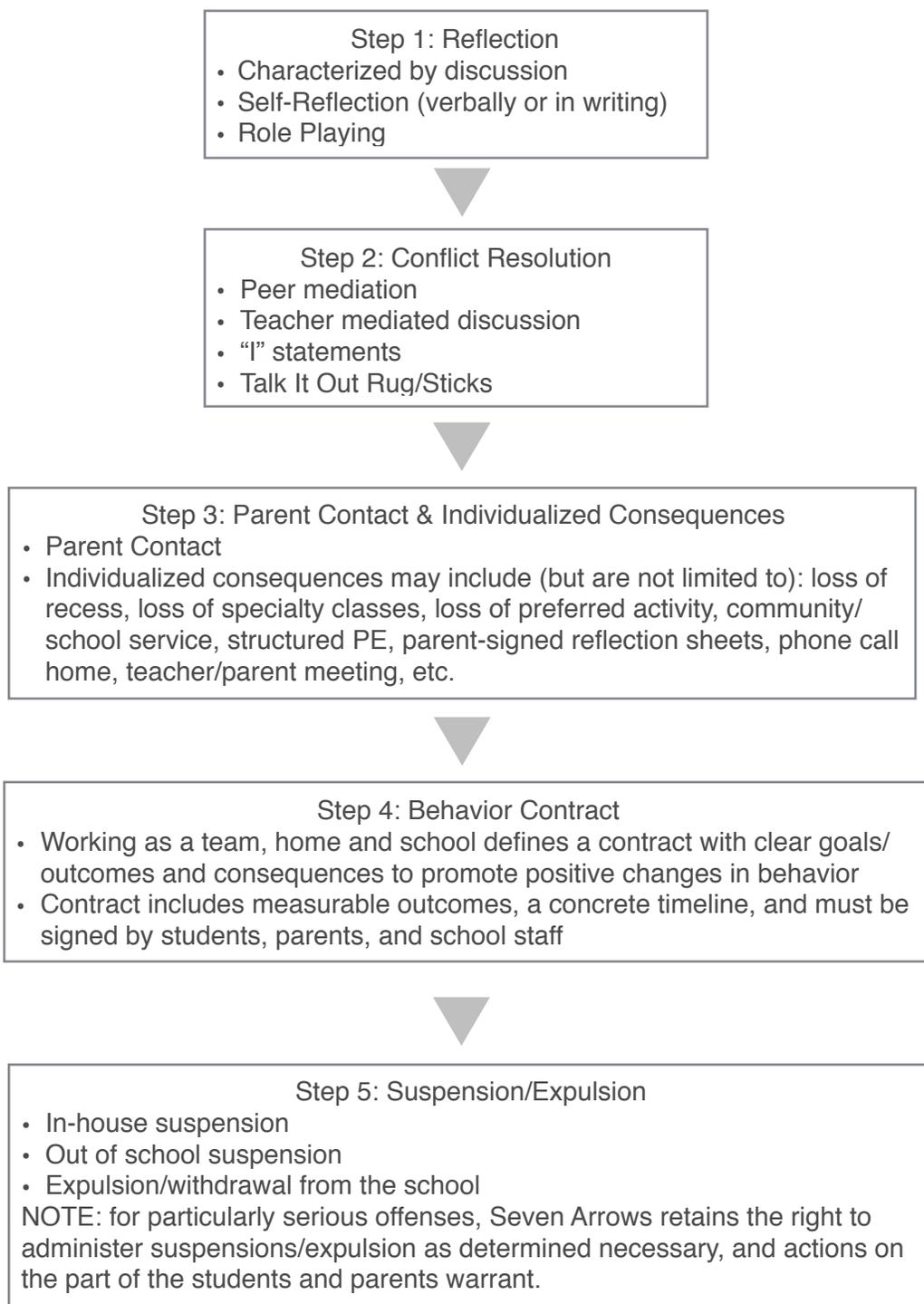
- Hitting with intention to hurt
- Severe verbal abuse or “bullying” of an adult or another child
- Cheating

When a child has engaged in such behavior(s), or if a child has consistently engaged in chronic disruptive or undesirable behaviors, he/she may be asked to sign a “Behavioral Contract.” This contract, an agreement signed by the child, parents, and teachers and/or administration, helps the child be accountable and committed to ensuring that the problem behaviors do not continue to occur.

In some cases, serious or extreme actions on the part of students may result in suspension, either in-school or out of school. In very rare cases, when behavior is constant, severe, unsafe and/or generally contrary to the Seven Arrows Values and Beliefs, the student may be asked to withdraw from the school. At this time, administrators will recommend a school or placement that better suits the needs of the student.

This chart summarizes the Seven Arrows continuum of consequences for misbehaviors.

Continuum of Consequences



GENERAL GUIDELINES, POLICIES AND PROCEDURES

Being a member of the Seven Arrows community requires a commitment by both parents and students to abide by and respect our school policies and procedures. Please read the following section carefully, and if in doubt about any of the policies or procedures or portions thereof, please ask a teacher or an administrator for clarification.

BEING READY FOR SCHOOL

Being ready for school gives your child the opportunity to begin a successful day. As a parent, please ensure that your child receives adequate sleep, a good breakfast, a nutritious sack lunch without soft drinks or sugar, wears the proper uniform (and comfortable shoes) for school, and has enough time in the morning to make departure for school a relaxed and cheerful experience. A great school program cannot be successful with a tired, hungry and/or anxious child. We look forward to working with you as a team so that your child may thrive academically, emotionally, physically and socially.

HOMEWORK

Your support for learning will make a difference in your child's progress. Encourage your child to take responsibility for school tasks and homework. Allow him or her the time in which to do them. An excessively demanding after-school extra-curricular schedule can detract from homework and leave children tired. Teachers will *not* adjust homework assignments and the time necessary to do them to meet the needs and schedules of recreational after school activities and commitments. (Of course, teachers will understand if homework is not done due to an unexpected personal reason, a family emergency or occasional/unique special circumstances).

Homework in elementary school allows children the opportunity to practice skills independently and begin developing a greater sense of responsibility for their work. Beginning in kindergarten during the second semester, all students are given assignments designed to reinforce and enrich classroom instruction. There may be times when your child will request your help; if so, do guide him or her, but please remember that the homework is to be done by the student and not the parent.

If your child appears to have difficulty keeping up with the content and quantity of assigned homework, please discuss the issue with your child's teacher. Similarly, if it appears that your child "races" through the homework with excessive ease, please also communicate this information to your child's teacher. Individualized homework plans are available to meet each child's specific needs.

The following chart provides some general homework time guidelines. These are general guidelines:

Grade Level	Minutes Per Night	Days of Week
K	Not to exceed 10	Monday-Thursday
1	15-20	Monday-Thursday
2	20-30	Monday-Thursday
3	30-40	Monday-Thursday
4	45-60	Monday-Thursday
5	Not to exceed 60	Monday-Thursday
6	Not to exceed 60	Monday-Friday

From the third through the sixth grades, weekend homework is appropriate for long-term projects. Please note that daily independent reading is not included in these times. It is expected for every child to read or be read to for 20 minutes every day; this is to be considered a ritual. We encourage parents to make this a daily habit.

ATTENDANCE

Tardiness

Our entire community is being asked to dedicate ourselves to the value of timeliness. We will be honoring students who consistently come to school on time, and we ask for parents' support to ensure every child is successful and begins the day on the right track.

Regular and prompt attendance at school is required of all children. A child grows in self-confidence and responsibility through regular and prompt attendance and learns to respect school and value education. Please help your child to be prompt for school. A late start is disruptive for the child, the child's teacher, and his/her entire class.

Absences and tardiness are recorded and become part of your child's permanent school record. It is worth noting that middle school admissions committees evaluate attendance and tardiness records.

If you arrive with your child after the start of class, you will be asked to sign your child in at the front desk. In order to minimize disruptions, parents who arrive late may not walk their child to class. A staff member may walk younger children to class.

Illness

Any child with a temperature of 100.4F or above is considered too ill to be at school. A child sent home with a fever may not return until he or she has a normal temperature for at least 24 hours.

As important as attendance is, it is advisable to not send a sick child to school. It is better for the child to stay home and recuperate from an illness than for him or her to go to school, risk worsening the condition, and potentially spreading the ailment to classmates and teachers.

If your child is absent due to illness, please call the office and leave a message for his or her teacher. If a child has an ailment that might be contagious to others, please call the office to alert the staff.

If your child is absent for another reason, please provide an explanation for the absence to the front desk and/or your child's teacher.

Vacations

It is important for families to arrange family vacations to coincide with school holidays. Lengthy vacations that do not coincide with the school holiday calendar are not advisable and could negatively impact your child's academic progress.

AFTER SCHOOL CARE

School is dismissed at 3:10 PM everyday except Tuesday when dismissal is at 2:10 PM. If school hours are different from the above regular schedule, the special schedule will be indicated on the school calendar, the weekly newsletter, and the A-frame sign in the pick-up/drop-off area.

Parents are expected to pick up their children on time. We understand, however, that an occasion may arise when it is difficult for you to pick up your child at the designated pick-up time. Seven Arrows Elementary School will care for your child through our After School Care program until 5:30 PM. Registration for After Care is available online and separate from tuition, to help us defray the costs associated with adult supervision needed for students. The cost of After Care is \$5.00 per half hour beginning at 3:30 PM.

AFTER SCHOOL ENRICHMENT PROGRAM: ROOTS AND WINGS

Seven Arrows Elementary School offers a variety of after school classes designed to enrich and enhance the educational experience of your child. Our Roots and Wings Enrichment Classes that have been offered in the past are as follows: Cooking, Soccer Stars, Ceramics, Lego Robotics, Video Game Design, Sew Electric, Coding, and Capoeira. Please note that not all of these classes are offered during every school term.

We strive to offer classes that fit the unique interests and personalities of our students. Online, parents can sign up their children for enrichment classes on a trimester basis. As the year progresses, you will be given notices and information regarding these classes and new ones offered. Online registration is available and class offerings are always accessible through the school newsletter.

BIRTHDAYS

If you wish to celebrate your child's birthday at school, please consult with your child's teacher about the specific practices of each classroom. We ask that every family respect the school's NO SUGAR and nut-restriction policies. If you wish to provide class treats, please stick to healthy options such as popcorn, bagels and smoothies. Any sugary treats will be distributed after school for students to enjoy at home.

If you are planning a birthday party at home, please consider our recommendations and remember the character values that help us foster team and community spirit at school. Promote inclusion instead of exclusion. We ask that *all* children in the class be invited to the party, or at least all of the boys or girls, depending on your child's gender. Be firm on your position and help your child consider the feelings of others.

FIELD TRIPS

Field trips complement and enrich the teaching of a subject matter, and are considered to be part of the curriculum and instruction. Therefore, children are expected to participate in all field trips.

Before the Trip

- Prior to the trip, teachers or staff will typically "scout" the location in order to assess safety issues, plan for educational content, and best arrange a safe and worthwhile trip.
- Once satisfied with the location, the teacher will distribute a Field Trip Permission form. This form will include the place, time, date, and mode of transportation to the site. We must have all signed permission slips returned prior to departing for the trip.
- If a child does not have a permission slip, under no circumstance will that student be permitted to leave the campus.

Parent Drivers

Please note that for insurance and liability reasons, teachers and staff may not drive children to and from field trips. Therefore, occasions do arise when we depend on our parents to volunteer to drive students. In order to drive on a field trip, we need the following from each driver PRIOR to any field trip:

- Copy of the driver's current California driver's license

- Copy of the driver's current proof of car insurance
- Copy of the driver's DMV report

Please bring in the first two items, CA driver's license and proof of insurance to the front desk to be photocopied and filed by our office manager. We will also need your signature at this time. To obtain the third item, the office manager forwards the parent's information to Seven Arrows' insurance brokers who run the DMV report for us. We typically receive results within 72 hours, so if you have volunteered to drive for an upcoming field trip, please make sure to allow sufficient time for us to undergo the parent driver clearance process.

The Day of the Trip

- The lead teacher should check the directions with the parent drivers and leave a copy of the directions with Erin Lewis at the front desk.
- Teachers bring along a backpack containing a first aid kit and any necessary medications, such as inhalers and bee sting kits, as well as emergency forms for all students and a cellular phone.

All-School Field trips

Special preparations and instructions will be communicated in the event of an all-school field trip. However, please note that after these trips, dismissal and pick up may be held at the field trip location, such as the park or theater (and *not* at the school), or other special pick-up procedures may be employed. In these special pick-up situations, it is mandatory that your child's teacher be notified before the child is taken from the premises so that every child is properly checked out and accounted for.

Walking Trips

- Children must walk in pairs and stay together.
- There must be one adult in the front of each line and one adult at the rear when walking outside of campus.
- Chaperone ratios apply in all cases.
- No child or teacher shall enter a crosswalk that does not display a "walk" sign. Entering a crosswalk when the red hand is blinking is not permissible; Teachers, students and chaperons must wait for the light to change again before entering the crosswalk.

Chaperones

- Chaperones must accompany each trip corresponding to the following ratios:

GRADE	NUMBER OF CHILDREN	NUMBER OF CHAPERONES
K and 1	6 or fewer	1
	7 to 12	2
	13 to 18	3
	19 to 20	4
2 through 6	6 or fewer	1
	7 to 14	2
	15 to 20	3

GRADES

Standard percentage grades are not given in the lower grades. Rather, Seven Arrows uses scales indicating student progress in relation to grade level expectations. Progress reports are sent home three times per year, the first and last of which also include a lengthier written evaluation. As students progress into the upper grades, percentage grading will be used for evaluation and feedback. While not all work is graded this way, larger scale projects such as reports and long-range projects are. Similarly, tests and quizzes are graded utilizing percentages as well.

LOST & FOUND

Lost articles of clothing such as uniforms, scarves, lunch boxes and hats can be found in designated bins located outside, along the west side of the school building (enter through kuyam area). Smaller valuables will be kept at the front desk. **It is strongly advised that all articles be labeled with the child's last name, using stitching or special iron-on labels!**

LUNCH & SNACK

Please be advised that all students' snacks and lunches must be nut restricted and sugar-free. For guidelines on what constitutes being "sugar-free," please consult the sugar-free policy on page 37.

Children eat a snack and a lunch at school each day. Weather permitting, kindergarteners eat on the benches outside their classroom and will play afterwards in their playground area. First and second graders stay on campus, eating their lunches on the shaded picnic tables in the front of the school and playing in the Kuyam area. Third through sixth graders eat their lunch at the park. Food is usually not allowed in the foyer area. Students can either bring a lunch from home or participate in our hot lunch programs.

If you choose to pack a lunch, please adhere to the following recommendations.

Lunches Brought to School

- Pack a healthy lunch (preferably with protein) for your child. Reusable containers, well marked with the child's name, are strongly recommended. Our parents have used these websites for purchasing containers for waste-free lunches: www.reuseit.com and www.nubiusorganics.com.
- Children should bring their own utensils. Soup and noodles that require hot water should be brought in a thermos ready to eat.
- No glass containers, please.
- **No candy, gum, sugary desserts, or soda. Such snacks will be retained and returned home. Teachers are asked to call the parent if a child continues to bring these types of snacks to school.**
- No sharing of food (unless it is for the whole class, such as during a birthday).
- If you forget to pack your child a lunch **and** your child is not signed up for the Hot Lunch Program, The Garden Café across the street will deliver to Seven Arrows and can be reached at (310) 459-6160.
- No nuts of any kind (see following section).

Hot Lunch Program

Seven Arrows partners with various lunch providers for organic hot lunch options. Please check with the main office or the school's newsletter for the most recent vendor and order information.

Water

Seven Arrows is committed to the environment and no longer supports single use plastics on campus. All students must bring a reusable and labeled drinking container to school.

We have installed multiple water filling stations with reverse osmosis systems to ensure the health of our community and minimize plastic bottle waste in the environment. These dispensers are located in key high-traffic areas of the campus. Children are encouraged to drink water throughout the day for their general well-being and good hydration.

NUT RESTRICTION POLICY

Seven Arrows is dedicated to the health and safety of the entire Seven Arrows community. In an effort to mitigate (not eliminate) the occurrence of anaphylaxis due to contact with nuts, effective September 2015, Seven Arrows has instituted a nut restriction policy. This policy is designed to reduce the likelihood of an anaphylactic

incident, but it is recognized that the school cannot guarantee that it is completely “nut-free.”

Students, parents, and faculty shall refrain from bringing foods containing peanuts or tree nuts* to school or school-sponsored events (including after school enrichment, school sponsored camps, bake sales, and field trips). In the event that a student, parent, or faculty member brings food(s) containing peanuts or tree nuts to school or school-sponsored events, the food(s) containing nuts will be sealed and returned to the individual, without being exposed again.

Seven Arrows has confirmed that all food service providers for the school (including lunch, and catering services) refrain from providing meals with nuts. Seven Arrows shall refrain from using any ingredients containing nuts in any activities involving the school’s Edible Garden, including preparing food and cooking.

This restriction includes foods with labels listing ingredients that include peanuts or tree nuts, or labels stating, “May contain peanuts or tree nuts.” Foods with labels that say, “Processed in a facility that also produces nuts” or “Processed on a machine that also processes nuts” are allowed.

The school will make a reasonable effort to inform those who might bring food onto the school’s campus or to school-sponsored events of these nut restriction guidelines, but does not and cannot guarantee that the school environment or any school-sponsored event is or will be nut free.

Restricted Nuts:

Almonds	Fiberts/hazelnuts	Pinenuts
Brazil nuts	Macadamia nuts	Pistachios
Chestnuts	Peanuts	Walnuts
Cashews	Pecans	

SUGAR FREE POLICY

What does sugar-free mean?

Pasta, dried fruit, crackers, you name it; they all seem to contain some type of sugar! Does that mean I can't put dried fruit in a packed lunch? If you have ever had questions about the school sugar policy, you are not alone. This below information is designed to help clarify the difference between the type of sugar that is allowed and the type that isn't recommended. This document will also provide some ideas for how to quickly pack a lunch that meets the sugar-free guidelines.

Foods with refined or complex sugars are not allowed. These items, such as gum, candy, sodas, and many dessert items, may not be eaten on campus at any time. If the below guidelines are not met, we will ask children to save their treats to enjoy off campus after school.

Okay Sugar:

- Fruit
- Naturally occurring sugar when used as a substitute (i.e., honey, agave, or 100% maple syrup instead of sugar in baked goods)
- Rice and Pasta (we recommend non-white-flower based grains such as brown rice or whole wheat pasta, but any is permissible)
- Dried fruit or fruit leather (so long as there is no added sugar)

Not Okay Sugar:

- Processed sugar of any kind (excluding rice and pasta)
- Store-bought/generic cookies, cakes, donuts, etc.
- If the item is in packaging with a food label that indicates that there is sugar in the food
- Naturally occurring sugar as a condiment (i.e. for dipping, syrup over pancakes, etc.)
- Gatorade, Vitamin Water (if it contains sugar), fruit juices, flavored milk, or sugary drinks of any kind
- Sugary yogurts (those flavored with just fruit or honey are fine)

We ask that you please use your best judgment — and moderation — when making treats from scratch, keeping in mind that even naturally occurring sugar consumption in excess has implications for children's ability to learn at school.

What's the difference between simple and complex sugar?

Sugar, also known as carbohydrate, is an essential source of energy for the body, especially for active growing children. However, not all carbohydrates are created equal. Because of this, some sugars are allowed at Seven Arrows and some are not. Carbohydrate can be categorized as either simple or complex based on their fundamental chemical structure and their related effect on the brain and body.

Simple

Contains one or two sugar units– either naturally occurring or refined. Refined simple sugars offers very little nutritional value, and are not allowed at Seven Arrows. In contrast, naturally occurring simple sugars are chemically different, have a different effect on the body, and are allowed at Seven Arrows.

Naturally Occurring

The best source of simple sugar is found in whole fruits, vegetables, and dairy products because they are foods that are already packed with healthy vitamins, minerals, and fiber. These types of simple sugars are usually called fruit sugar or milk sugar. These types of sugars can be found in milk products and whole fruits and vegetables. These are generally a healthy source of sugar/carbohydrate and are encouraged at Seven Arrows.

Refined

Refined sugars are found in desserts, candy, soda, white flour pastas, and other white flour based grains. Often referred to as “table sugar”, these sugars are derived from processed plant materials, including sugar cane and sugar beets. The processing strips away any fiber, vitamins, minerals and nutrients belonging to the plant and leaves a product that is almost 100% sucrose. It is important to understand that naturally occurring and refined sugar are not metabolized the same way – and as such, the effect on the body and brain are quite different. Because of this, Seven Arrows makes a distinction between allowing natural sugars but not allowing refined sugars.

Complex

Contain three or more sugar units – these sugar carbohydrates are rich in fiber, vitamins, and minerals. Due to their complexity, they take longer to digest, and subsequently don't raise blood sugar levels in the way that simple sugars do. Complex carbohydrates are an excellent source for energy – especially for growing children. Complex carbohydrates such as wild rice, brown rice, 100% whole wheat breads & pastas, black beans, broccoli, apricots, oranges, offer high nutritional value and are encouraged at Seven Arrows.

What are some sample lunches that meet the requirement?

Lunches can be simple and easy to make. Ideally, they contain a bunch of snacks and mini meals that keep your child fueled throughout the day. Using whole, fresh, and simple ingredients - making lunch should take no more than 5-7 minutes. If making something from scratch, try to make a huge batch so that it lasts for weeks. Below are some lunch and snack ideas

- Chopped carrots & hummus
- Apples slices w/ sunbutter
- Fresh fruit with yogurt
- Salami and cheese squares
- Rice and black beans
- Whole wheat quesadillas w/cheese
- Granola bars (made with seeds, not nuts)
- Pretzels and cream cheese

- Beef jerky
- Raspberry applesauce
- Fruit salad
- Dried fruit
- Sun butter and all fruit sandwich
- Turkey and cheese sandwich
- Tuna fish sandwich
- Edamame
- Roasted chickpeas
- Roasted kale chips
- Fruit leather
- Whole wheat pasta with tomatoes
- Cucumbers with greek yogurt & dill dipping sauce.

UNIFORMS

Uniform compliance continues to be a school-wide focus and dress code is strictly enforced. A uniform is required for all Seven Arrows Elementary School students. Students are expected to follow the school requirements regarding uniform and dress code everyday. All uniform orders should have been placed by the beginning of the school year. While uniform orders are formally taken only once per year prior to the inception of the school year, a small overage has been ordered to accommodate lost or damaged items (or rapidly growing students). Please contact the office manager (Erin Lewis) if you are in need of more uniform merchandise throughout the course of the year; uniforms are available for purchase until supplies run out. We also hold uniform grabs throughout the school year, allowing gently used but outgrown Seven Arrows apparel to find a new home.

It is important that all uniforms worn by students are in good condition and free from frays, tears, or stains. We encourage all students to respect their school uniform and to recognize their uniform as an outward demonstration of their pride and appreciation for Seven Arrows. Students wearing uniforms that display an unusually heavy amount of wear and tear will have their parents contacted to provide a more suitable uniform.

Some logo merchandise (known as spirit wear) is also permissible to wear. Thermal wear and long sleeve shirts may be worn underneath Seven Arrows t-shirts. Please ensure that on especially cold days, children wear their Seven Arrows fleece jackets or heavier zip-up sweaters. No other jackets are permissible unless students feel their Seven Arrows Elementary jackets are not warm enough. In such cases, jackets may be worn over the Seven Arrows Elementary jacket.

Students are welcome to wear any comfortable shoes so long as they have back-straps. **Only athletic footwear may be worn on high-activity, PE, or field trip days.** On other days, shoes such as loafers, Uggs, or Crocs are also permissible. Students may never wear flip-flops or slippers.

Free Dress

Free dress days are once per month as well as on some special days. (Please check the school calendar or our weekly newsletter for those dates.) These are the only days during the school year that children will not be required to wear their uniforms.

We do have certain requirements, however, related to the choices of free dress, and we ask that common sense be employed when making wardrobe decisions on these days. For example, shirts and skirts must be appropriate and not revealing. We ask that bottoms (on free dress and regular uniform days) go past students' finger tips when they place their hands to their sides. Also, large/dangling earrings may never be worn to school on any day. Clothing, jewelry and/or other items must not in any way convey violence, obscenities, racial slurs, age-inappropriate advertising, or be in any way offensive to others.

Students wearing clothing deemed inappropriate for school will be asked to call home to request a change of clothing.

VISITING

We would like to keep visits to the school to a minimum so as not to disturb or interfere with class instruction. Please do not drop in to visit your child. As wonderful as it may seem to surprise your child, please be aware that it is highly disruptive to the classroom. If you wish to schedule a visit to your child's classroom, kindly make arrangements with the teacher in advance. We ask that parents always stop at the front desk to sign in before going to the child's classroom.

VOLUNTEERS

Seven Arrows could not provide the wonderfully rich educational experience that it does without the participation and dedication of our parent volunteers. We attract extraordinary families who bring enormous creativity to the school, inspiring and enriching the lives and experiences of everyone. Parents are invited to help our school by volunteering their time, effort, and creativity in the classroom or through any of our committees. A full list of opportunities are sent in our school's newsletter to all families at the start of each school year! Check the volunteer page on the school's website for a list.

- Join a Parent Committee
 - These rich opportunities are very rewarding and educational for parents, and they foster meaningful shared experiences with one's child(ren). Attend Parent Association Meetings
 - Held at the Executive Office. All are welcome, but room parents are required to attend.
- Attend weekly Friday Kuyams
 - Enjoy special presentations, announcements, songs, poetry, and other exciting activities going on around campus. Parents, family, and friends are always welcome to drop in.
- Attend a Director's Coffee
 - Director's Coffees offer the ideal forum for discussing "hot" education and parenting topics, policy questions, and more – with Margarita Pagliai.
- Attend an Art Workshop
 - The Art Workshop is an opportunity for parents to be involved in creating,

drawing, or assembling anything needed for an upcoming festival or event at Seven Arrows. It is open to any parent who is available in the morning, irrespective of artistic ability.

PERSONAL DEVICES, DATA SHARING, AND SOCIAL MESSAGING

CELL PHONE AND/OR PERSONAL DEVICE POLICY

The school's strong recommendation is that no cell phones or personal devices be brought to school. If students need cell phones or personal devices for after school communication purposes, they should be off and may never take them out of their backpacks while on campus or while doing school-related activities (i.e. after care, enrichment, at the park, or on a field trip). All student communication/phone calls must be conducted through the school phone in the main office.

If a student does not comply with this policy, they will lose the ability (indefinitely) to keep their personal device/cell phone in their possession during the school day, and will have to check their device in and out each morning and afternoon.

AGE-APPROPRIATE DIGITAL CITIZENSHIP

Seven Arrows students learn to become responsible digital citizens through a course of instruction that is tailored to their age and developmental needs. Our focal areas are Internet Safety, Privacy, Communication and Relationships, Information Literacy, and Creative Credit and Copyright. In addition to instruction, to support these focal areas and students' developmental levels, Seven Arrows has specific policies and guidelines about the use of devices and programs.

In the area of Communication and Relationships, we support positive, open communication among students in a supervised environment. For example, when students give each other digital feedback on work, they are taught to give supportive, constructive comments, questions, and connections. Our teachers view their feedback before it is delivered to ensure that it follows these guidelines.

EMAIL, DATA AND SOCIAL MESSAGING/SHARING

Because iPads and laptops make it possible for students to communicate outside of teacher supervision, we have the following restrictions in place:

1. Students do not use email until January of 4th grade, after a series of lessons on the proper and appropriate use of this medium. Students are informed that Seven Arrows teachers and administrators **can and do** look at student email, and we encourage parents to look at their child's account as well.
2. Students will neither text nor use iMessage to communicate.

3. Students will not Airdrop.

Due to an increase in texting, iMessages, and the use of Airdrop outside of school, we want to reiterate that these forms of communication are very difficult, if not impossible, to supervise. More importantly, we believe that they open the door to behaviors that are not appropriate for elementary students, regardless of the amount of digital citizenship instruction they have received. These behaviors and risks include: exposure to contact from strangers through group texts, distractions from constant “replies” and notifications, and the increased possibility of exposure to bullying, harassment, and inappropriate images or ideas.

We understand that some parents want to communicate with their children who remain on campus after school via text, rather than by email or by calling our front desk. Moreover, some families want to allow their children to use these functions to communicate with relatives and friends. **While we recognize the convenience, we strongly encourage you to support and uphold the cell phone and/or personal device policy.**

Finally, for any questions about the policy or support with disabling your child’s iPad from receiving texts and iMessages, you may contact the school’s Director of Learning and Innovation, Sara Kaviar.

ACCEPTABLE USE OF COMPUTERS AND TABLETS

In order to make the most effective use of computers/laptops or tablets as a learning tool, we ask that all students and parents agree to the following guidelines:

- Students will use the Internet at school only for school-related activities
- Students will use the Internet only with permission from a teacher
- Students will not attempt to discover, or use, the log-on information or password of another computer user
- Students will not damage computer equipment, including attempts to "fix" equipment
- Students will not copy, download, or install any software or programs to or from school computer
- Students will not use USB’s, etc. from sources outside the school without permission
- Students will not have a social networking account of any kind, including but not limited to: Facebook, Instagram, Snapchat, Twitter, etc.
- Students will not knowingly access any sites, or follow any link that would be offensive to any students, teachers, or parents because of
 - Content, nudity, or obscenity
 - Racial, ethnic, or minority slurs
 - Violent or illegal content

- Students will seek guidance from the teacher if they encounter any site or material that is inappropriate, or they are unsure how to proceed
- Students will not write, send, download, or display inappropriate, obscene, threatening, or otherwise harmful messages or pictures
- Students will not read or change files that do not belong to them
- Students will not share their personal address, phone number or any other personal contact information over the Internet. They will not share personal information about others, including peers and teachers
- Students will only use games/apps associated with educational instruction, and supervised by their teacher.
- Students will not share or loan out personal computers for any reason, nor will they touch or handle the personal computer of another student or teacher

Failure to comply with the above guidelines will result in restrictions pertaining to laptop and tablet use while at school.

Remember, your computer is a valuable but fragile tool. Please take extra special care to always be gentle when using or transporting your computer. Protective cases and/or covers are strongly advised in order to ensure the computer or tablet's longest and safest lifetime.

COMMUNICATION

COMMUNICATING WITH YOUR CHILD'S TEACHER AND OUR STAFF

There will be many occasions throughout the school year when you will want to communicate with your child's teachers and/or the administration. We encourage all parents to freely communicate with us. Seven Arrows staff and faculty also look forward to sharing positive anecdotes and learning outcomes regularly with parents. If you feel that correspondence for any reason is in order, the following guidelines may be of help:

Academic and Behavioral Feedback/Correspondence

If you have a concern about classroom instruction or issues regarding your child academically, behaviorally or socially, please go directly to your child's lead teacher. Your teacher is equipped with both email and telephone voicemail. Please note that during classroom instruction time, teachers are required to turn ringers off and voicemail on. Similarly, they will not be available for emailing. This, of course, is because they are busy with instruction. **Please do not engage teachers in conversations**, either about your child or curriculum or matters pertaining to the school **before or after school. This is not respectful to teachers' prep time or the privacy of the issue you wish to raise.**

Please know that your teacher will make every effort to return your call within 24 hours. If you still have concerns or the issues are not resolved, you are welcome to make an

appointment with the dean of students. The dean of students is also available for any behavioral or social/emotional issues that may arise.

Curricular Feedback/Correspondence

For curricular concerns, you should first go directly to your child's lead teacher. If you feel that further discussion is needed, please make an appointment to see the curriculum director.

General Feedback

If you have a general concern about the school, an idea that may benefit our community, or if you simply wish to voice your opinion, you may do so in the following ways:

1. Attend a Parent Association (PA) Meeting
2. Attend a Director's Coffee
3. Set up a conference with the dean of students or member of the administration
4. Email, voicemail, or write us a note
5. Make an appointment about curriculum or instruction with the curriculum director
6. Make an appointment with the Head of School

Change in Child's Schedule

Please email your child's teacher, when you expect a change in your child's schedule. Emails and notes are appropriate when you are going away, when arrival or dismissal plans have changed, or when a family event has occurred which may alter your child's schedule.

Changes in schedule and family events may also alter your child's behavior. We can be far more effective with your child when we know the changes she or he is experiencing.

Veracross - The Parent Portal

Veracross is home to our password protected Parent Portal. Essentially, it's our online information database that includes up-to-date household and emergency contact information for every current and alumni family. It also houses these downloadable, printable, and sync-friendly features: the master school calendar, student homework and schedules, school rosters, and progress reports. Click the Community Login tab located at the top right of the school website to access the Parent Portal.

Any changes in personal information such as your address, telephone, work phone, mobile phone, marital status, or email address, should be updated in Veracross using your community login. ***We cannot be held responsible for failure to contact parents during an emergency if the emergency contact information is not current or accurate.*** For tech issues, please email help@sevenarrows.org.

Power School

Power School (formerly Haiku) serves as a virtual classroom for parents, teachers, and students. Teachers are able to digitally organize their lesson plans, offer online discussions, post homework assignments, and organize assignment schedules. It has the capacity to simplify your classroom communication by keeping you apprised of classroom events, timelines, real-time photos of student learning, and serving as a platform for parents to experience the magical happenings that occur at Seven Arrows everyday. The Family Handbook is also accessible through Power School. Also accessible from our Seven Arrows website, Power School's link is at the bottom of the homepage.

Pick-up Information

Changes in pick up information (i.e., transportation) need to be reported in writing to Erin by the parent or legal guardian.

Telephone Calls

We ask that parents do not call their child at school except in case of a home emergency. Particularly difficult for the office staff are the end-of-day calls to change dismissal plans for the child. Students will not be permitted to use the office phone except in an emergency or with their teacher's specific permission. Children will not be permitted to operate mobile phones or personal devices at any time during regular school hours.

Lead teachers, staff, and specialty teachers have voicemail boxes and email. You may contact them by calling the school at (310) 230-0257 to leave a message. Unless it is an emergency, we will not interrupt the classroom during regular school hours.

Email

All teachers and administrative staff have a Seven Arrows email address. If you want to send us an email, please consult the list of email addresses included in this handbook or found in the Veracross directory.

CLASSROOM COMMUNICATION

Parents are most at ease about their children's education and progress when they know what is going on at school and in the classroom. Our teachers and staff are expected to maintain clear communications from school to home in the following ways:

Weekly Class Newsletter

Once a week, your child's classroom teacher will send home (via email and paper) a class newsletter explaining the portion of the curriculum your child will study that week

as well as other pertinent, grade-level information. Please ensure that you read them in their entirety at the beginning of each week.

Overview of Child's Work

Periodically and depending on each classroom's practices, your child's work may go home for your review and signature. When you have seen and signed it, you are requested to return it to your child's classroom teacher for inclusion in a portfolio.

Progress Reports

You will receive three reports during the school year regarding the progress of your child. These reports address the social, emotional, physical, artistic, and academic development of your child. They will be mailed to parents prior to Parent/Teacher Conference days (with the exception of the fall report that arrives about one and a half months after the October goal-setting conferences). Parents are expected to review the reports and come to the Parent/Teacher Conference prepared to discuss them. This is also a good time to ask any questions you may have.

Parent/Teacher Conferences

Parent/Teacher Conferences are scheduled three times per year to complement written evaluations and progress reports. While Parent/Teacher Conferences are not mandatory, **parents are highly encouraged to meet with their child's classroom teacher for all three conferences.** Each conference is scheduled to last approximately 20 minutes and offers an opportunity to review and discuss your child's overall and specific progress in school. It is the parent's responsibility (not the teacher's) to utilize the online sign-up platforms. Parents will be notified when Online sign-ups are available through their email one week before conferences.

Additionally, a parent or a teacher may initiate a conference at any other time during the year as needed.

Please do not try to set up a conference or discuss your child's progress with the teacher while dropping off or picking up your child at school. Teachers are responsible for supervising children during arrival and pick-up time.

Administration staff, such as our curriculum director or dean of students, may choose to attend parent/teacher conferences. This is meant to add value to the conferences and provide extra resources for parents in helping their children attain their highest potential.

Director's Coffees

Held about once monthly, these morning coffee meetings afford parents the opportunity to meet with the head of school to discuss broad educational issues such as the curriculum, both within and beyond Seven Arrows Elementary School. Without an

official agenda, these meetings serve as forums for parents to freely pose their questions, thoughts, and feedback. Parents are highly encouraged to attend these meetings. No registration is required.

Grade Level Parent Conversations

Our bi-yearly Parent Conversation series are held on designated Tuesday or Thursday mornings once from October to November and again in January to February from 8:00 to 8:45 AM (grades 2-6) or 8:15 to 9:00 AM (K & 1). Please refer to the school calendar for the date of your child's Parent Conversation date.

The Parent Conversation is a grade-specific meeting with the class's teachers and parents and is held in the classroom. All parents are highly encouraged to attend. The purpose of these conversations is to provide a structured opportunity to have open dialogue in a group setting focusing on general topics in each classroom. Please note that this is a time to discuss *general* all-class related topics rather than individual children. If parents have child-specific questions or concerns, a separate private meeting should be arranged with the teachers. Please help us honor the needs of the group and the privacy of our students during Parent Conversations.

Back to School and Specialties Night

Back to School Night, scheduled at the beginning of the school year, is a wonderful opportunity in which the lead teacher offers a helpful overview of the curriculum, classroom philosophy, long range curriculum plans, and other essential information. All parents are highly encouraged to attend. Please note that this is a parents-only evening event.

Specialties Night has been an important and fun-filled evening when specialty teachers from art, music, technology, science, PE, Spanish, karate, and dance demonstrate to parents how their prospective classes are taught.

Be ready to get a hands-on glimpse into our specialties and experience each discipline *as your children do*. Both parents are highly encouraged to attend this exciting evening.

Open House

Open House takes place in May and is open to parents and students alike. This night is informal and showcases much of the work that your child has produced during the year. Additionally, Open House enables parents to meet their child's teachers for the following year. By visiting these prospective classrooms, parents can familiarize themselves with the upcoming curriculum as well.

Parent Education Workshops

Parent Education workshops take place throughout the school year. Speakers are invited to share valuable information and strategies for our parents. Experts include psychologists, authors, nutritionists, education experts, and child development specialists.

Topics are often chosen based on the needs and interests of our parent body, so your feedback and suggestions are always welcomed. Please contact the Director of Curriculum for suggestions or feedback.

Recent topics have included:

- Pop Culture Pros & Cons: How to Handle Today's Media Landscape with Your Kids
- Raising Financially Fit Kids
- CyberSafety with Lori Getz
- Philosophy of Homework at Seven Arrows
- Engaging and Connecting with Kids through a Strength Based Approach
- Emotional Intelligence & Our Social Emotional Curriculum
- Too Sexy, Too Soon: The New Sexualized Childhood & What to Do
- Spark: The new Science of Exercise and the Brain
- Managing Perfectionism
- Supporting a Confident, Calm & Focused Child
- Mindfulness with Susan Kaiser Greenland
- Council

Parent Association Meetings

Parent Association meetings build community and are open to everyone. These meetings are run from an agenda and are conducted by the Parent Association co-chairs. In addition to discussing on-going activities of the Parent Association, the school administration also reports about upcoming events. These meetings take place once a month and are an opportunity for all committees to gain clarity and to organize accordingly.

SCHOOL NEWS & RESOURCES NEWS LETTERS, ANNOUNCEMENTS, CLASSROOM NEWS, AND SCHOOL CALENDAR

Website

Sevenarrows.org is a powerful resource for prospective families and site visitors, but more importantly, it is a valuable tool for current families. We encourage our current families to regularly peruse and utilize resource links from our website's homepage. See page 41 for more information about Veracious and Power School. our website and databases, which allow families to accomplishing the following:

Arrow Dynamics: Weekly All-School Newsletter

Arrow Dynamics is our school-wide weekly newsletter that is published every Thursday. Please be sure to place Seven Arrows in your safe sender's list so that you never miss this critical newsletter. Arrow Dynamics features the following:

- School-wide notices and announcements
- Important dates
- Teaching and learning
- Reminders about parent education and events
- *Eye on Our Vision*, the Seven Arrows blog.
- Fundraising and community-wide initiatives
- Student and community spotlights

School Calendar

The school's master calendar is accessible through Veracross' Parent Portal. The calendar houses school-critical events, such as parent conferences, school activities, closures, holidays, tests, and other major events. A feed is available for your iCal calendars. This master calendar is updated in real-time. It is also printable, and can sync to any personal devices e-calendar.

The Family Handbook

A vital community guide, The Family Handbook contains critical information about our school community, curriculum, policies and procedures, and expectations for students and parents. It is expected that all families become familiar with and adhere to all of the contents of this guide.

A tentative copy of the Family Handbook is made available to families through online re-enrollment. The Family Handbook is finalized in June and if any changes are made, families are made aware.

FUNDRAISING

Annual Giving Campaign

The Annual Giving Campaign kicks off in October of each year, and it is the top fundraising priority of Seven Arrows Elementary. While tuition revenue covers only 80% of the school's annual operating budget, we depend on your contributions to the Annual Giving Campaign to bridge the 20% operating budget gap. Every family is asked and expected to contribute \$5,000 per child, but families can contribute as much as is feasible for them. In addition to our budgeted financial goal, we aim for 100% participation for our Annual Giving Campaign.

Walk-A-Thon

The Walk-A-Thon is the first community-wide athletic event of the school year and one of our most exciting fundraisers. In preparation for the Walk-A-Thon, students train and condition their bodies in PE and work on getting pledges for each lap they complete in the designated time. The spirit, energy, and team effort displayed by everyone involved is inspiring, as is the dedication of our students, families, and friends, who always ensure that our fundraising efforts are successful. Students particularly enjoy this event because it allows them to give back to the school through their efforts and commitment.

Party Book

Party Book Parties are a long-standing tradition at Seven Arrows. They are open to the entire Seven Arrows community. The parties and experiences are organized, hosted, and sponsored by Seven Arrows families. They are fantastic opportunities to meet other families from various grades in fun social settings while supporting our school. Past themes have included: Swap Party; Taco and Tequila Party; Grilled Cheese and Beer Party; Movies and Milkshakes; Family Picnic and Outdoor Movie Screening.

Growth and Enhancement

The Growth and Enhancement event is held annually in February. This intimate and festive evening, where guests enjoy delicious food and live entertainment, celebrates our remarkable community and the power of a Seven Arrows education. Funds raised during this event are devoted to growing and enhancing our current and future programs. Our state of the art STEAM and Maker Space programs are major recipients of Growth and Enhancement funds.

Spring Fundraiser

The Spring Fundraiser is held annually in May and supports our longstanding commitment to a diverse learning community. It is a completely parent-powered event led by the Seven Arrows Spring Auction Committee. The event is a time to give to the school as well as to have fun with fellow community members at a festive and celebratory evening.

Each family is asked to solicit a minimum of two items that are auctioned off in either our silent or live auctions. This evening event consists of a dinner, a live band, and silent and live auctions. It is a grand celebration of our educational program. This is an exceptionally fun evening with the opportunity to walk away with amazing gift certificates, overseas accommodations and trips, and many other memorable items!

Seven Arrows' fundraising efforts include soliciting foundations and local businesses for donations. These prospective donors often want to know that the school's own community supports its initiatives before they will commit to making a donation. It is

important to keep in mind that a high rate of participation demonstrates to foundations and other donors that Seven Arrows enjoys strong support from its parents, alumni, faculty, staff, and friends.

WAYS TO GIVE

Giving to Seven Arrows Elementary School is easy. Because of our nonprofit status, gifts to the School qualify for all gift deductions provided by law. The most popular forms of giving are:

- Cash
- Credit Card
- Check
- Pledges to be paid by arranged installments over the course of the fiscal year
- Stock

All gifts to Seven Arrows Elementary School are tax deductible. Gifts from July 1 to June 30 each year will count toward the recognition program. All donors will be recognized on our highly visible donor wall at the school's entrance and in Arrow Dynamics, the school's newsletter.

More Ways to Give:

- **Matching Gifts**
 - Gifts to Seven Arrows School may be *doubled or even tripled* through matching gifts programs whereby companies match contributions made by employees. Please check with your employer to find out if they will match your contribution to Seven Arrows.
- **Planned and Deferred Gifts**
 - Planned and deferred gifts through appreciated stocks, bonds, real estate, bequests, trusts, and insurance cost less to you as a donor than the actual value of your gift to the School. Such gifts can result in significant tax savings or a lifetime income to you. To discuss further or for any questions please contact the Executive Office.
- **Gifts In Honor**
 - Gifts may be made in honor of an individual on the occasion of a birthday, anniversary, holiday, wedding, or significant life event. The honoree receives notification of the gift identifying the donor, but without specifying the amount of the gift.
- **Gifts In Memory**
 - Gifts may be made in memory of an individual. Also, families may wish to request that a fund be established in lieu of flowers. The School notifies the family when it receives a memorial gift.
- **Gifts In Kind**
 - Gifts in kind, or non-cash gifts, are gratefully received in support of the School's needs. Many parents and friends of Seven Arrows have access to goods and

services, which may be of use to the School. Donors are thanked in writing and may be entitled to income tax deductions for their gifts.

Every gift is vital to Seven Arrows. All members of our community are encouraged to make a gift that is personally significant. In other words, we ask that everyone give and that those who are able give more. Every gift is a reflection of caring and concern for the well-being of Seven Arrows Elementary School and our children.

To support the school's advancement, please contact:

*Head of School & Founder Margarita Pagliai
p: (310) 230-4900 | e: mpagliai@sevenarrows.org
Tax I.D. number 95-4746924*

GREEN INITIATIVES

ENVIRONMENTALLY FRIENDLY WATER PRACTICES

Seven Arrows is committed to the environment and no longer supports single use plastics on campus. **All students must bring a reusable and labeled drinking container to school.**

We have installed multiple water filling stations with reverse osmosis systems to ensure the health of our community and minimize plastic bottle waste in the environment. These dispensers are located in key high-traffic areas of the campus. Children are encouraged to drink water throughout the day for their general well-being and good hydration.

RECYCLING PROGRAM

One of the most important commitments we make as a community is to the care and preservation of our environment. For us, respecting and helping our environment begins within our walls. All community members are expected to recycle paper, glass and plastic. Containers are provided in each classroom for this purpose. In addition, students are expected not to be wasteful, to pick up after themselves, to bring waste-free snack and lunch containers as often as possible, and to serve as green advocates for others.

Teachers are also expected to tend to their physical environment by encouraging their students to take care of their classroom and the hallways. Students are reminded to be neat, organized and considerate of others. Faculty, staff and our students are encouraged to make sure that backpacks, books, articles of clothing, or lunch boxes are not left lying about and in bad repair.

Children in every classroom accept recycling as one of their duties for the year. Parents are asked to support their children in this school and community service effort.

Teachers in each classroom will assign a student, on a daily or weekly basis, to empty the paper recycling bins in the classroom. Scheduling and assignment of this task is a privilege and is at the discretion of the teacher.

FREQUENTLY ASKED RECYCLING QUESTIONS

1. What do we recycle?

Aluminum cans, glass bottles, plastic # 1 and #2 only, paper, and cardboard.

2. What is plastic #1 and #2?

Soda and other beverage bottles and also shampoo bottles are usually composed of #1 and #2 plastic. By contrast, yogurt and take out food containers are usually classified as #5 or #6. Classification numbers are usually stamped onto the bottom of a container. They are enclosed by a triangle, the symbol of reduce, re-use and recycle.

3. What can be recycled in the paper and cardboard bin?

All types of paper and cardboard with the exception of metallic backed or laminated or plastic coated paper.

4. Can we recycle magazines? Yes.

5. Does the paper have to be clean?

The paper cannot have body fluids on it. For example, a paper towel used to dry your hands off after washing them can be recycled; but a tissue used to wipe your nose should not be placed in a recycling bin. Also, items should generally be clear from food and liquid, although some is OK and will be dealt with by the hired recycling company.

6. How are we going to collect recycling?

A bin for recycling paper products is present in each classroom, office, and the photocopying and mailroom. All paper and cardboard waste is to be placed in the bin. This small bin must then be emptied into 1 of our 3 blue common bins outside, situated next to the dumpster.

7. Will students be assigned to empty their classroom bins into the larger bin?

Yes. Teachers may designate a student to empty the bin. Only paper bins are to be emptied by the student. Bins for bottles, cans and plastic will be emptied by the janitorial staff on a daily basis.

8. Do I have to empty bins on certain days?

No, unless the administration states otherwise. The large bins outside will be emptied by our janitorial staff everyday, so there should always be plenty of room for your classroom recycling.

9. What is the final step?

About once a week the company we employ, Full Circle recycling, picks up all of our recycled items that are located in the 3 blue bins by the trash dumpster.

EDIBLE GARDEN

Seven Arrows has always prioritized Green initiatives, healthy eating, and the planting of edible fruits, herbs, and vegetables. Thanks to founding families and educators dedicated to cultivating health- and environmentally- conscious children, we have had a long tradition of immersing our students in learning about the cycle of food from planting to enjoying what we eat.

Former Seven Arrows parent, master chef, and food revolutionary, Jamie Oliver, re-energized our efforts through his motivational presence on campus and vision to kick-start a worldwide change in the way we think about food and the way food systems – from production to distribution, and finally, to cooking and eating what we grow.

Jamie’s strategy to initiate this worldwide change starts by changing the United States’ relationship with food, with the goal that the world will follow our example, Seven Arrows Elementary eagerly took on this challenge in the spring of 2011 to be at the forefront of the movement that will spark the change within Los Angeles, and eventually beyond.

Our Edible Garden is an incredibly relevant outdoor classroom, with student learning integrated into science, service learning, Spanish, math, global cultural learning, and so much more. Students plant, harvest, prepare, cook, and feast on the “fruits” of their labor through an experiential, hands-on approach that will forever impact their relationship with food and agriculture.

Seven Arrows currently strives to implement the following:

- Conservation & Green energy initiatives
- Recycling and natural worm composting on campus
- Sugar-free campus since the school’s inception
- Environmental Outdoor Education programs for all grades
- Science program that emphasizes environmental sustainability
- Service Learning projects that support environmental efforts
- Zero-waste campus

The Edible Garden helps us integrate the curriculum and make learning meaningful, relevant and above all, joyful.

COMPOSTING

A waste-reduction program is not complete with recycling alone. Reducing the amount of organic waste is a very significant step in that direction. This is the basis of the composting program at Seven Arrows Elementary. Currently, there is a vermiculture (worm) compost where students have learned to dispose of selected organic waste they produce from their lunches.

All of the waste products from the Edible Garden and any compostable materials placed in the compost bins location around campus are added to the growing Seven Arrows compost bin. The compost is used to enrich the soil during the annual planting of the Edible Garden.

WOOLLY POCKETS

The wall pockets that you see around the school campus have proved successful in maximizing our planting area by allowing us to utilize our walls as space to plant. The Woolly Pockets are an alternative designed for urban gardening. Brimming with plants, herbs, and vegetables, these pockets are one of several exemplary ideas to be emulated by other organizations in urban areas.

The Woolly Pockets are part of the Edible Garden initiative and are harvested on an ongoing basis. You will see edible plants ranging from lettuce to tomatoes and beans in these pockets.

ENVIRONMENTAL CHARTER

The Seven Arrows board of trustees appointed Canopy Strategies, a sustainable business development firm, to create an environmental charter for our school that will help Seven Arrows institutionalize what it has done from the beginning and advance the cause for fostering a community of environmental heroes. The charter will be an ongoing document that includes processes guidelines and will communicate our 'green' philosophy to ensure it is conserved.

THE SCHOOL DAY

MONDAY, WEDNESDAY, THURSDAY, FRIDAY

	Kindergarten	Grades 1- 6
Drop-Off Begins	7:30 a.m.	7:30 a.m.
School Begins	8:15 a.m.	8:00 a.m.
Lunch	12:00 - 12:40 p.m.	12:00 - 12:40 p.m.
Dismissal	3:15 p.m.	3:15 p.m.
After School Programming Begins	3:30 p.m.	3:30 p.m.
Homework Club and Roots and Wings Enrichment Ends	4:30 p.m.	4:30 p.m.
After School Care Ends	5:00 p.m.	5:30 p.m.

TUESDAY (EARLY DISMISSAL)

	Kindergarten	Grades 1- 6
Drop-Off Begins	7:30 a.m.	7:30 a.m.
School Begins	8:15 a.m.	8:00 a.m.
Lunch	12:00 - 12:40 p.m.	12:00 - 12:40 p.m.
Dismissal	2:15 p.m.	2:15 p.m.
After School Programming Begins	2:30 p.m.	2:30 p.m.
Homework Club and Roots and Wings Enrichment Ends	3:30 p.m.	3:30 p.m.
After School Care Ends	5:00 p.m.	5:30 p.m.

CARPOOL GUIDELINES

OVERVIEW

In order to deal with the space constraints of our parking and to be good neighbors, we need your help following carpool and parking guidelines. Please keep the following points and guidelines in mind when arriving to or departing Seven Arrows:

- Always use extreme caution and patience as you drop off and pick up children. **Please do not be on your cell phone during this process.** Safety is our priority.
- Take care not to block mailboxes, driveways, intersections and traffic.
- **Refrain from using your horn whenever possible, even if the temptation to do so is high. Please practice patience in this high-congestion area, even with frustrating drivers.**
- **DO NOT PARK in the DRIVEWAY in front of the school, ESPECIALLY WHEN ORANGE CONES ARE IN THE SPACES.** This driveway is for designated parties, visitors, and for deliveries. We must leave the driveway and spaces clear for them at ALL times.
- DO NOT PARK in red zones, blue zones, white zones, on Hampden Place, in the Chase building parking lot, or in the library parking lot.
- Please remain in your car. Upon arrival, a staff member will help your child out of the car. At pick-up, a staff member will escort your child to your car. **DO NOT STORE BACKPACKS IN THE TRUNK OF YOUR CAR.** Doing so slows the flow of traffic and often requires parents to get out of the car.

To help drop-offs and pick-ups run as smoothly as possible, Seven Arrows staff will be stationed at various critical locations. **Please be respectful and courteous to them and follow their directions.**

We recommend that all families try to participate in a carpool as parking in and around school can be difficult.

MORNING DROP-OFF

Please do not drop off your child before 7:30 a.m. If you must drop your child off before 7:30 a.m., please obtain prior permission from the Dean of Students. If early drop-off arrangements have been made, you must park and walk your child to the front desk where you can sign him or her in. Please make sure that a **teacher or administrator** is present and marks down your child's arrival. Our security and maintenance staff are not able to do this.

Rainy Day Drop-Off

Students will go directly to classrooms when weather requires. In the event that the classroom has a meeting, all students will be directed to the Lower School Steam Room under the supervision of one of our educators.

At 8:15 a.m., drop-off ends and the front gates close.

If you are late, you must park in the neighborhood (NOT IN THE DRIVEWAY) and sign your child in at the front desk.

Kindergarten: During the first month we encourage kindergarten parents to park and walk their children to the classroom door. Kindergarten students dropped off between the hours of 7:30 a.m. and 8:10 a.m. partake in supervised play on the kindergarten playground only. ***Kindergarteners may not remain in the Kuyam area during this time.***

First - Fourth Grade: Early arrivers are to remain in the Kuyam area until 7:55 a.m. when they will be released to go to class.

Fifth - Sixth Grade: Early arrivers are both allowed in the Kuyam area, and their classroom, which opens at 7:30 a.m.

Supervision is provided in the Kuyam area and the kindergarten playground until classes begin for the day.

AFTERNOON PICK-UP

Teachers and faculty have been instructed to refrain from conversations and/or discussions during pick-up. It is imperative that the classroom teachers are fully present with their students to ensure that each student is safely dismissed. Furthermore, conversations during pick-up slows down the dismissal process and increases wait time for other families. Please do not engage the classroom teachers during dismissal.

As a part of the enrollment process, families will submit a list of individuals that Seven Arrows may release their children to on a regular basis. Seven Arrows will not release children to non-designated individuals unless arrangements were made in advance and the office has been made aware of them by 1:00 p.m. the same day.

If you need to pick up a child early for an appointment, please send a note to the teacher alerting him/her that you will be picking your child up early. Park in the neighborhood (NOT IN THE DRIVEWAY) and walk to the front desk to sign your child out.

At 3:30 p.m.*, dismissal ends and the front gate closes. Students remaining on campus not signed up for After School Programming will be automatically registered for After School Care at a cost to the family of \$5.00 per half hour. Parents arriving after 3:30 p.m. must use street parking and walk up to the front desk where they may sign their child out.

*Due to early dismissal, all times referred to in regards to dismissal are one hour earlier on Tuesdays.

AFTERNOON PICK-UP: FRONT GATE

Please do not arrive at the pick-up area before 3:10 p.m. and remain in your vehicle at all times. Students will be waiting in the kuyam area, grouped by classroom. As your vehicle nears the designated pick-up area, your child will be called out to meet you. A staff member will hand you a clipboard to sign out the child that is being released to you. Once the vehicle is fully loaded and the child is signed out, staff members will signal that vehicle to leave and the next vehicle will take their place.

Occasions do arise where a staff member may need to ask you to circle the block and rejoin the line at the end. This will usually occur whenever a child does not get to his or her car when called. Regardless of the reason, we cannot block traffic or the mailboxes. Please circle the block if the designated pick-up area is full.

AFTERNOON PICK-UP: PALISADES RECREATION CENTER

To avoid traffic congestion, we offer all parents the option of picking up their children at the Palisades Recreation Center. The off-campus pick-up area is located at the southwest corner of Toyopa Drive and Alma Real Drive. Although the pick-up area is at the corner, you will need to either park your vehicle or drive all the way into the park where you will use the turnaround and pick up your child at the corner as you exit. All children signed up for off-campus pick-up will be escorted by staff to the park and supervised while they wait for an authorized adult to arrive. There will be a sign-out sheet that the supervising staff member will have you sign before your child is released.

Pick-up is between 3:15 p.m. and 3:25 p.m. After 3:25 p.m., children and staff will no longer be present and will return to Seven Arrows. At that point, it will be necessary to head to the school, park your vehicle, and walk in to pick-up your child.

As a part of the enrollment process, families will be presented with the option to sign up for this method of pick-up.

AFTERNOON PICK-UP: WALK-UP

If you would prefer to park in the neighborhood and walk in to pick-up your child from school, remember to allow yourself ample time to secure a parking spot and arrive to school on time.

There will be a sign-out sheet that the supervising staff member will have you sign before your child is released.

Parents are asked to remain outside the gate during dismissal for safety reasons. After 3:30 p.m., parents may again enter the school. Please refrain from conversing with parents who are sitting in their cars during curbside pick-up to aid with traffic congestion.

AFTERNOON PICK-UP: SELF DISMISSAL (GRADES 5-6)

Students in fifth and sixth grade have the option of signing themselves out during dismissal and walking home. A parent consent form must be submitted.

RAINY DAY DISMISSAL

In the event of rain, students will be kept inside their classrooms. When you arrive curbside, a staff member will hand you the sign-out sheet and radio the classroom to send your child out. Additionally, you may come to the front desk to sign-out and pick up your child. Recreation Center pick-up is cancelled during rainy day dismissal.

CAR SEATS

Please remember that California Law requires children under the age of 8 years old or under 4'9" must be secured in a car seat or booster seat in the back seat (effective January 2012). Please be mindful of this law whenever carpooling, transporting children on field trips, and picking up a child for a play date.

SCHOOL EMERGENCY PLANS & SAFETY PROTOCOL

In the event of an emergency, please note the following:

- The school stores emergency backpacks, which are available for each student if needed. Each backpack contains a flashlight, blanket, batteries and a 72-hour supply of food and water. Parents can consider supplying additional medical resources such as: insulin or eli pens, migraine medication, an extra pair of glasses, an inhaler, or any other prescribed medications.
- PLEASE help us know and verify that all contact information on the Emergency and Dismissal forms that you have given us is accurate and up-to-date. No student will be allowed to leave with another person, including relatives or babysitters, unless there is written permission to do so. Therefore, verify that you have listed the people with whom your child is permitted to leave during an emergency.
- In the event of an earthquake, fire, or other emergency, parents should avoid calling the school unless absolutely necessary. High volumes of calls will shut down the school's phone system.
- When you learn of an emergency of any kind, please do not drive immediately to the school. Access may be limited due to obstacles or debris in the streets. In the event of

structural damage at the Seven Arrows campus, parents will be contacted and advised of a new pick-up location.

- All children will be kept at either the Palisades Park, or in a safe designated area at the school depending on the safer choice.
- Your child must be signed out with the front desk or with the designated staff member before he or she may be dismissed.
- Seven Arrows faculty and staff have created emergency response teams with clearly defined responsibilities in an effort to ensure that students are safe and cared for. Teachers and staff will stay on duty as long as needed during an emergency crisis.
- During an earthquake, lockdown of mass magnitude, or other type of emergency, please stay tuned for updates on radio station AM 850 and via Send Work Now (Send Word Now is an emergency communication system that allows Seven Arrows to send messages directly to community members).
- Additional resources for general information about any state or national emergency include the following AM radio stations: 640, 790, 1070, or 980.

SPECIAL DIETARY NEEDS AND ALLERGIES

Please inform your child's teachers and the front desk if your child has special dietary needs or allergies. This information should also be recorded on your child's emergency medical information profile, accessible through Veracross.

The following provisions pertain to the specific responsibilities of different team members in management of food allergies in Seven Arrows:

Responsibility of Parent or Guardian of Student with Allergy

- 1. Notifying the School.** Please update your child's medical profile in the Parent Portal (veracross) to reference all allergies. Notify Seven Arrows of the child's allergies, particularly in the case of life-threatening allergies. Planning for students with severe allergies should commence as soon as Seven Arrows is notified by the parent/guardian that the child has a potential life-threatening allergy.
- 2. Complete and Submit All Medical Forms.** Seven Arrows requires the completion and submission of all emergency and health forms before students can attend school. If any of the emergency or health forms have not been received, the child will not be permitted to attend school until the stated forms have been turned in to the front desk. Included in those forms is documentation on known allergies, both life threatening (anaphylaxis), and non-life threatening.
- 3. Submit Information from Licensed Healthcare Provider.** Provide written medical documentation and instructions by the child's licensed healthcare provider.
- 4. Develop Individual Care Plan and Emergency Care Plan, If Needed.** Work with the Seven Arrows team to develop an individual care plan and emergency care plan, if needed, which addresses the child's specific needs throughout the school day.

5. **Provide Medications.** Provide the properly labeled medication in the original bottle, and replace medications after use or expiration. Please also make sure that any medication your child will need is updated in Veracross under the medical tab.
6. **Provide Emergency Contact Information.** Provide emergency contact information to be held on file with Seven Arrows.
7. **Monitor Your Child's Food.** Parent(s) or guardian(s) must review food labels when packing daily lunchboxes and omit foods containing allergens.
8. **Educate the Child.** Educate the child in the self-management of his/her food allergy, including: safe and unsafe foods, strategies to avoid exposure to unsafe foods (e.g., do not share food with others), symptoms of allergic reactions, how and when to tell an adult he/she may be having an allergy-related problem.
9. **Assist with Special Events.** To further reduce the risk of the child ingesting the allergen, the child's parent(s) or guardian(s) is encouraged to assist the teacher and staff with special events, classroom parties, and chaperoning field trips.
10. **Provide Safe/Alternative Snack Supply.**
11. **Work Collaboratively with the School on Policy Compliance and Reasonable Accommodations.** The school's ability to effectively administer this policy and support the safety of students is dependent upon the cooperation of parents and guardians. Parents and guardians should direct any questions or concerns about the allergy policy to the administration so issues can be resolved in a supportive collaborative manner. Parents should not be monitoring or enforcing the compliance of other parents or students, but should work with the school on those matters.

Responsibility of Student with Allergy

1. **No Trading Food.** Do not share or trade food with others.
2. **No Eating Foods with Allergen.** Do not intentionally eat anything known to contain any allergen or with unknown ingredients.
3. **Notify an Adult.** Should notify an adult immediately if they have any symptoms or eat something they believe may contain the food to which they are allergic.

Seven Arrows Responsibility

1. **Educate and Inform School Community.** Seven Arrows families and employees are provided educational materials to learn more about food allergens and the Seven Arrows Food Safety Management program (including this Policy) via parent and faculty handbooks, school newsletters, and ongoing communication over the course of each school year.
2. **Review and Maintain Health Records.** Seven Arrows will review and maintain the health records submitted by parents and licensed health care provider.
3. **Maintain Medication(s).** Seven Arrows will follow state laws for storage, access, and administration of medication.
4. **Develop an Individualized Health Care Plan and Emergency Care Plan, If Needed.** Seven Arrows will identify a school team to work with parent(s)/guardian(s) and student (if age appropriate) to develop an individualized health care plan and emergency care plan, if needed.

5. **Teacher and Staff Training.** School administration will designate school personnel to be trained to administer medications in accordance with state laws governing the administration of emergency medications. Teachers and staff are required to attend first aid training where they are instructed on how to identify symptoms and treat students having an allergic reaction (per Seven Arrows protocol, EpiPen administration, etc.). All teachers and staff are first aid certified at least every two years (and/or a refresher first aid training every year) that includes the stated allergy management protocols and best practices.
6. **Availability of Trained Personnel.** Be prepared to handle a reaction and ensure that there is at least one staff member available who is trained to administer medications during the school day regardless of time or location.
7. **Americans with Disabilities Act.** Seven Arrows will follow applicable federal laws including the Americans with Disabilities Act (ADA) and any state laws that apply. Specifically, Seven Arrows will:
 - a. Take reasonable steps to ensure that a student with a food allergy is provided with an interactive process to determine whether reasonable accommodations can provide the opportunity to participate in and benefit from the educational program as provided to non-disabled students.
 - b. Not exclude a child from a program, class or activity, such as a field trip, in which he or she would be exposed to allergens without first determining whether it can provide a reasonable accommodation to the student.
8. **Confidentiality of Medical Information.** Seven Arrows will maintain the confidentiality of a student's medical information and records pursuant to Federal and State privacy and confidentiality laws. Access to student medical information shall be strictly limited to only those with a legitimate need to have such information for school business reasons, or if access is required by law, subpoena or court order. The school will not provide student medical information to the School community (except as permitted under the California Confidentiality of Medical Information Act) unless the student's parent or guardian signs an authorization for release of medical information. The school will release only the medical information that is identified in the authorization.
9. **Bullying and Harassment.** Seven Arrows will enforce its bullying and harassment policies to address any bullying or harassment against a student with severe allergic reactions.

Non-Life Threatening Allergies

For all non-life threatening allergies (i.e. lactose intolerance, fruit, etc.), if a student exhibits a mild allergic reaction, s/he will be taken to the front desk for observation. Parents will be called. Benadryl can be administered with parental consent (both written and verbal).

Life-Threatening Allergies

Parents of children with anaphylaxis must provide two complete EpiPen sets to the school (one EpiPen set to be kept at the front desk, and the second set to travel with the

student). Seven Arrows will also retain a school emergency EpiPen on campus to be used in the case of an anaphylactic incident.

For all life threatening allergies (i.e. bee stings, nuts, shellfish, etc.), if an allergic reaction is observed (difficulty breathing, loss of consciousness, swelling, etc.) EpiPen medication will be administered. 911 will be called, school administration alerted, and parents notified.

Student Body Protocols

As an additional precaution, the school makes reasonable efforts to enforce the following:

- Restrict the sharing of food among students to mitigate (not eliminate) the risk of an allergic reaction.
- Prior to and after snack and lunch, require all students to wash their hands with water or water-free solution to reduce the risk of accidental ingestion of known allergen.

Field Trips

Seven Arrows will consider the following as a part of overall planning for field trips:

1. Review plans for field trips. In accordance with this Allergy Policy and the individual health care plan of a student, if any, consider how to handle eating situations and the possible need for parents to send lunch or snacks and a list of foods to avoid.
2. Ensure trained School personnel are on the field trip and have the prescribed medication(s).
3. The trained School personnel should be notified at least two (2) weeks prior to field trip to facilitate planning and training to support student needs.
4. Invite the student's parent(s) or guardian(s) to volunteer as field trip chaperones, if appropriate.
5. Ensure access to emergency medical services is available

INJURIES

Falls or minor injuries from play equipment, as well as other incidents, may occur during the school year. Our teachers and staff will do their best to supervise children and to prevent accidents. In the event that a child is injured and requires first aid, an **Accident Report** will be taken, stored on file at the school, and any information contained therein will be communicated to you within 24 hours. A copy of the report is available upon request.

SAFETY RULES

To help us minimize any potential risk of an accident, we will enforce the following rules.

- No child will be allowed in a classroom without a teacher or an associate/assistant present. Children should be supervised at all times by an adult.

- Toys are not allowed while playing on any play structure.
- No running in the classroom or hallways.
- No throwing objects of any kind, i.e. sand, blocks, food or toys.
- No hitting, kicking, pushing, biting or any other physical aggression.
- No climbing on the slide.
- No climbing on fences or trees.
- Children may not open gates at any time.
- No sticks or weapons of any kind.

EMERGENCY ILLNESS OR ACCIDENT

If a child is severely injured or becomes seriously ill while at school, the child will be taken to St. John's Hospital Emergency Room in Santa Monica.

It is critical for each parent to complete the emergency Information form so that the school can contact the parent or other authorized person in an emergency. Please provide us with all of your phone numbers and keep them updated. The parent must notify the school if there is any change to the information on the form.

An emergency is defined as a deep laceration, toxic ingestion, serious insect or animal bite, pronounced and unusual emotional distress, or other injury. The following are the steps the school will take in the event that such an incident occurs during school hours:

- Call 911 if the child cannot be transported.
- If the child can be transported, he or she will be taken directly to St. John's Hospital Emergency Room in Santa Monica.
- A school administrator will accompany the child in the car or ambulance and during any necessary emergency room procedures.
- A teacher will notify the child's parents or next available caregiver that the child is en route to St. John's. The office administrator will call all listed numbers if the parent or caregiver is not immediately reachable. The office administrator will call the school's own pediatrician to inform him of the problem and of the location of the child.
- Please note that our policy is that Emergency Room physicians must be allowed to begin any necessary treatment, even if the child's family has not been contacted and thereby provided consent. If a life saving treatment is recommended by the covering physician, the school representative will comply with the doctor in the interest of your child's life.

EMERGENCY AND NATURAL DISASTER PLANS

The Seven Arrows Emergency and Natural Disaster Plan is a comprehensive plan that is reviewed annually both internally and externally by the fire department and an independent safety company, Joffe Emergency Services. Seven Arrows annually hosts

a thorough emergency plan training of its employees, and all employees are CPR and First Aid certified. Monthly emergency drills are held on campus.

Earthquake Plan

Duck - Cover - Hold

In the event of an earthquake, the students are instructed to duck (get low to the ground, preferably under a desk or table), cover (stay away from or turn away from windows, shield eyes, head, and neck from dust and debris), and hold (hold onto desk or table legs). Once the shaking stops, the students will sit in a safe area away from windows. Leading authorities on earthquake damage state that the safest place to stay immediately after an earthquake is usually the building you are in. When the shaking ceases, the Dean of Students (or in his absence, another administrator) will make the decision to evacuate; however, in the case of severe damage to the building or fire, the lead teacher may decide to evacuate his/her class immediately to the designated safe area. Unless otherwise instructed, once the evacuation order has been given (over the PA system or in person), the standard evacuation procedure applies. Administrators will determine if any EXIT routes are unsafe. They, together with other informed personnel, will notify the Central Command Station via walkie-talkie a list of injured students, if any, and will delegate staff to stay with the seriously injured while awaiting the paramedic's arrival. All students and faculty will evacuate to the safe area (the Palisades Park gully, adjacent to the library).

Fire Plan

The first person to see the fire or smoke activates the fire alarm siren and informs the Head of School or any other nearby administrator in person or via walkie-talkie, and calls 911. In the event of a fire, the primary objective is to leave as quickly, safely and quietly as possible. Once evacuated, the students and faculty will assemble at the safe area (the Palisades Park gully, adjacent to the library).

Lockdown Procedure During an Emergency Situation

In the event of a lockdown, all doors will be closed and locked, windows will be closed and shades drawn, and lights turned off. The students and faculty will need to be quiet throughout the duration of the lockdown. When the lockdown is lifted, the students and faculty will be released by an administrator or police officer to the safe area (the Palisades Park gully, adjacent to the library).

Reunification

When the class reaches the safe area (the Palisades Park gully, adjacent to the library), the students will be given their emergency card and instructed to sit until a parent picks them up. Parents may not pick up a child during the actual evacuation. The priority is to exit the school as quickly and safely as possible. Parents should wait for their child at the safe area (Palisades Park gully, adjacent to the library), and check out their child with the Central Command Station. Seven Arrows cannot release students to anyone not listed on the student's emergency card. Parents can facilitate a more expeditious process by having their State Issued ID ready to compare to the emergency card upon release. For parents who cannot reach their children, Seven Arrows stores enough

provisions to provide food and water for all students and faculty for up to one week. Long Range Care will also provide games, music, and other approved activities that help support students as they cope with an emergency of this magnitude.

FIELD TRIP EMERGENCY

A serious injury that has occurred during a field trip will be handled in the same manner as stated above except that the injured child will be transported to the **nearest** hospital.

MEDICATION DISPENSING PROCEDURE

Seven Arrows must obtain written authorization from parents to dispense any medication at school. The Emergency Information & Medical Treatment form must be completely filled out, signed, and dated for each child each year. Children are not allowed to bring over-the-counter medications to school. The school staff cannot administer any medication, including over-the-counter medications, to a child unless the school is provided from the parent written permission (in the form of a letter) that includes the following:

- Name of the child
- Date
- Name of the medication
- Dosage (amount and frequency)
- Signature

Once a staff member is aware that medication may need to be administered, he or she will alert one of 4 authorized employees to administer the medication. If none of the secondary authorized employees are available (i.e. the child is on a field trip, EOE trip, etc), the classroom teachers are then authorized to administer the medication, in compliance with the stated administration procedures.

One of the 4 employees (or secondary authorized employees) must call the parents and receive verbal confirmation that the medication can be administered; in addition to the written authorization that was previously received *each* time the medicine is to be dispensed.

One of the 4 employees (or secondary authorized employees) will administer the medication, strictly following the directions in the written authorization. If by chance the dosage or medication has changed and the written authorization has not been updated, the authorized staff members are not permitted to dispense the medication. *Staff must strictly adhere to the written medication instructions.*

All medication must be in its original container. The container must clearly indicate the expiration date. Please do not place medication in plastic bags, Ziplocs, weekly medication dispensers, or any other container that is not the original container in which the medication came.

Parents are allowed to store “backup” medication at school, which will be locked up onsite. You can check them in with Dean of Students or Office Manager. However, if you wish to do so, the same rules above apply: written authorization that includes the information above, it needs to be in its original container with the expiration visible, and staff will follow the same procedures previously stated when dispensing the medication.

HEAD LICE

Lice can easily spread among children at school, by hitching rides on hair accessories, hats, scarves, combs, pillows, blankets or through the normal contact of playtime. Lice can affect anyone, and has no relation to personal hygiene. Lice are tiny but visible insects that live in the hair and suck blood from the skin. The eggs of lice, also visible, look like tiny white grains clinging to the hair. The bites of lice cause itching of the scalp.

Although lice does not cause other diseases, it must be both treated and reported to the school immediately. Parents will be called to pick up children who are found to have lice. Children may not attend school while they have lice. **Children must be lice-free with a note of clearance from their doctor or health professional in order to return to school.** No exceptions can be made due to how easily and quickly head lice can spread from person to person. Please stay calm when speaking to your children about lice and help us be discrete so that no child feels singled out. Seven Arrows uses The Hair Whisperers (www.hairwhisperers.com) when needed.

TAPE -, RING -, PINWORM

A small percentage of children contract parasitic worms in their intestines at some point in their childhood. This treatable condition is usually caused by the accidental ingestion of worm larvae (eggs) by means of unclean, infected hands or fingernails, or by eating undercooked, contaminated meat. Symptoms vary, but generally cause itching in the rectal area, stomach upset, diarrhea, and poor appetite.

Since it is considered contagious, please notify the homeroom teacher if after seeing a pediatrician, this condition is confirmed. Your child may or may not be considered contagious after medication is administered. At school, further emphasis and cleanliness regarding hand washing will be enforced.

IMMUNIZATIONS

California law requires children to be immunized. **Seven Arrows is 100% compliant** with the State of California’s guidelines and children without immunizations and/or proper documentation will not be admitted to school until we receive their current vaccination status.

Students Admitted at Ages 4-6 years Need These Immunizations:

- Diphtheria, Tetanus, and Pertussis (DTaP, DTP, or DT) — 5 doses (4 doses OK if one was given on or after 4th birthday)
- Polio (OPV or IPV) — 4 doses (3 doses OK if one was given on or after 4th birthday)
- Hepatitis B — 3 doses
- Measles, Mumps, and Rubella (MMR) — 2 doses (Both given on or after 1st birthday)
- Varicella (Chickenpox) — 1 dose

Students Admitted at Ages 7-12 Need These Immunizations:

- Diphtheria, Tetanus, and Pertussis (DTaP, DTP, or DT) —3 doses (4 doses required if last one was given before 2nd birthday)
- Polio (OPV or IPV) — 4 doses (3 doses OK if one was given on or after 2nd birthday)
- Measles, Mumps, and Rubella (MMR) — 1 dose (given on or after 1st birthday)
- Varicella (Chickenpox) —1 dose

Parents must show their child's immunization record as proof of immunization. Students entering kindergarten who do not comply with the above must provide a physician's written statement of a medical exemption for any missing vaccines.

Immunization Timeline: Medical exemption form must be submitted along with immunization records for a child who is not up to date with his or her vaccines (i.e., is partially immunized).

Exemptions: If you do not immunize your child, you will need to complete and return the following:

- A written statement by a licensed physician stating a medical reason exemption applies because immunizations are not considered safe for the student and indicating the specific nature and probable duration of the medical condition or circumstances that prevent immunization.

Measles Testing Requirement

If a child whose MMR immunizations are not up-to-date is sick with a fever and a rash, the child may not return to school without proof of a negative measles test from his/her doctor.

Communicable Diseases

Notification: It is Seven Arrows policy for families to inform the school if your child is diagnosed with a highly contagious or communicable disease so that further spread can be contained and controlled. When there is good cause to believe that the child has been exposed to a communicable disease, Seven Arrows may temporarily exclude the child from physical presence at the school until the local health officer is

satisfied that the child is no longer at risk of developing the disease. "Local health officer" means county health officers, city health officers, or district health officers.

School Report of Communicable Disease: The school has a duty under the California Code of Regulations to report the presence or suspected presence of any communicable disease to the local health officer. Other than as required by law, the school will keep this information in strict confidence.

School Admission

The school will not deny admission solely based on vaccination status of a student if the medical exemption applies.

SEVEN ARROWS ELEMENTARY SCHOOL ANTHEM

We sing with pride,
We sing with love,
Our hearts open wide.

In every way
We do our best,
Each and every day.

Seven Arrows pointing high,
Seven Arrows side by side,
Seven Arrows we believe,
Take a stand,
live your dream!

In unity,
We look ahead towards our destiny.
And we sing with pride,
We sing with love,
Our hearts open wide.

The full song is also available on the school website: sevenarrows.org/new-parent-page

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