



2025-2026 Community Handbook



Dear Erie Day School Families,

Welcome to the 2025–2026 school year. Whether you are just joining our community or have been part of Erie Day School (EDS) for years, I'm glad you're here. The Erie Day School Community Handbook is a valuable guide that outlines the policies, expectations, and shared commitments that help us create a positive, safe, and supportive learning environment for all students.

For our new families, I hope you find this resource helpful as you get to know our school's culture, routines, and values. For returning families, it offers important reminders as well as updates for the year ahead. I encourage you to take time to read through it with your child(ren), paying particular attention to sections that apply directly to their experience. Once reviewed, please complete and return the Acknowledgement Page.

At Erie Day School, we know that meaningful learning happens through strong partnerships—between home and school, teachers and families, students and staff. We are committed to communicating with you throughout the year and working collaboratively to support each child's growth, development, and success.

Our shared work is rooted in a deep respect for the Common Good—a timeless principle that speaks to the well-being of the entire community. We aim to cultivate an environment where each person has the opportunity to thrive—not just academically, but personally, socially, and emotionally. At its heart, the Common Good is a call to look out for one another, contribute positively, and act with purpose.

With that in mind, I ask each of us to commit to the following:

As members of the Erie Day School community, we will:

- Read and uphold the expectations in the Community Handbook;
- Treat each other with respect, in both word and action;
- Prioritize safety and good citizenship;
- Stay connected and engaged in school communications and community events; and
- Contribute to the preservation of our school's culture and values.

The faculty and staff are deeply committed to the year ahead and eager to build strong relationships with each of you in support of your child's journey. As Marian Wright Edelman once said, *"Education is for improving the lives of others and for leaving your community and world better than you found it."* May that spirit guide all that we do together. Let's continue to learn with purpose and lead with integrity—learning today, leading tomorrow.

Sincerely,



Donald A. Fuller
Head of School

Table of Contents

Erie Day School Mission Statement.....	1
Erie Day School Philosophy.....	1
Erie Day School Diversity Statement.....	1
The Erie Day School Student.....	2
Erie Day School Motto.....	2
Erie Day School Song.....	2
Assessment Policy.....	3
World Language Policy.....	4
No Solicitation Policy.....	5
Volunteer Requirements.....	6
Parent Service Hours.....	6
Driver Information.....	8
The School Day.....	8
Absences & Tardiness.....	10
Friday Morning Meetings.....	11
Lunch.....	11
Playground Areas.....	13
Transportation.....	13
Educational Field Trips.....	13
Extended Day Program.....	14
School Organizations and Activities.....	14
Parent Communication.....	16
Progress Reports.....	18
Early Childhood, Lower and Middle School Report Cards.....	19
Student Records.....	19
EDS Grading Policy (Grades 5– 8).....	20
EDS Grading Policy (Grades 2–4).....	20
Homework.....	21
Standardized Achievement Tests.....	22
Special Services.....	22
Health Policies and Procedures.....	23
Dress Standards, Kindergarten—Grade 8.....	27
Student Safety.....	29
Discipline Policy.....	30
Community Standards.....	31
Student Recognition and Graduation.....	34
Exhibit A.....	36
Exhibit B.....	39
Exhibit C.....	41
Exhibit D.....	43
Parent Student Handbook Acknowledgement Form.....	44

Erie Day School Mission Statement

Our mission at Erie Day School is to provide a student-centered, diverse, family-oriented environment where children are guided in strengthening their unique academic, artistic and athletic potential. Our highly educated and engaged faculty encourage students to develop international-mindedness as they realize their roles as responsible citizens in a global community.

Erie Day School Philosophy

Erie Day School is a co-educational, independent school for children, Toddler through Grade 8, founded in 1929, and governed by a Board of Trustees. At Erie Day School, our approach to education is founded on a simple but all-important belief - *children naturally like to learn*. We call on our students to recognize their potential as individuals, yet expect them to acknowledge their membership in a community.

Teachers use opportunities to teach tolerance, integrity, and social responsibility. We believe respect, manners and politeness are an integral part of education.

All programs planned, supervised, and guided by the school enable students to develop in an atmosphere that is both supportive and nurturing. Our goal is to stretch and challenge our students academically while having the flexibility to address individual needs. Students grow in terms of self-discipline, confidence, and knowledge through their involvement in academics, athletics, the visual and performing arts, and extracurricular activities. We seek diversity in our student body, for it is this diversity that enriches learning for all.

Frequent communication between home and school is encouraged as parents are viewed as partners in the learning process. Together, dedicated teachers and staff, committed parents, and active Trustees provide an intimate community where children develop their sense of personal responsibility, respect for others, and a love of learning.

Erie Day School Diversity Statement

Erie Day School believes that diversity should include areas such as gender, learning style, physical challenges, race and ethnicity, religion, and socio-economic characteristics that contribute to each individual's full identity. We believe that by living our motto each day, we have established ourselves as a diverse school. We strive to instill a sense of awareness and to stretch our minds and hearts so that we live our lives in wisdom and acceptance of these differences. We stress the importance of being friends to all people. We believe that by embracing the unique experiences and varied backgrounds among our students, faculty, staff, and families, we learn to affirm and respect self and others.

The Erie Day School Student

Erie Day School reflects the diversity of today's society and provides an educational and social setting, which promotes tolerance and understanding. The school serves students of average to above average academic ability. We seek students who possess the maturity to respond positively to the challenges and responsibilities presented to them. We look for students whom we believe will be contributing members to the Erie Day School community and will be a suitable fit academically, socially, and behaviorally. The school accepts students who are eager to learn and who enjoy strong parental support. Erie Day School teachers provide a wide range of teaching techniques and can accommodate various learning styles. However, the school does not provide special education services.

Erie Day School Motto

May I live each day being mindful of the goodness that surrounds me. May I always stretch my mind and heart so that I live my life in wisdom and love. May I be a loyal friend to others and willingly help those in need, and may I always honor and respect the earth of which I am a part. (*Motto – "a short expression of a guiding principle"*)

Erie Day School Song

To you, Erie Day School, we pledge our loyalty.
To you, Erie Day School, all praise and honor be.
We love the days we spend here in learning and in fun.
And we will not forget you, through all the years to come.

Assessment Policy

Assessment at Erie Day School focuses on individual and collective achievements in a number of age and developmentally-appropriate ways. Learner-centered assessment is conducted through both formative and summative measurements with a focus on student growth, zone of proximal development and achievement. Real-world and authentic problem-solving approaches, written applications, oral recitations, research and service-oriented acts are among demonstrations of achievement in any subject area. Student performance is measured on a summative scale in reference to compare themselves with like-age peers in a global climate.

Assessment is learner-centered:

- Assessment is a reflection of the curriculum and instruction of EDS; grounded in demonstrations of inquiry-based learning, interdisciplinary understandings and authentic connections to classroom experiences and real-world applications.
- Assessment is a developmentally appropriate practice. Assessment is used to help ascertain what learners know, understand and can do.
- Assessment practices recognize that learning is a lifelong process.
- Assessment demonstrates progress and student achievement.

Assessment is community-based:

- Assessment enables ongoing collaborative reflection between students, teachers and parents; enabling each to become a partner in the learning process.
- Assessment practices encourage emotional, creative and intellectual risk-taking.

Assessment is developmentally-appropriate:

- By recognizing each person's unique potential, assessment practices are designed to promote individual excellence.
- Assessment practices cater for and respect the cultural, linguistic and intellectual diversity of the school community.
- Assessment practices take into account the diverse language and cultural backgrounds of all learners to enable them to communicate their understandings effectively.

Assessment showcases connectivity to self and world:

- Assessment practices reflect that we are empathetic, compassionate and nurturing; demonstrating flexibility, when necessary.
- Assessment practices support environmental sustainability efforts.

Common Assessment Practices, Preschool, PreK, Kindergarten and Grades 1— 8:

Assessment is linked to classroom instruction:

- Assessment is integral to instruction and measuring the learning outcomes.
- Learning expectations and assessment strategies are made clear to students and parents.
- Teachers plan assessment tasks and timelines collaboratively, and plan mindful a child's best interest.
- Assessment values the learning process as well as the products of learners.
- EDS implements a balance of formative and summative assessment measures, reviewed regularly.

Assessment data is collected, analyzed and reported:

- Data about student learning is analyzed to provide information about the individual needs of students and to help differentiate the curriculum among grade levels and subject areas.
- Assessment information is analyzed individually as well as collaboratively across grade and subject areas.

Strategies for assessment include:

- Learning involves peer, self, and teacher-directed assessment.
- Where appropriate, teachers involve students in the design of assessment tasks and rubrics.
- Pre-assessment is implemented at the start of a number of units to determine what students know, understand and can do.

Feedback based on performance and data:

- Students are provided with regular, prompt and actionable feedback to inform and improve their learning.
- Assessment at EDS provides students with regular opportunities for reflection on their own learning.
- Each grade level and/or subject area develops effective record-keeping concerning student achievement.
- The assessment process allows for meaningful reporting to parents about students' progress.
- Data, including evidence of development in terms of the learner profile, is reported to parents throughout the learning process. Students, parents, teachers and administration are active participants in reviewing individual and collective data sets.
- Student portfolios are used in some subject areas as well as schoolwide, to demonstrate student progress.
- Teachers provide regular and timely feedback to parents on individual and collective student learning outcomes outside of the report cards and parent-teacher conferences.
- Assessment tasks provide opportunities for students to reflect on their time management skills and develop learning goals.
- The reporting cycle is determined within four, nine-week periods inclusive of a minimum of two parent-teacher conferences within the four, nine-week periods.

World Language Policy

Erie Day School recognizes that language is fundamental to all learning because it permeates the entire curriculum. Therefore, throughout the curriculum, we foster the development of language through shared experiences and interactions. Research-based language instruction helps advance learners at every level. Readers' and Writers' Workshops include guided, shared, modeled, and independent reading and writing instruction.

We believe that:

- Every educator is a teacher of language.
- Language should be supported, developed and valued.

- Language is an expression of culture and identity.
- In the modern world, the command of English is the primary key to accessing information and communicating internationally.
- All students should study at least two languages.
- World cultures should be valued and investigated.
- We have an obligation to offer a comprehensive curriculum through which students acquire the skills and strategies of reading, writing (manuscript and cursive), speaking and listening. Grammar, usage, mechanics, spelling, and vocabulary should be stressed.
- Through the integration of language into every aspect of the curriculum, we are teaching students the importance of culture, diversity and sensitivity toward others.
- Through the strong emphasis on language, our goal is to foster a deep understanding about language.
- Striving readers and writers will be offered remedial supports through Act 89 services (reading specialist) and differentiated instruction in the 'regular' classroom setting.

No Solicitation Policy

It is the policy of Erie Day School to prohibit solicitation and distribution on its premises or through campus mail or email by non-employees, and to permit solicitation and distribution by employees only as outlined below:

- Erie Day School limits solicitation and distribution on its premises because, when left unrestricted, such activities can interfere with the normal operations of the School, can be detrimental to efficiency, can be bothersome, and can pose a threat to security.
- All faculty and staff are responsible for administering this policy and for enforcing its provision.
- Persons who are not employed by Erie Day School are prohibited from soliciting funds or signatures, conducting membership drives, posting, distributing literature or gifts, offering to sell or to purchase merchandise or services (except by representative of suppliers properly identified), or engaging in any other solicitation, distribution, or similar activity on the Erie Day School premises.
- Erie Day School may authorize a limited number of fund drives by employees on behalf of charitable organizations or for employees' gifts if approved by the Head of School.

Erie Day School will permit employees to engage in solicitation or distribution of literature for any group or organization, including charitable organizations, with the following guidelines if approved by the Head of School:

- The sale of merchandise is limited to Erie Day School functions and activities. Solicitation and distribution of literature with appropriate approval should not interfere with working time of either the employee making the solicitation or distribution, or the targeted employee. The term 'working time' does not include an employee's authorized lunch or rest periods or other time when the employee is not required to be working.
- Erie Day School maintains bulletin boards to communicate School information to employees and to post notices required by law. An unauthorized posting of notices, photographs, or other printed or written materials on bulletin boards or any other School property is prohibited.

Volunteer Requirements

In accordance with Commonwealth of Pennsylvania requirements, all **parent volunteers** that plan to participate in school activities in the classroom and on campus must ascertain the following clearances every 60 months (or 5 years):

- **PA Child Abuse History Clearance** - <https://www.compass.state.pa.us/cwis/public/home>
Select "Create Individual Account" and follow next steps through the FREE volunteer application.
- **PA State Police Criminal Record Check** - <https://epatch.pa.gov/home>
Select "New Volunteer Record Check", accept the terms, insert Erie Day School as the "Volunteer Organization Name" and 814.452.4273 for the contact. Include your personal information to apply for this FREE application for certification.
- **FBI Criminal Background Check** (The CHRI check requires payment of \$26.20 as well as fingerprinting at a local Indentogo center.) - <https://www.education.pa.gov/Educators/Clearances/CHRI/Pages/Applicant-Procedures.aspx>
The school code is 1KG6TR.

Parent volunteerism is made available through Room Representative activities; party help; (possible) field trip drivers; teacher assistants; coaches; and classroom assistance. Clearance documents should be delivered to the EDS Main Office where they will be kept on file. Clearances span 5 years of eligibility.

If a parent is driving Erie Day School students the EDS Main Office will also need:

- a copy of a person's driver's license;
- vehicle registration;
- copy of insurance;
- and an MVR report from the last three years. The information can be accessed through:
<https://www.dmv.org/pa-pennsylvania/driving-records.php> and <https://apps.pa.egov.com/idr>.

For additional information, visit keepkidssafe.pa.gov.

Parent Service Hours

Erie Day School's Family Service Commitment is required of each family. Parental involvement at Erie Day School builds community and is vital to a child's education. Service hours help to: foster modeling for our students; develop camaraderie between parents, faculty, staff, and the greater school family; help to contain costs; and enhance programs. Most important is the fact that children of parents who are involved in their school are far more likely to succeed in the classroom and in life.

Each family at Erie Day School is required to complete a minimum of 12 hours of family service. All hours must be completed by parents, guardians or close family members. *Note, the student obligation of service hours is not included in the family service requirement.* Families are encouraged to continue recording service throughout the school year, even beyond the 12 hours. It is the parent's responsibility to take the initiative and seek opportunities to fulfill their service hours.

The following are examples of service hour opportunities:

Admissions Events

- Open House tour guides
- Parent ambassadors

Parent Group and School Sponsored Events

- Classroom parties volunteer, fall, winter, spring
- Friday Morning Meetings
- Back to School Night
- Field Day volunteer, spring
- Color Run volunteer, spring
- Grandparents' Day – meeting, event set up, take down
- Ice Cream Social – day of event serving ice cream, set up and cleanup
- Instrumental Concerts – evenings of events set up, take down
- Playhouse production – design and assistance of props/scenery
- Playhouse production – after school meals coordination
- Playhouse production – after school homework tutors
- Playhouse production – evenings of event concessions
- Playhouse production – before, during and after school ticket sales and seating arrangements
- Playhouse production – costume design and/or purchases
- Pressed Book Fair – setting arrangements
- Room Representatives – meetings to coordinate volunteers, needs, games and communicate with classroom teacher
- Scholastic Book Fair – setting arrangements, days of event set up and cleanup
- Teacher Appreciation Week - lunch coverage for teachers, providing lunch for teachers', set up and take down
- The Auction at Erie Day School Committee – monthly planning meetings, day of event assistance, next day take down assistance, acquisition of giveaways
- Visual and Performing Arts Walk – evening tour guides and week of event set up, take down assistance
- Welcome Back Coffee – afternoon setup and clean-up

Classroom Events

- Field trip chaperones
- Field trip drivers
- Gardeners – summer weeds and spring landscaping
- Photographer – events, parties, athletic games, etc.
- School Portrait Day - photo assistant

Clerical Assistance

- Box Tops – twice a year, cut to size and mail for refunds (can be completed from home)
- Yearbook – assistance with taking photographs for the *EDS Spartan Yearbook*

* Please note this list does not encompass all volunteer opportunities at Erie Day School

Driver Information

Volunteers driving students and/or siblings of students are required to have current copies of their car insurance, vehicle registration and drivers' license, and all applicable volunteer clearances on file at the EDS Main Office. See Volunteer Requirements.

A No Phone/No Texting Pledge must also be read, signed and filed in the EDS Main Office.

Drivers on campus need to sport the EDS vehicle tag on the rear-view mirror (with exception to Grandparents' Day and other community events). The EDS Main Office has a supply of vehicle tags.

Anyone designated to pick up a student—other than the primary guardian—must present a valid driver's license at the main office to verify their identity and confirm they are authorized for student dismissal.

The School Day

Hours – The school day officially begins at 8:15 a.m. for Early Childhood students (Toddlers, Preschool, PreK). Parents are asked to hand deliver Toddler, Preschool, PreK and/or Kindergarten students to the entry/exit doors at the Griffith Lobby between 8:00—8:15 a.m. Parking is designated for Early Childhood parents near Sixth Street. Early Childhood student pick-up is between 3:00—3:15 p.m. The school day ends at 3:00 p.m.

Adversely, Lower (Grs. K– 4) and Middle School (Grs. 5-8) students begin the school day at 8:25 a.m. and end at 3:25 p.m. Lower and Middle School students may be dropped-off on the north side of the school (behind the Selden Building – at the rear playground) between 8:15 and 8:30 a.m.

Students arriving prior to 8:15a.m. report to the Extended Day Program for supervision, in the Kern Dining Room, and will be dismissed to report to classrooms at 8:15 a.m.

Dismissal – Toddler, Preschool, and PreK students are to be picked-up between 3:00— 3:15 p.m. A designated parking area is provided for Early Childhood and Kindergarten parents.

Lower and Middle School students are dismissed at 3:25 p.m. Teachers supervise dismissal until 3:30 p.m. K-8 students will be dismissed from the rear of the school unless there is an Early Childhood sibling. If a Lower or Middle School student has a sibling in Early Childhood s/he will be dismissed from the front of campus. *If your child requires attention at pick-up (i.e. car seat), please park and escort your child to your vehicle quickly. Do NOT pass other vehicles parked in the car pick up area unless directed to do so by a faculty/staff member.*

Bus riders report to the bus entry/exit doors at 3:20 p.m. following the announcement.

Walkers, bike and scooter riders are dismissed at 3:20 p.m. and exit from the front of campus.

Children who remain at school after 3:30 p.m. and are not participating in a school activity will be required to go to the Extended Day Program in the Kern Dining Room. Students may not change their plans for transportation home without *written permission* from their parents explaining the need for a change of plans. Parents should email the classroom teacher AND the School Office with written

notifications related to Extended Day attendance. (mmccaslin@eriedayschool.com)

Entry and Exit into School—Every Instructional Minute Counts at Erie Day School

Early Childhood students (Toddler, Preschool and PreK) arrive between 8:00—8:15 a.m. They are dismissed between 3:00—3:15 p.m. Parents are reminded that children arriving after 8:15 a.m. miss key instruction and classroom routines. Every effort should be made to arrive at school prior to 8:15 a.m.

Lower and Middle School learners enter between 8:15—8:25 a.m. and exit at 3:25 p.m. **If you or a caregiver are picking-up an Early Childhood student at dismissal and have a Lower or Middle School student to pick-up as well, please delay your pick-up time until 3:15 p.m.** You are welcome to wait in your car or on the front lawn while you wait until the 3:25 p.m. dismissal for K-8 students. Thank you for your cooperation; every additional instructional minute with your child(ren) matters.

Buses will drop-off and pick-up students on the side of the school (the northeast end) with faculty/staff assisting with boarding each day.

Parent drivers are reminded to utilize Strong Drive and the car loop for K-8 entry and exit each day. If a K-8 student has an Early Childhood sibling, s/he can arrive at 8:00 a.m. and attend Extended Day until 8:15 a.m. free of charge. At dismissal, the siblings can depart from the front of campus, where the parent is parked (in the Early Childhood parking area).

Extended Day Program – The Extended Day Program provides supervision of children from 7:30—8:15 a.m. and from 3:30—5:30 p.m. Parents are asked to drop-off and pick-up students directly from the Griffith Lobby. Extended day fee is \$10.00 per hour/per child. *Late pick-ups will be charged an additional \$30.00 for every 5 minutes (or increment) late. There is also a 4% surcharge for credit card payment and a 10% late fee on all balances after 30 days of invoicing.*

Scheduled or Emergency Early Dismissal – One day is scheduled for a noon dismissal in the school year; our final day of school on June 5th. The Extended Day Program is not available for students on the scheduled early dismissal day. In the event the school needs to close due to an emergency, parents will be contacted via text and email requesting transportation home. The Extended Day Program will not be made available on any scheduled or emergency early dismissal days. Furthermore, Extended Day is not held on In-service days or at the start of any school vacation. For reference, Nov. 25; Dec. 20; Feb. 28 and June 5 will be dates of Extended Day closures.

Parent Requests for Early Dismissal – Parents *must* send a note to the homeroom teacher indicating when and why a student will be leaving school early. *It is strongly advised that out-of-school appointments be made after school hours or on vacation days. Students are responsible for completion of assignments that may have been completed during their absence.* Parents should keep in mind that if a child is dismissed before 11:30 a.m., after-school s/he cannot participate in after-school activities/athletics. Likewise, if s/he arrives after 11:30 a.m., s/he cannot participate in after-school activities/athletics.

School Cancellations or Delays – Severe weather conditions or temperatures, as well as power and water outages may require the cancellation or delay of the school day. Parents will be notified via text, email and local news channels if Erie Day School classes have been cancelled or delayed.

Recess and Snacks – Because so many children eat a very early breakfast, our school day includes a 15-minute recess and snack time around 10:15 a.m. Students are encouraged to bring a *nutritious* snack from home to eat at this time. Please refer to the Peanut/tree-nut Guidelines to plan your child’s snack appropriately. *With respect to our numbers of students with allergies, Erie Day School children and teachers do their best to maintain a nut-free environment.*

Absences and Tardiness

According to the amendment to the compulsory attendance and truancy laws through Act 39 of 2018, it is the responsibility of Erie Day School to enforce the compulsory attendance laws. Any time your child is absent from school, it is important that you call or email the EDS Main Office before 9:00 a.m. (814-452-4273 or attendance@eriedayschool.com). This communication will designate the absence of your child, excused or unexcused.

When your child returns to school, a signed note from a parent or a health care professional citing the reason for the absence is required. *If your child is absent for three or more days, a doctor’s note is required.* If your child is frequently tardy (3+ in one academic quarter), departing school early (3+ in one academic quarter, without a written excuse), has failed to submit parent and/or doctor designated excuses for absences and/or has not adhered to the guidelines of the *EDS Community Handbook* concerning absences or vacations, your child will be subject to sanctions such as a community attendance improvement program or the filing of a truancy citation.

Students arriving to school after 8:30 a.m. are required to report to the EDS Main Office before reporting to homeroom. *If a student does not arrive to school by 11:30 a.m., he or she is not permitted to participate in any extracurricular or athletic activities that afternoon or evening.*

Parents should note that habitual tardiness can have an adverse impact on your child’s continuance at Erie Day School as well as admission to a selective high school. Habitual tardiness and absences can also have an impact on a student’s grades and may prevent them from being promoted to the next grade. Parents are required to maintain ongoing communications with the administration and faculty of the school if a child is absent three or more days.

Procedurally, if a child is experiencing illness or pain in the classroom, s/he notifies the teacher for an initial assessment of the difficulty. If warranted, the child is sent to the Main Office for a secondary assessment of well-being. The school nurse is on campus one day a week and otherwise, the administrative assistant or head of school will assess the child. A notification home regarding the child’s well-being is often needed via phone call or email. Otherwise, students may be sent back to class, if not home. *Children may not utilize technology to make his/her own contact with parents unless directed to do so from the administration.*

A student is required to complete all assignments and tests/quizzes missed during his/her absence. It is the responsibility of the student and/or parent to make arrangements to pick-up the homework form and any textbooks at the end of the day if the assignment(s) cannot be retrieved electronically. Electronic arrangements may be an option for many families. It is unrealistic to think that teachers can prepare work on a moment’s notice so please afford teachers with a minimum of up to a 24-hour notice.

Students requesting to leave school early due to illness are required to meet with his/her homeroom teacher prior to departure. In addition, s/he must learn assignments that need to be completed. Parents or guardians picking-up students for early dismissal must check in at the EDS Main Office. Students missing ten or more days in a quarter will receive an incomplete for the quarter and students may be retained from progressing to the next grade level. It is imperative that parents recognize the impact of a lack of instruction.

Vacations – Parents who plan family vacations during the school year must realize that it is their child's responsibility to complete all missed assignments, tests, and quizzes. It is our belief that trips such as these will have a negative effect on a student since instruction occurs during class time. We ask that every effort be made to avoid scheduling vacations during the school year. The Erie Day School Academic Calendar offers generous opportunities during the school year and summer months for travel.

Parents should complete the EDS educational travel form and return to head of school for approval at least two weeks prior to planned travel. Failure to have the head of school sign the educational travel form may result in the absences being unexcused. Parents should also notify the homeroom teacher in writing two weeks prior to the extended absence.

If applicable, the teachers will prepare a homework form outlining assignments and due dates. However, often assignments and activities in class may change depending on instructional needs of students. Teachers may opt to provide missing work to students upon return.

The student must contact his/her teachers on the first day of his/her return to school for any additional assignments or to schedule missed tests or quizzes. *Teachers will only prepare assignments if time permits for notification of less than two weeks.* Emergency absences will receive special consideration.

Parents/Guardians Absence From Home – If parents/guardians should travel out of town, they need to provide the school with a telephone number where they can be reached in an emergency, as well as the name, address, and phone number of the person responsible for the temporary care of their child.

Friday Morning Meetings

A long-standing tradition at Erie Day School is the all-school Friday Morning Meeting. On a rotating basis, musical and dramatic programs of approximately fifteen+ minutes in length are presented by each grade. The Pledge of Allegiance, school song and motto as well as school announcements and recognitions are also given at this time, extending the Morning Meeting typically until 9:00 a.m. Parents and guests are encouraged to attend Friday Morning Meetings and should plan to arrive in the gymnasium on Fridays by 8:30 a.m. if attending. *Sign-ins and visitor stickers are required upon entry.*

Lunch

Lunch – The purchase of lunch is an option for students, Monday through Friday. Students may elect to purchase the main lunch entrée or an optional selection each day, including salads. A lunch menu is posted on Educate for reference. Otherwise, students are invited to bring a healthy lunch each day they have not scheduled a purchased lunch. *If a child is purchasing lunch, parents must prepay for the lunch through TADS and the child needs to communicate the purchase to the teacher daily during attendance/roll call. It is expected that parent/guardian will maintain a positive lunch account balance.*

At the end of each academic quarter (October, January, April, June), any negative lunch account balances in the amount of -\$25.00 or more will be added to TADS tuition payments.

Behavior – All students are expected to conduct themselves in a pleasant and respectful manner throughout the lunch period. Inappropriate behavior may result in a student being asked to leave the Kern Dining Room temporarily.

Announcements – Mid-day announcements are made at the end of lunch.

Outdoor Lunches – During the fall and spring when weather permits, students and faculty frequently eat their lunch outdoors.

Early Childhood Lunch – Early Childhood (Toddlers, Preschool and PreK) students and teachers eat lunch in the classroom with assistance as needed.

Lower School Lunch – Students in Kindergarten and Grade 1 eat lunch and enjoy recess together. Others in Lower School (2–4) are assigned to lunch tables on a monthly, rotating basis. K-4 faculty members supervise lunch to help maintain a pleasant atmosphere. A recess period is given at the end of lunch.

Middle School Lunch - Students in Middle School (Grades 5–8) are assigned to lunch tables on a monthly, rotating basis. Middle School faculty supervises lunch to maintain a pleasant atmosphere. Recess follows lunch.

Food Allergies—The Erie Day School is not a peanut/tree-nut free school and does not have a policy prohibiting peanuts or tree-nuts. Further, Erie Day School cannot guarantee an environment that will be peanut/tree-nut free. With that written, we want to create an environment for our children of awareness and acknowledgement of certain risks in order to mitigate potentially serious reaction as a result of contact with or consumption of certain peanuts or tree nuts. To that end, below are recommendations/ guidelines for our parents at the Erie Day School.

- Many classrooms require students to pack nut free snacks and lunch due to the inclusion of a child with a severe nut allergy. In the event that you are notified of the allergy, please make provisions to pack *a nut free snack and lunch each day* (if your child is not purchasing lunch) and learn about the qualifications for your child's classroom environment.
- Please reinforce and encourage safe practices among our students including, but not limited to, discouraging parents/students from bringing peanuts and/or tree-nut food to EDS, sharing or trading food with classmates, utensil swapping, eating on school transportation and hand washing with soap and water prior to and following eating to prevent cross contact.
- With respect to birthdays, holidays, field trips or other occasions in which a classroom or school-wide snack may be distributed, please consider sending pre-packaged foods (containing an ingredient label) that do not contain peanuts or tree-nuts. A list of commonly acceptable pre-packaged snacks and foods will be sent electronically and posted on Educate for your reference and convenience.
- Parents are expected to inform the classroom or homeroom teacher and school nurse of their child's allergies prior to the start of the school year or as soon as diagnosis is made by a physician.

In addition to fostering an environment of awareness around this issue, we want to enable our students to have a full experience and allow them to participate in events such as birthdays, holidays or other occasions. Therefore, in addition, parents of students with allergies please provide, for their child, an acceptable non-allergy food for special school-wide events, seasonal class parties, and field trips.

EDS will make reasonable attempts to:

- provide signage to promote awareness of these allergies;
- establish effective regular sanitation and cleaning measures, such as the cleaning of lunch tables and classroom surfaces; and
- provide EDS faculty and staff with professional development and training around (i) recognizing the symptoms of an allergic reaction (including anaphylactic reactions) and (ii) how to treat/respond if someone has an allergic or anaphylactic reaction.

Please note, additional guidelines, more rigorous precautions and/or monitoring may be taken on a case-by-case basis. For example, additional precautions may be implemented in the Early Childhood classrooms or by Lower and Middle School teachers with certain at-risk children.

Parents with questions or concerns should schedule a meeting with the school nurse or contact the head of school.

Playground Areas

The playground equipment to the west side of the Spencer Building was designed and created for children in our Toddler, Preschool, and PreK classes and should be used solely by these age groups to ensure safety.

The playground area adjacent to our soccer field, in the rear of the Selden Building, was designed and created for children 5 to 14 years of age. To ensure their safety and that of others, no student may use the equipment unless supervised by teachers or parents.

At the end of the school day, following the departure of school, parents and children may take advantage of the playgrounds for social interaction. Parents should park in the main lot, in the front of the school for after-school outdoor play in the playground areas after 3:40 p.m. The front of the EDS campus is NOT a playground and should not be treated as such at the start or end of the school day. *If children are seen running, climbing trees, playing games of tag, etc. on the front lawn, parents will be approached by faculty/staff on the front lawn, for departure to the playground.*

Transportation

Transportation to and from the school is the responsibility of parents. However, if you live in Edinboro, Fairview, Ft. LeBoeuf, General McLane, Harbor Creek, Iroquois, Millcreek, North East, or Wattsburg School Districts, the bus service from your home area to school is available and paid with your tax dollars.

To arrange for this service, parents are required to contact the local school district. Parents should check carefully with the schedule of those school districts to be sure that the hours coincide with the EDS daily schedule. When the school district does not provide service on a specific day either to or from school, it is the parents' responsibility to make transportation arrangements. Please notify the EDS Main Office when transportation arrangements have been made during the summer months.

Educational Field Trips

Because exciting and valuable opportunities for learning frequently occur outside the classroom, field trips take place during the school year for all grades. With few exceptions, field trips will occur during school hours and parents will be informed in writing prior to the outing of the destination, time and dress for each trip. Your child's annual tuition includes a Travel Fee which not only pays for each field trip in Lower and Middle School, but also the Eighth Grade Travel Experience for an extended period which includes overnight accommodations and air travel arrangements.

Field trip transportation is arranged through a local bus company or the class-specific Parent Representative(s) each school year. When private vehicles are necessary, a federally approved car seat is required for children under the age of 4, 4' 9" tall and/or weighing less than 65 lbs. Children 4–8 years old must be placed in a booster seat with consideration to the height and weight maximum of the seat. Children under the age of 12 should be seated in a vehicle's rear seat and wear a safety belt.

A field trip permission form is sent to parents at the beginning of the school year. Once completed and returned to the office, it is kept on file and grants permission for all school trips throughout the year. If for any reason a parent does not want his/her child participating in a school outing, he/she should contact the teacher in charge so appropriate arrangements can be made.

Parents who volunteer to drive or act as chaperones on school-sponsored field trips must have a copy of their driver's license, current registration, and proof of insurance on file in the school's office. As you will be transporting EDS students, a No Phone/No Texting Pledge form with your signature must be signed at the EDS Main Office as well. Parent volunteers must have current clearance information on file in the School Office as well.

Extended Day Program

Hours – The Erie Day School Extended Day Program provides supervised childcare for students either before school, after school, or both. It allows students to arrive at school as early as 7:30 a.m. The program is available daily until 5:30 p.m. on days when Erie Day School is in session (excluding Nov. 25, Dec., 20, 2024 and Feb. 28, and June 5, 2025).

Early Dismissal – When there is a planned or emergency early dismissal, the Extended Day Program services are *not available*. Parents need pick up their child(ren) at the early dismissal time announced.

Snack – The Extended Day Program provides a snack **at no cost** for each child.

Payment – Parents are billed at a rate of \$10.00 per hour per child on a monthly basis for Extended Day Program services; payment is due upon receipt of the monthly bill. Failure to keep your extended day account current may affect your child's enrollment status.

Late Fee – Extended Day ends at 5:30 p.m. Parents picking up their child(ren) after 5:30 p.m. will incur a late fee of \$30.00 for every 5 minutes. A 10 percent late fee on all balances will be incurred after 30 days of invoice.

School Organizations and Activities

Student Council – The Student Council consists of a faculty advisor, elected president, vice president and secretary along with two representatives from Grades 5, 6, 7 and 8 who are elected by their class-mates. The Council meets on a regular basis with its faculty advisor to plan activities for the student body and to discuss student issues. Funds earned throughout the year from Council projects go toward the purchase of a gift for the school and/or toward Student Council sponsored activities. The following activities have been sponsored in the past by Student Council but vary from year to year: Middle School Holiday Dance, Valentine Heart Sale, and the Family Sock Hop. Service is a major requirement of students participating in Student Council.

National Junior Honor Society – The Georgiana Fust Patterson Chapter of the National Junior Honor Society (NJHS) is supported within the Middle School setting. A faculty advisor, elected president, vice president, treasurer and secretary are among the leadership opportunities within the Society. Service is a significant component among the requirements for NJHS. Detailed information is available on the school website and at the EDS Main Office concerning requirements for acceptance.

Grade 8 Traditions - On a rotating basis, Grade 8 students conduct dismissal during lunch period. Grade 8 students also sit with faculty during Friday Morning Meeting and assemblies. Once a month the Grade 8 students can have a "special" lunch in their homeroom, if they so desire. They attend a performing arts production off-campus at least once a year and graduating students travel nationally over the course of five days. The Boston Experience has been the course of travel for

several years and is chaperoned by EDS educators.

Academic Extracurricular Programs

- Math Counts
- Speech & Debate
- Model United Nations
- Instrumentals
- String lessons
- Piano lessons
- National Geography Bee
- World language: Mandarin
- First LEGO League
- Individual or Small-Group Tutoring
- Orton-Gillingham Tutoring (for students with dyslexia or developmental delays in reading)

Academic Competitions

- Math Counts
- Speech & Debate
- Model United Nations
- National Geographic Bee
- First LEGO League
- Spelling Bee

Service Learning—Erie Day School students (Student Council, NJHS, and each grade level) participate in a number of service projects to area organizations each year including, but not limited to:

- American Cancer Society
- American Red Cross
- Bethany Outreach Center
- Cleveland Zoo Wolf Project
- Emmaus Soup Kitchen and Kids Café
- EARS
- Humane Society of NW PA
- Veteran's Hospital
- Shriners Hospital

Annual Student Trips include but are not limited to the following:

- **Local performances** – PK – 8 attend the annual performance of the Erie Philharmonic and/or local ballet companies to attend one or more performances at the Warner Theatre. Attending local high school theater productions is also planned annually.
- **Manufacturer's Day** – Grade 8 students participate in the community event each fall.
- **Camp Fitch** – Each fall students in Grades 3 and 4 travel to East Springfield for three days/two nights with their homeroom teachers and parent chaperones.
- **Grade 8 Educational Trip** – All Grade 8 students culminate their Middle School education with a trip to Boston with Middle School faculty as guides and chaperones.

Athletics - In addition to regular physical education classes for all our Lower School students twice a week and quarterly for Middle School learners, Erie Day School offers athletic opportunities in cross country, soccer (indoor and outdoor), swimming, skiing, basketball, dance, and tennis.

Specific registration and fees associated with each athletic activity are distributed prior to the beginning of each athletic season.

Parent Communication

Because the education of children is a partnership between parents and the faculty, frequent and effective communication between school and home is essential. Erie Day School strives to keep parents well informed of school activities and student progress and encourages parents to initiate communication with the school or their child's teacher whenever they feel it is necessary.

TADS- Erie Day School utilizes the TADS online portal for all financial payments including tuition, lunch balances, extended care, and extra-curricular fees will be billed through the TADS portal.

Educate –Erie Day School utilizes the Educate Parent Portal for student scheduling, and publishing quarterly Report cards for Lower and Middle School students.

At the beginning of each school year, new parents are assigned a username and password, along with online instructions, to access this information. This username and password will take effect for the duration of each student's academic career at Erie Day School. Should changes to the username and password be necessary, parents are asked to notify the school office. Parents are informed of their Educate account via email.

Bloomz- Erie Day School uses the Bloomz communication app as the primary tool for sharing important school information with families. Bloomz allows for efficient, timely, and secure communication between the school and home.

Through the Bloomz app, families will receive:

- School-wide announcements and updates
- Classroom-specific messages from teachers
- Reminders about events, deadlines, and activities
- Emergency alerts and weather-related closures
- Photos and newsletters shared by teachers or school leaders

Families are strongly encouraged to download the Bloomz app on their mobile devices or access it via the web to stay informed and engaged. The school will provide instructions for joining Bloomz at the start of the school year. By using Bloomz, we aim to streamline communication and ensure that all families remain connected to their child's school experience in a consistent and user-friendly way.

Erie Day School Happenings – Each week parents will receive an e-newsletter listing upcoming events, announcements and celebrations. The Happenings are published electronically every Thursday through Educate and posted on the EDS website.

New Parent Orientation – During the month of August, new parents are invited to campus for an informational session designed to answer questions and share practices and procedures at Erie Day School.

August 1st is the scheduled Orientation for 2024.

Back-to-School Nights – Early Childhood, Lower and Middle School faculty and staff annually provide parents with an opportunity to visit the school and meet with teachers. Parents are encouraged to become familiar with the content of each course, the skills being stressed, and the expectations of the teacher. It is also the perfect time for parents and teachers to discuss routines, class projects, assignments, tests, and homework requirements for the year.

Parent-Teacher Conferences – There are two scheduled conference days for parents and teachers during the school year; these days appear in the *EDS Happenings* and on the *EDS Calendar*.

Thursday Folder – Every Thursday, Early Childhood and Lower School parents will receive a weekly folder to be reviewed, signed and returned the next day to the homeroom teacher. A section is provided for notes and comments intended for teachers and parents desiring written communication. In the Thursday Folder, parents will receive student work and notifications from faculty. In the Middle School, parents are updated on assignments, grades, events, etc. through Educate.

Phone Calls / Texts/Smart Devices

- **School** – If a parent calls his/her child or a teacher during the school day, the administrative assistant will transfer the call to the appropriate teacher's voice mail. The student or teacher will return the call at his/her earliest convenience.
- **Home** – It is important that the private lives of faculty be respected, and while each teacher has his/ her own policy concerning phone calls at home, it is strongly encouraged that parents and students make every possible effort to communicate with teachers during the school hours only.
- **Cell Phone**—Students are not permitted to carry or turn on cell phones or wear smart watches during the school day. Students may have cell phones or smart-watches on campus stored in lockers and/or book bags – out of the classroom - during school hours.
- **Smart Watches**– Students are not permitted to have smart watches in class. These should be left at home or powered off and placed in the students bookbag or locker during the school day.

Parents should not have any expectation for cell phone or smart watch contact with students during the academic day, 8:00 – 3:30 p.m. Parents needing to get in contact with students should contact the main office. A message can be given to students, or they may come to the main office to call parents/guardians.

Parent Visitors and Volunteers – Erie Day School staff and faculty appreciate and welcome parent visitors and volunteers. For the security of our students, it is required that all visitors to the school, including parents meeting with teachers, assisting in the classroom or participating in some other school function, must enter through main entrance (Door Q), sign-in at the EDS Main Office and receive a visitor badge. Being announced is a courtesy to the teacher minimizing disruption to the learning environment.

Visitors attending Friday Morning Meetings must sign-in at the main office (Door Q) before 8:30 a.m.

Media Communications – Student activities and educational experiences are often photographed and video recorded at Erie Day School by approved staff and vendors, under the supervision of EDS faculty and/or staff. *Parents requesting that photographers and recorders refrain from featuring their child(ren) from school publications **must** complete the Consent to Photograph/Film/Videotape Consent Form.* Please note that parents/guardians taking photographs, audio, and/or video of school functions and events are not covered by the Consent to Photograph/Film/Videotape Consent Form. If you elect for

your child(ren) to be omitted from public exposure through photograph, audio, and/or video, it is your duty to approach and address the situation with parents/visitors that may be attending public or school community events.

Expectation of Confidentiality - Parents are reminded that discussions on behalf of student progress, grades, performance, school and home life are to be kept private. Additionally, all financial agreements are confidential. Breaches in confidentiality are cause for concern and will be addressed between the parties involved and the head of school. This expectation includes the use of video/audio recordings, individual and/or group photographs as well as financial assistance, donor that wish to be held anonymous, etc.

Party Invitations and Special Gifts Policy – At Erie Day School, inclusion is valued and taught. *For all private children's activities and parties, we encourage that **all** members of a class be included. Invitations can be distributed to your child's classroom via Thursday folders.*

Social Media – EDS hosts several social media outlets. The EDS Parent Group also leads social media communications. Parents may NOT elect to post professional business information on these forums. We have a strict policy related to solicitation and parents that post individual information soliciting business will be required to remove the post and may be removed from private groups. See Artificial Intelligence information to follow related to social media.

Progress Reports

Early Childhood and Lower School—Personal or electronic notification will be sent home for any student whose class performance is unsatisfactory. A Progress Report will also be sent home if there has been a significant change in the child's results (e.g. an "O" to an "S+"). Progress may also be communicated in the Thursday Folder or electronically via email or Educate to acknowledge good work and effort. Teachers may also engage in ongoing phone calls, meetings or emails with parents.

Middle School—Middle School parents and students receive notification of grades frequently through Educate's gradebook features. Often teachers request electronic signatures with grade disclosed. Teachers may also select to notify parents of progress via email, phone calls or through a meeting. Parents are asked to continually check Educate. Student progress will be updated regularly for all Middle School students.

Early Childhood, Lower and Middle School Reports Cards

All teachers report performance grades, effort marks and anecdotal comments each quarter for all students in each subject they teach. These comments describe the student's skills and knowledge in the subject area as well as the student's developmental ability and progress. Behaviors that are observable or measurable are also noted. Because we strongly feel the need to adequately inform parents of their child's progress in all areas of development, the EDS performance report reflects both effort and academic grading. All comments should address strengths: identifying achievements and growth towards specific academic and developmental expectations; acknowledge challenges: identifying expectations towards which little progress

has been made; and address next steps: identifying ways in which students, teachers, and/or parents are to respond to the strengths and weaknesses.

As some teachers are responsible for large numbers of students, Lower School subject specialists will be given a rotation in which they will write a detailed comment for students in specific grade levels twice a year. During other terms, they will write a class comment regarding the skills and knowledge studied during that term. They will also write individual comments for students exhibiting specific weaknesses for students exhibiting outstanding behavior or skills, or for other students identified by homeroom teachers as needing individual comments. Parents are encouraged to not only review but sign the electronic copy of the report card through Educate.

Student Records

Official student files are kept in the office on each student. Each file contains a minimum of the following information:

- enrollment and admissions documents;
- standardized test results;
- student performance records;
- any official school documents; and
- health and immunization records.

Parents may request their child's official school records be transferred to another school by contacting either the head of school or administrative assistant and making the necessary arrangements.

End of Year Obligations – The student and his/her family must meet all financial obligations. Until an account is paid in full, no parent/guardian will be entitled to receive the student's performance reports. If any payments due are in arrears, Erie Day School reserves the right to suspend the student, and/or withhold graduation of the student until the tuition and fees are paid in full.

EDS Grading Policy (Grades 5—8)

A+	98 – 100	<i>Superior</i>	C+	77 – 79	<i>Average or satisfactory</i>
A	94 – 97	<i>performance &</i>	C	73 – 76	<i>work that is adequate</i>
A -	90 – 93	<i>work</i>	C-	70 – 72	<i>for grade level work</i>
B+	87 – 89	<i>Good & better than</i>	D+	67 – 69	<i>Indicates below average</i>
B	83 – 86	<i>average work on a</i>	D	63 – 66	<i>work that is not satisfactory</i>
B -	80 – 82	<i>consistent basis</i>	D-	60 – 62	<i>Danger of failing</i>
			F	below 60	<i>Failing</i>

EDS Grading Policy (Grades 1—4)

O Outstanding
S Satisfactory

N Needs Improvement
U Unsatisfactory

Measurements of Progress for Toddler, Preschool, PreK, Kindergarten—Toddler, Preschool, PreK, and Kindergarten teachers assess a student’s progress on a developmentally appropriate list of academic and behavioral skills rather than giving an overall letter or numeric grade.

Measurements of Progress among Lower ‘Special’ Classes—In the Lower School, ‘specials’ such as physical education, music, art, science, foreign language and technology are measured with a developmental assessment for students in Kindergarten and Grades 1—4 indicating progress towards mastery of subject-specific skills and objectives. Letter grades will not be assigned until Grade 5.

Student Concerns – Each student at Erie Day School is attended to on a variety of different levels. The learning triangle between parents, teachers and children is valued. Student-teacher relationships are fostered. In an effort towards meeting each child’s needs ongoing progress reports are exchanged among faculty and administration. If a child is demonstrating cause for concern that requires attention beyond the progress reported in Educate, other measures are necessary. A student is given probationary status when performance falls short of EDS standards. When this happens, the following steps are taken:

- student and parents meet with the Head of School to design and implement a plan to help the student achieve the success necessary to regain "regular" status in the school;
- a letter of understanding prepared by the Head of School outlining the steps of the plan is signed by the student and parents and placed in the student's official school file; and
- the letter is removed from the student's file when he/she has met the requirements outlined in it.

If a student fails to demonstrate improvement in two or more subject areas after the steps outlined above are taken, dismissal is to be expected at the start of the following quarter.

Homework

Parents should use these guidelines for assessing the time to be devoted to homework *for all subjects taken together*:

Kindergarten	10 to 15 minutes
Grade 1	15 to 20 minutes
Grade 2	25 to 30 minutes
Grade 3	30 to 45 minutes
Grade 4	45 minutes to an hour
Grade 5	1 hour and 15 minutes
Grade 6	1 hour and 30 minutes

Grade 7	Up to 2 hours
Grade 8	Up to 2 hours

Homework Policy – Erie Day School does not assign homework for the weekend except for those Grade 8 students enrolled in Algebra I, Grade 8 Grammar or Literature, and Biology courses. Homework can be assigned, however, on Thursdays that is due on Monday. Weekends can be used for the completion of long-term projects. As such, students must budget their time wisely in making sure that all homework assignments are completed and turned in on time.

Test Policy – In keeping with our policy not to assign homework on the weekends, Erie Day School does not schedule tests on Mondays nor on a day that the students return from a school vacation period. However, long-term projects may have Monday due dates. Students may take no more than two tests per day. Regularly scheduled quizzes such as weekly spelling, vocabulary, timed math tests, etc. take exception as they require long-term preparation.

Parents and Homework – For homework to be completely effective, parents or guardians must play an active role. Providing a quiet place, well-lit and free from distractions, suitable materials, and a family schedule that takes homework into account is an expectation. Parents or guardians should show an active interest in the subject matter of homework, while encouraging independence of thought, process, and product.

Standardized Achievement Tests

The Erie Day School students participate in a number of formative and summative assessments. The following is a summary of the various testing programs. More specific information is available from the school.

Terra Nova Standardized Achievement Test is a research-based, national achievement test administered in Grades 1–7 each spring. The examination is used to determine the academic strengths and weaknesses of each student on a national scale. When the test results arrive, each family will receive detailed analysis of the results of the test.

The Secondary School Admission Test (SSAT) is administered twice yearly on dates established by the SSAT Board of Governors. SSAT is designed primarily for students in Grades 6, 7, and 8 planning to enroll in day or boarding preparatory schools. It is an excellent test for EDS students to take because it is administered to a relatively small number of participants and gives students a chance to measure their ability against a select group of students.

Johns Hopkins Center for Talented Youth (CTY) is a special program reserved for academically talented students in Grade 5, 6 and 7. To be eligible for the Johns Hopkins program, students must have compiled a rank in the 95th percentile or above in the areas of reading, mathematics or Composite score on a major achievement test. Having met this requirement, the students in Grades 5 and 6 are invited to take the Johns Hopkins PLUS Test, and Grade 7 students are invited to sit for the Scholastic Aptitude Test (SAT) normally given to juniors and seniors in high school.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is an assessment utilized in Kindergarten and Grades 1–4 at 3-year intervals to determine progress in literacy.

Off-Campus Coursework - Erie Day School supports the idea that students may seek academic or physical education opportunities outside of the School's offered academic and physical education programs. However, Erie Day School reserves the right to approve all such requests. If it is determined that the program requested is not significantly different than that offered by the school, the request will be denied.

High School Admission— Occasionally, students entering Grade 8 are recommended for high school admission in math and/or science at area high schools. Parents would work hand-in-hand with teachers and administrators to prepare and plan for the entry/exit to Erie Day School if the child has been selected to take high school level courses. Students attending high school course in grade 8 will miss classes at Erie Day School. Erie Day School is unique from other elementary/middle schools in the academic rigor that is offered. This should be taken into consideration when reviewing high school options.

Special Services

In addition to the broad educational programs provided by the faculty at Erie Day School, several special programs are offered by other educational agencies. These services are free to students and parents because funding is provided either from city, state, or federal agencies.

The services most often used are listed below. For more information about these or other services, please contact the school.

Northwest Tri-County Intermediate Unit 5 has offices in Edinboro and Erie. The IU provides several services for our students, including speech and language therapy, remedial reading and math, psychological testing, and in-service training. Other services for visually or hearing-impaired students are available upon request. The direct services to pupils in our school require joint requests from parents, teachers, and administration. A form is completed, signed by the parents and teacher and sent to the IU office for review and scheduling.

Nursing Services are provided on a limited basis by the School District of the City of Erie. Based on enrollment, a school nurse is assigned to Erie Day School for one day each week. The nurse is to keep a health record for each child and arrange physical and dental exams as required. (See Health Services for further description). She also consults with teachers regarding student health problems and performs vision, hearing, height, weight, and scoliosis screenings as indicated. Erie Day School students and parents are subject to all laws of the Commonwealth of Pennsylvania regarding school health and immunization.

Specialized Literacy Instruction – Title I and Act 89 services are available to all EDS students in reading and writing, Kindergarten through Grade 6. Depending on the “home” school district of the child, eligibility is determined between Title I and Act 89 services/funding. To begin services, the reading specialist works with the classroom teacher to identify students that may require additional support or enrichment in literacy. Following a triangulation of data between DIBELS, curriculum-based reading assessments and teacher

referrals, a child may be deemed appropriate for specialized literacy instruction. Parents would receive a notice of services and a timely signature would be required for the student to begin to benefit from services. Please note, if a child is referred for Title I or Act 89 services, the instructional benefit may be short or long term, depending on the level of need. Also, important to note, if a child is referred for instructional intervention with the specialist, EDS administration and faculty are also acknowledging the need and strongly encourage parents to sign permissions. If a child falls behind academically, s/he may be retained in the same grade level the following year or referred to the local public-school system where additional support services would be provided. Parents are strongly encouraged to realize the benefit to the child with the instructional supports available to children at Erie Day School and offer permissions when/if needed.

Specialized Math Instruction – Act 89 services are available to all EDS students in mathematical concepts, computation, estimation, etc., Kindergarten through Grade 8. To begin services, the math specialist works with the classroom teacher to determine eligibility based on Terra Nova scores, curriculum-based assessments and a specialized test determined by the math specialist. Following the triangulation of data, if a child is determined to be eligible for academic support or enrichment in math, the parents would be notified. A parent signature is required to begin Act 89 services with the math specialist. Please note, if a child is referred for Act 89 math instruction, the benefit may be short or long term, depending on the level of need. Also important to note, if a child is referred for instructional intervention with the specialist, EDS administration and faculty are also acknowledging the need and strongly encourage parents to sign permissions. If a child falls behind academically, s/he may be retained in the same grade level the following year or referred to the local public-school system where additional support services would be provided. Parents are strongly encouraged to realize the benefit to the child with the instructional supports available to children at Erie Day School and offer permissions when/if needed.

Speech and Language Services – Beginning in Kindergarten, children are screened for articulation and speech development. A speech and language teacher is on staff through federal funding to not only assess incoming Kindergartners but any/all new students as they begin their educational path at EDS. If the need for specialized speech or language interventions are determined by the specialist, parents will receive notice and a permission is sought to begin services. A child’s interventions may be short or long-term depending on home practice/support as continued exercises are crucial to the success of the education. Parents are strongly encouraged to realize the benefit to the child with the instructional supports available to children at Erie Day School and offer permissions when/if needed.

Health Policies and Procedures

Health Guide – Your child should remain at home if you observe any of the following symptoms: Temperature of 100 degrees or over; sore throat with swollen glands or runny nose; skin rashes or sores; and any general indication of illness (vomiting, diarrhea, listlessness, etc.).

Parents are mandated from returning children to school until they are aspirin/Tylenol free and **fever free for a minimum of 24 hours**. Below is a list of childhood illnesses and suggested days of absence.

DISEASE	INCUBATION PERIOD	PERIOD OF EXCLUSION FROM SCHOOL
Influenza	1-4 days	Students exhibiting one or more symptom of the flu should stay home, be fever free for 24 hours, medication free for 24 hours and receive testing for

		<p>COVID-19 before returning to school. Please visit: https://www.cdc.gov/flu/symptoms/index.html for information related to symptoms and care. An additional resource can be found at: https://www.cdc.gov/flu/pdf/freeresources/family/flu-guide-for-parents2018.p</p>
RSV	4-6 days	<p>Parental discretion may be utilized in determining if a child is well enough to return to school 24 hours after medications are no longer needed for cough, fever, and runny noses associated with RSV. For a full list of symptoms and more information visit: https://www.cdc.gov/rsv/about/symptoms.html</p>
Coronavirus	2-14 days	<p>Children that have been vaccinated for COVID-19 may not exhibit symptoms until 14 days after exposure. Parents should monitor symptoms for 14 days after an exposure to COVID-19. If a child tests positive for the coronavirus regardless of vaccination status, s/he may return to school after 5 days of quarantine, is fever free for 24 hours, with zero symptoms of the virus AND with proof of a negative COVID-19 test provided to the school office. Isolation from others in the home is recommended during the quarantine period. Family members of a parent/sibling that has tested positive will need to wear a mask while in attendance at school for the period of incubation (14 days). If your child has been exposed to someone that tested positive for COVID-19 and is not up-to-date on vaccinations, a quarantine of 5-days is required. A negative test is required to return following the quarantine. If your child has been exposed to someone with the coronavirus and IS 28 up-to-date on vaccinations, s/he does NOT need to stay home in quarantine. Symptoms should be monitored for 14 days. If your child has been exposed to someone that tested positive for COVID-19 and has tested positive within the past 90 days of exposure, s/he does not need to stay home from school unless symptoms are evident. For timely consult on quarantine and isolation procedures visit: https://www.cdc.gov/coronavirus/2019-ncov/your-health/quarantineisolation.html</p>
Chicken Pox	13-17 days	<p>To return to school, there must be no evidence of a new crop and the crust must be dried on old spots (usually 6 or 7 days from appearance of rash).</p>
Impetigo	Varies	<p>A child may not return to school until given a certificate of recovery from a doctor or lesions are FULLY healed.</p>
Lice	3 days	<p>A child may not return to school until given a certificate from a doctor or by the inspection of a child's head by the school nurse. EDS will refuse attendance if a child has live lice detected and/or one or more nits recovered upon inspection.</p>
Measles, 3-Day Measles, Mumps		<p>Your child should never get these diseases because of required immunizations. If you think your child has any of these; doctor must see the child. No diagnosis can be made over the phone.</p>
Pink Eye	1-3 days	<p>A child may not return to school until 48 hours after a prescription medication has been applied and/or s/he is provided a certificate from a doctor.</p>
Scabies	3 weeks	<p>A child may not return to school until s/he is given a certificate from a doctor.</p>
Scarlet Fever	2-5 days	<p>Return may not be considered until 48 hours after starting treatment.</p>
Strep Throat	2-5 days	<p>Due to the rate of contagion, return to school may not be considered until 48 hours after starting treatment. A child must be fever-free 24 hours without</p>

		medication before returning to school.
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The Pennsylvania Department of Health requires the following immunizations before admission to school (name of immunization in parentheses):

*Diphtheria (DT)	4 doses (1 dose at age 4)
*Tetanus (DT)	3 doses (1 dose at age 4)
Polio (IPV)	3 doses (1 dose at age 4)
**Measles (9 day or hard measles)	2 doses
**Rubella (German Measles – 3 days)	2 doses
**Mumps	2 doses
Hepatitis B	3 doses are required for students entering school for the first time
Varicella (Chicken Pox)	2 doses or history of disease

* Usually given as DTP, DTap, DT or TD

** Usually given as MMR

Immunizations required for Grade 7 students:

- Tdap: 1 dose of tetanus, diphtheria, acellular pertussis if five years have passed since last tetanus immunization; and
- MCV: 1 dose of meningococcal conjugate vaccine.

Recommended for all: COVID-19 vaccinations

For updated COVID-19 vaccine information:

<https://www.health.pa.gov/topics/disease/coronavirus/Vaccine/Pages/Vaccine.aspx>

For more information from the PA Department of Education and CDC related to vaccinations visit:

<https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/SchoolImmReq.aspx>

Sickness During the School Day - Although good attendance is of the utmost importance for learning, students who are ill or have a fever should not attend school. There are limited facilities on the school premises for these students and there is not a full-time nurse at the school. The health guide is included to assist you in determining when your child should remain at home. The expectation among the community of Erie Day School is that if your child is not feeling well and running a temperature, please keep him/her home. Children should be **fever free, aspirin/Tylenol free for 24 hours prior to returning to school.**

Please call the school *before 9:00 a.m.* if your child will be absent. Many teachers request that you also notify them of your child's absence. If your child is well enough to take on the responsibility of homework, please ask the school office during this call for a homework form to be completed. It is the responsibility of the parents and student to receive homework electronically or pick resources up from the school office. Please allow up to 24-hours for student work to be compiled and available for pickup. A note from parents detailing any restrictions in the child's activities is required upon the student's return. Chronic absenteeism due to illness may require a physician's excuse.

Should a student become ill or get a fever during school hours, parents will be contacted at the emergency number(s) on file in the office and asked to pick up their child.

Medical Procedures for Administration of Medication to Students During the School Day - The health and safety of our students are of prime importance on a daily basis. Increasingly, schools (including Erie Day School) are being asked to perform health-related tasks for which adequate service cannot be provided. One of those areas of great concern is the administration of medication, both prescription and non-prescription. The following procedures are now in place following a thorough review of what other public and private schools are providing in complying with city, county and state health regulations. We must have full parental cooperation in this very sensitive area. Please read the following guidelines carefully and help us provide the best medication support services within our existing limitations:

- Written orders from a physician will detail the name of the drug, dosage, and time interval that necessitates taking the medication in school and diagnosis or reason for the medication to be given. *Parents will also sign the physician's order authorizing the dispensing of the medication.*
- The physician's orders for medications to be administered for long periods of time such as the entire school year must be on file in the school's student file and any changes immediately provided.
- The physician's order for a medication to be administered for a short period of time, such as an anti-biotic, will be accepted on the physician's order blank and signed by parents.
- The administration of any medications including the use of an inhaler, to students will be the responsibility of the administrative staff. No staff member other than the designated administrative personnel (head of school, business manager or administrative assistant) are to administer medication to students except when special arrangements may be necessary for students on field trips in which case an adult **MUST** hold and administer medications.
- Medications will be brought to school *by the parents* in a container appropriately labeled by the pharmacy. Any questions will be posed to the school nurse or a call to the physician's office.

Medical Procedures continued...

- Storage of medications will be stored in the school office.
- A record will be kept to indicate that the student received his medications as ordered. (*Initial when child receives medication.*)
- The physician will be required to renew the order form yearly in order to assure that the current order for medication is correct and to ensure the monitoring of the child's progress by his physician. A new physician's order will be required if there is a change in medication or dosage during the school year. (The change of medication order will be accepted on the physician's prescription pad form *signed by the child's parents* and will be stapled to the original physician's order for that year.)
- All signed physicians' orders with parent authorization signature on the order will be kept on file in the school office until the end of the school year when they will be filed in the student's school health record. If the student transfers to another school during the school year, the physician's order with parent signature are to be transferred with the health record so that the receiving school will continue administration of the medication ordered.
- The school nurse will confer with parents regarding the medication if the school's administration has questions regarding the medication, confer with physicians and pharmacies as needed and alert school staff to possible side effects of medication.
- The head of school or administrative assistant will administer medication and maintain records as to when medication was administered, contact the school nurse when informed that a student will need to receive medication in school and consult with the nurse regarding pupil response to the medication.
- The teacher will report to the head of school or administrative assistant if a student is exhibiting side effects, make sure that the student reports to the office at the designated time to receive medication and report to the head of school, business manager, or administrative assistant that there is a problem regarding a student receiving medication, especially if the desired effect is not being achieved.

Students must not come to school with medications of any kind in their possession. If a student is found in possession of any medication, it will be taken from him/her and a call will be placed to the parents. Any questions pertaining to these procedures should be addressed with the head of school. We will continue to give appropriate assistance whenever possible but not at risk to our students & school personnel. Cough drops and epi-pens are an exception and should be given to homeroom teachers to be distributed or used as needed. Inhalers and allergy tablets are NOT an exception.

Health Service – The following are provided with the assistance of the nurse:

Physicals (<i>if not done privately</i>)	Kindergarten and Grade 6
Hearing Screenings	Kindergarten, Grades 1, 2, 3, and 7
Dental Screenings (<i>if not done privately</i>)	Kindergarten and Grades 3, and 7
Scoliosis Screenings	Grades 6 and 7
Vision Screenings, Height & Weight	All grades, every year
First Aid	All grades when nurse is present

Allergies – Erie Day School recognizes that some foods and environmental conditions can predicate allergic reactions among some students. We recommend all parents maintain updated health records and abide by nut-free classroom guidelines. Students packing peanut or nut products for lunch are asked to practice diligent personal hygiene before and after lunch. Many parents find Sun Butter to be a nutritious substitute for peanut butter.

Dress Standards, Kindergarten, Grades 1- 8

All students in Kindergarten and Grades 1 through 8 are required to participate in wearing Erie Day School dress standard apparel (as listed below).

Uniform Closet

Erie Day School provides our families with a uniform exchange program to help offset the cost and burden of maintaining a school uniform. EDS offers a uniform closet that contains new or gently used uniform pieces that are available at no cost to families. Please call the school office to set up an appointment to visit the uniform closet.

Things to remember when ordering Erie Day School dress code apparel from Lands' End:

The Erie Day School logo is on file with **Lands' End**. The Erie Day School 'preferred school number' is **900037904**. *Hunter/classic navy plaid* is an option for skirts, jumpers, belts, headbands and ties. *Evergreen and white* are among the Erie Day School primary color selections for polo shirts (both long- and short-sleeve).

General Appearance

All boys and girls in Kindergarten and Grades 1—8 should demonstrate the following: all articles of clothing should fit properly, be clean, be pressed and in good condition; skirts, shorts and pants should be of appropriate length; and hair must be clean, well-groomed (out of student's eyes and of appropriate length), and of *natural color* (i.e. blue, pink, gray, etc. are not "natural" colors). *Mohawk cuts or hairstyles of distraction will not be permitted.*

Dress Attire for Middle School Students

Middle School students are required to have 'dress attire' to wear on announced dates. Dress attire consists of a white or light blue oxford-style shirt, long or short-sleeved; a tie (hunter/classic navy plaid from Lands' End, hunter green or navy blue); a khaki, navy blue or gray skirt or pants and dress standard shoes. Blazers in navy may be worn. This is your child's "best" looking school attire.

Shirts

- White, navy or light blue, evergreen, soapstone (dark gray) polo shirts with or without logo, long- or short-sleeved.
- White, navy or light blue, evergreen or soapstone turtle neck shirts, long-sleeved.
- White or light blue oxford-style shirts, long or short-sleeved are daily options for Middle School students and are noted as required 'dress attire' for specific events.
- Shirts must be of acceptable width and length.
- Shirts are to be tucked in and buttons buttoned, with the exception of the top button.
- Cuffs on long sleeved shirts must be buttoned or rolled.
- Shirts should be ironed or wrinkle free.
- *Manufacturer's logos must be modest in size (no larger than 2" x 2") and should not contain graphics, images, or wording beyond the brand name. Logos should not distract from the uniform appearance of students.*

Sweaters and Sweatshirts

- Evergreen, white, light or navy blue, dark gray, off-white cardigans, with or without logo.
- Evergreen, navy, gray or white micro fleece half-zip pullovers, with or without logo, long-sleeved.
- Evergreen, navy, gray or white micro fleece full-zip fleece, with or without logo, no hood.
- Erie Day School sweatshirts with the three quarter-zip and logo are permitted.

- Hoodies and spirit wear are intended for “Dress Down Days” and participation in school trips or athletic events. 8th grade students earn the ability to wear hoodies as long as they match the uniform colors of evergreen, white, light or navy blue, dark gray. 8th grade students are not permitted to wear hoodies during dress uniform/special event days and may also not wear hoods up while in the building.

Pants

- Khaki, navy blue or gray pants are to be worn at waist.
- Leggings, stretch pants, cargo pants, or low-riding pants are not acceptable (including Dress Down Days).
- Brands with rivet construction/design are not permitted.

Shorts

- Khaki, navy blue, or gray Bermuda or walking shorts are preferred.
- Shorts with limited pockets are acceptable (no cargo shorts).
- Short length must be at a length of at least 2” below student’s fingertips.
- Shorts may be worn April 15th through September 30th, weather pending.
- Shorts must be worn at waist level.

Skirts/Skorts

- Khaki, navy blue, gray, hunter/classic navy plaid from Lands’ End skirts and skorts may be worn any day of the year.
- Length must be at least 2” below student’s fingertips.
- Tight skirts are unacceptable.
- Tights are worn September 30th through April 15th and should be among the following colors: white, off-white, gray, navy, khaki, nude, or brown.
- All skirts are to be worn at waist.

Jumpers/Dresses

- Jumpers are approved apparel for girls in Kindergarten - Grade 4 and may be worn all year.
- Jumpers should be khaki, navy blue, gray, hunter green or hunter/classic navy plaid from Lands’ End, with or without logo.

Belts

- Belts should be navy blue, brown, black, or hunter/classic navy plaid from Lands’ End.
- Where there are belt loops, a belt must be worn.
- Belt loops may not be cut from pants or skirts.

Socks

- Navy blue, black, white, off-white, gray, brown, or khaki socks (any print or pattern must be with the colors listed) should be worn.
- Girls are required to wear foldable ankle or knee socks.
- Boys are required to wear trouser socks or socks that cover the anklebone.
- Socks **must** be visible above the anklebone.
- Athletic socks (mid-calf) may be worn by girls and boys. The only permissible logo is the EDS school or Spartan.

Shoes

- Navy blue, black, or brown comfortable dress shoes are to be worn.
- Kindergarten students are encouraged to wear athletic sneakers of his/her color/style choice. Grades 1-4 may wear sneakers, if needed.
- Any shoes with ties must be tied.
- Heels must not exceed 1/2".
- No shoes with wheels.
- Sperry brand shoes may be worn but side patterns must be kept to a minimum distraction.
- Sneakers, hiking boots, Birkenstocks, ballet slippers, clogs, high heels or shoes with open-toes are **not** permitted.

Accessories

Ties may be worn appropriately in the colors of navy blue, evergreen or hunter/classic navy plaid from Lands End. Ties are considered dress attire for Middle School students.

Hair accessories may include barrettes, hair ties or head bands in the following colors or color patterns: navy blue, white, off-white, gray, light blue, black, brown, khaki, and hunter/classic navy plaid from

Lands End. *Hair accessories should NOT be of distraction (i.e. flowers, jewels, etc.).*

Jewelry may be worn in moderation. A watch, one ring, and one chain with a charm smaller than the size of a quarter may be worn. *One stud earring may be worn in each earlobe; otherwise accented piercings are not acceptable.*

Backpacks or totes are the choice item for Toddler through Grade 8 students. Size is important to consider. Middle School students should NOT have luggage as a means of a bookbag.

Makeup/Nails should be minimal, tasteful and not a distraction to learning. False nails should be of a natural nail length as to not interfere with daily learning.

"Dress Down Days"

"Dress Down Days" occur throughout the school year and are announced. Students are required to maintain appropriate dress standards, selecting conservative clothes for the school day (e.g. NO tight or excessively baggy clothing, sweatpants, excessive jewelry, mid-drift exposure, excessive pockets, etc.).

*Students are welcome to dress down on his/her birthday! Summer birthdays can be celebrated on an announced date of choice.

Physical Education Attire

- Preschool—Grade 4 students—sneakers only required, velcro fasteners for students that cannot tie.
- Grade 5 students—sneakers only required/ t-shirt, shorts or athletic pants optional.
- Grades 6—8 students—sneakers, t-shirt, shorts or athletic pants required.
- Tank tops are **not** allowed.
- T-shirts and shorts do not need to be a specific color or brand.

School Safety and Security

SCHOOL SECURITY CAMERA PROTOCOL

Purpose: The Erie Day School campus have installed video cameras throughout the school for the purpose of enhancing school safety and security. The goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit or use our school property, and to diminish the potential for personal and school loss or destruction of property.

Signage and Notification: Signage will be posted that notify students, parents, staff, and the general public of the school's use of security cameras. Students, parents, and staff will receive notification at the beginning of the school year regarding the use of security cameras in the schools and on school grounds through the staff handbook and parent/student handbook.

Camera Placement: The security camera system is installed in public areas only. These areas include, but are not limited to, grounds, parking lots, exterior/interior entrances or exits to the school building, gymnasium, cafeteria, lobby, and main entrance. Security cameras will not be used where there is a reasonable expectation of privacy, including but not limited to restrooms, changing rooms, private offices, nurse's offices, or locker rooms.

Viewing: There will be no monitoring of live recordings, except in the case of a suspected emergency or safety concern. Reviewing the recordings will occur only when a suspected incident is committed inside or outside the building. Viewing the data is to be performed by authorized personnel that have been expressly designated by the head of school. A log book shall include the following details: the person(s) viewing the data, what event triggered the viewing, and the date/time viewed and be maintained by the head of school. No sound is to be monitored or recorded in connection with the video surveillance system. Surveillance system misuse shall be addressed on a case-by-case basis by the head of school.

Limited Access to Recordings: Any video recordings used for security purposes in school buildings or grounds are the sole property of Erie Day School. Access to and release of such videos will be made only as applicable laws and with the permission of the head of school. Law enforcement officials (Chief of Police/designee) shall be granted access to video recordings after giving prior notice to the head of school. In the event of recordings being reviewed for a student discipline related issue, recordings may be viewed by head of school, reporting teacher(s), and students involved. Parents of any student(s) will not be able to view video recordings to protect the privacy rights of students, staff, and guests of EDS.

Data Storage: All video recordings and logs are stored in a secure place to avoid tampering and ensure confidentiality in accordance with applicable laws and regulations. Recordings will be saved for thirty days (30) and automatically deleted, unless being used in an ongoing investigation.

Legal References: US Department of Justice, Office of Programs Published Research Report, Family Educational Rights and Privacy Act.

Student Safety

The following procedures and guidelines have been established to insure the safety and well-being of our students:

Emergency Safety Plan –Erie Day School has plans and procedures in place for fire, severe weather, electrical or technological threats, on-campus threats and in-school intruders. Plans are rehearsed during the school year.

Fire Safety Drills – The Erie Day School takes special precautions to reduce the chances of fire or other emergencies. Students, faculty, staff and visitors have regularly scheduled fire drills to ensure all are aware of the procedures for quick exits and outdoor locations for roll call. Cooperation during fire safety drills is both important and expected. Strong disciplinary action will be taken for the unauthorized use of fire alarms and extinguishers for students in Lower and Middle School.

At the sound of the alarm, all students must line up and walk quickly, silently, and in an orderly manner from the classroom and exit the building at the nearest/designated location. Silence is maintained throughout the fire emergency drills so that students may be able to hear directions from the faculty and staff. Students return quietly to the building when signaled to do so, after the school has been swept clear of any visitor, faculty, staff and student. In the case of a real fire emergency, the students may be sent home and parents would be notified via text and email with a designated location and time for retrieval. There is a building/refuge should weather necessitate waiting for the pick-up from parents. Note: Occasionally, the City of Erie fire fighters join our fire safety drills.

Stand Response Protocol- Our school has adopted The “I Love U Guys” Foundation’s Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

Common language: The Standard Response Protocol (SRP) is based on an all hazards approach as opposed to individual scenarios.) SRP utilizes clear common language while allowing for flexibility in protocol. The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a “Term of Art” and is then followed by a “Directive.” Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter. Please see “Exhibit F” for detailed information regarding the EDS standard response protocol.

Severe Weather Emergencies – Students, faculty and staff (including visitors) rehearse for occasions of severe weather emergencies that cause high winds and tornadoes at least once a year. Assigned hallways, classrooms and locker rooms that are free from glass and other dangerous exposures are utilized for proper positioning among students, faculty and staff. Wait time, silence and crouched positions with jacket coverings over head and torso are exercised during the severe weather drills. The whole school participates at once and the procedure is adjourned with an announced end over the school intercom

Other Safety Protocols

Safety Committee - Each year faculty and staff gather as a committee for safety/security and update policies and procedures based on current research, situations or recommendations. The committee members vary from year-to-year, outside of administration, so as to offer different voices and ideas related to safety, health and security. The committee meets regularly and in particular, following any emergency drill or true

situation to review processes. The head of school is the safety coordinator, year over year.

Running – The official school policy insists that there be no running anywhere in school or on school grounds with the exception being physical education classes and designated playground areas.

Physical Contact – Under no circumstances should there be any physical contact between/among students that are not part of a supervised, class activity or game.

Supervision – Part of the responsibility of the faculty is to provide adequate supervision for our students during the times in the school day when they are not in class. Therefore, a teacher or staff member is present with students before and after school with extra-curricular activities and Extended Day Programming, during

instructional intervals and hallway transitions as well as recess, lunch, and dismissal until 3:30 p.m.

Science Labs—Lower and Middle School students will receive science and/or technology lab safety training annually. Any infraction of safety standards will result in a dismissal from the technology or science lab. Any infraction of safety standards will result in a dismissal from the technology or science lab.

Technology – Erie Day School works in tandem with CMIT Solutions to ensure the safety of your child while working online for a classroom research project, image, academic game or web search. We have performed due diligence in placing controls on websites that can/should be utilized in an educational setting among students in Lower and Middle School. It is important to note that despite our best attempts to ensure your child's safety online, there may be involuntary/unexpected exposure to adult or inappropriate content. In such a situation, EDS would work with CMIT to restrict the situation from reoccurring and the classroom teacher or administration would work with the child(ren) and family to address the exposure.

Eye Safety – Per PA Act 116, EDS provides for the use of eye protective devices by persons engaged in hazardous activities or exposed to known dangers. Every teacher, student, visitor, spectator, and every other person in any laboratory or laboratory who is engaged in or is within the area of known danger created by the use of hot liquids, solids or gases or caustic or explosive materials; the milling, sawing, turning, shaping, cutting, grinding or stamping of solid materials; the tempering, heat treatment or kiln firing of metals and other materials; gas or electric welding; the repairing or servicing of vehicles; shall wear industrial quality eye protective devices at all times while engaged in such activities or exposed to such known dangers.

Field Trips – Field trips may be academic, interscholastic (athletic or performing arts) competitive, extracurricular, club related (skiing), day or overnight, in or out of state, in or out of country. To ensure safety, students will be accompanied by any parent, faculty or staff member on a field trip before, during or after school hours - provided the adult(s) have up-to-date clearances on file in the school office. Field trip protocols vary by grade level, event, duration and location; however, common practices exist such as:

- all field trips are adequately/properly supervised with a minimum of two adults (seated at opposite ends of the bus during transport);
- parents with traveling students have signed and submitted the Emergency Contact/Parental Consent AND the Field Trip Authorization to the school office prior to the experience;
- every adult supervisor (including bus drivers) has a list of student names and parent contacts for easy/quick reference, if needed;
- faculty supervisors are aware of any student allergies and/or medical conditions and possesses an awareness of treatment should an emergency occur;
- any/all medications that may be needed accompany the trip and children/adults have Medication Authorization/Medical Power of Attorney form (see Appendix) submitted to the school office prior to the trip;

- emergency first aid/safety equipment is carried-along throughout the duration of the trip by one or more supervisors;
- cell phones of the adults are adequately charged in the case of an emergency;
- adult supervisors are made aware of students and parents that have NOT submitted Consent to Photograph, Film or Videotape form (see Appendix) to the school office;
- any/all adults driving students have submitted proper driving information to the school office.

Student travelers should show a consistent demonstration of behaviors that meet reasonable standards during the school year up to the actual date of the trip. Students not meeting this condition will not be permitted to go on the field trip. Educators receive an updated Travel Procedures Guide annually to review and sign for acknowledgement including any/all procedures for travel.

Clearances – Any/all faculty, staff, volunteers and parents (including temporary construction) working with children MUST obtain the following clearances: FBI, Child Abuse and PA Criminal History. Parents, student family members and community guests visiting for educational programs such as Junior Achievement, Human Story, EDS Playhouse Productions, Grandparents Day and Friday Morning Meetings are not required to file clearances in the office with the understanding that the visitation will be fully supervised by faculty/staff/administration fully vetted.

Furthermore, any/all faculty and staff must obtain and solicit Sexual Misconduct History Information (Act 168) and fulfill the information required on the Arrest-Conviction Acknowledgement Forms prior to school duties.

All faculty and staff hired as full and part-time employees, including coaching staff are vetted through the following processes: reference check, FBI – Child Abuse History – PA Criminal History Clearances, Sexual Misconduct and Arrest-Conviction Acknowledgements, and a minimum of one interview with the Head of School.

Athletics - Students that elect to participate in athletics at Erie Day School need to submit the proper forms and authorizations required by the coach and school office prior to participation. Any/all medical conditions need to be disclosed with the school nurse, athletic coach and the doctor's notification must be on file in the school office.

Student safety in the locker room is of importance. Students will be assigned small groups for changing before and after physical education classes, athletic clubs and teams, playhouse rehearsals and performances. The adults supervising the locker rooms will do so in close proximity to the door and maintenance of student check-ins.

Concussion Training – Parents and students alike are recommended to take advantage of the online program and information related to concussions that can occur with athletic participation. Visit: <https://www.cdc.gov/heads-up/training/youth-sports.html> EDS athletic coaches receive the online training annually.

Discipline Policy Early Childhood (toddler-PreK)

Erie Day School is committed to providing a safe, nurturing, and developmentally appropriate learning environment for all children in Toddlers, Preschool, and PreK. The purpose of this policy is to clearly outline how Erie Day School teaches, supports, and responds to early childhood behavior in a way that promotes social-emotional growth, school readiness, and a positive school community.

Guiding Philosophy

Young children are learning how to:

- communicate needs appropriately,
- regulate emotions,
- share space and materials,
- develop empathy,
- build self-control, and
- form relationships.

Because these skills take time to develop, behavior in early childhood is treated as an important part of the learning process—not simply as “misbehavior.”

Erie Day School uses a positive, restorative, and instructional approach to guidance and discipline. Our goal is not punishment; our goal is to:

- teach appropriate behaviors,
- maintain safety,
- support emotional development,
- build strong teacher-child relationships,
- strengthen family-school partnership.

Developmentally Appropriate Expectations

Early childhood behavior expectations reflect typical development for children ages approximately 1.5–5 years old. Toddlers and preschool children may exhibit behaviors such as:

- tantrums or crying,
- difficulty sharing,
- impulsive grabbing,
- limited frustration tolerance,
- yelling,
- difficulty waiting or transitioning,
- occasional hitting/pushing/biting,
- running from adults or refusing directions.

While these behaviors may occur as part of development, Erie Day School responds immediately and consistently when behavior impacts:

- the safety of the child or others,
- the emotional well-being of the classroom,

- the ability of the group to learn and play.

Core Expectations for Students (Toddlers–PreK)

Children will be taught (and continually supported in learning) to:

1. Use gentle hands and safe bodies.
2. Use kind words (or ask an adult for help when upset).
3. Follow teacher directions and classroom routines.
4. Take care of classroom materials.
5. Respect others' space and belongings.
6. Work to solve problems peacefully, with adult guidance.

These expectations are modeled and reinforced daily through classroom routines, play-based learning, read-alouds, and social-emotional instruction.

Positive Guidance & Prevention Strategies

Erie Day School believes prevention and teaching are the most effective behavior supports in early childhood. Staff members intentionally use:

Classroom-Based Supports

- clear and predictable routines
- visual schedules and classroom cues
- consistent expectations and language
- developmentally appropriate transitions
- proactive adult supervision (especially during high-energy times)
- intentional classroom design to limit crowding and conflict
- structured choices (“You may choose blocks or books.”)

Social-Emotional Learning Tools

- modeling of calm behavior
- emotions vocabulary instruction (“mad,” “sad,” “frustrated,” “disappointed”)
- breathing and calming strategies
- problem-solving routines (“Stop, use words, ask for help”)
- books and stories that teach empathy and friendship skills

Positive Reinforcement

- frequent encouragement and recognition of expected behavior
- praise focused on effort and actions (“You used gentle hands.”)
- classroom incentives when appropriate (e.g., compliment chains, kindness jar)

Response to Inappropriate Behavior (Early Childhood)

When behaviors occur, staff respond calmly and promptly. Responses are developmentally appropriate and are intended to teach skills—not shame children.

Possible responses include:

1. Redirection & Teaching

- gentle reminders
- clear, simple directions
- modeling expected behavior (“Let’s try asking for a turn.”)

2. Separation With Support

If needed, a child may be moved to:

- a calming area in the classroom, or
- an alternate supervised activity, until they are ready to return safely.

This is not punishment; it is a strategy to help the child regain regulation.

Repair & Restoration

Children are supported in repairing harm through developmentally appropriate steps such as:

- saying sorry (when ready and meaningful)
- helping rebuild a structure that was knocked down
- offering comfort (teacher-guided)
- practicing the correct behavior

Parent Communication

Parents/guardians are notified when:

- a child is injured,
- another child is injured by their child,
- behavior is repeated or escalating,
- a behavior concern impacts classroom safety or learning.

Serious Behaviors & Immediate Response

Certain behaviors require immediate adult intervention due to safety risk. These may include:

- hitting, kicking, biting, or scratching
- repeated aggressive behavior
- throwing objects dangerously
- running away from adults / leaving supervised areas
- unsafe use of classroom materials
- intentional destruction of property

In these instances, staff will:

1. ensure safety of all children,
2. remove the child from the situation,
3. provide calm adult support and supervision,
4. document the incident,
5. communicate with parents/guardians.

In the event that these more serious behaviors continue throughout the day. Parents may be called to pick up their child.

Discipline Policy K-8

Guiding Philosophy & Community Expectations

Erie Day School's goal is to cultivate safe, engaging classrooms where all students can learn, grow, and thrive—academically, socially, and emotionally.

Consistent with Erie Day School ideals, our community values mutual respect, trust, personal integrity, and conflict resolution in a peaceful and rational manner. We place strong emphasis on the development of citizenship, self-discipline, and personal accountability, while helping students understand what behavior is appropriate, positive, considerate, and in the best interest of the community.

We recognize that children are still developing socially, emotionally, and behaviorally, and that minor behaviors are a natural part of a child's growth and development. This discipline framework is not intended to assign consequences for isolated or developmentally appropriate behaviors. Instead, it is designed to identify and respond to behaviors that are ongoing, repeated, or escalating, especially those that:

- interfere with instruction,
- disrupt the learning environment, and/or
- impact the safety and well-being of others.

Students are expected to understand that clear expectations and reasonable limits are necessary within any learning community and to act accordingly. The consistent enforcement of standards benefits both the individual student and the broader school community by creating an environment where learning remains the priority for all.

Erie Day School acknowledges that part of growing up is learning and practicing positive behaviors over time. We believe it is essential that home and school work in close partnership to guide students through this developmental process and support their growth into responsible, contributing members of society.

Erie Day School does not approach violations of community standards with punitive intent. Instead, we use measured, developmentally appropriate responses designed to help students:

- reflect on their actions,
- understand their impact, and
- take responsibility in meaningful ways.

Each behavioral incident is viewed individually rather than through a “one size fits all” approach, recognizing that each student is unique and may require different supports and responses. However, the framework below supports consistency and fairness within our community.

Our Restorative & Instructional Approach

Through a restorative and instructional approach, Erie Day School focuses on:

- Teaching and reinforcing positive behaviors
- Supporting students in developing self-awareness and responsibility
- Repairing harm and restoring relationships
- Maintaining a classroom environment where learning remains the priority for all

This approach balances social-emotional learning, restorative practices, and accountability, ensuring students are supported while also learning that their actions matter within a shared community.

Erie Day School Rules:

1. Follow given directions by faculty/staff/parent supervisor/adult volunteer the first time.
2. When expected, raise your hand before speaking and wait to be recognized.
3. Stay in your seat/at your location until your teacher excuses you.
4. Keep your hands and feet to yourself.
5. Use acceptable language showing respect for yourself, your teachers, and classmates.
6. Adhere to Erie Day School Community Standards.

Accountability Points (Taking the place of demerits)

At Erie Day School, accountability points help students learn from mistakes, repair harm, and make better choices. Points are not meant to punish, but to support growth and help everyone feel safe, respected, and ready to learn. **Head of School will be the only administrative staff who can issue accountability points at their discretion.**

Points	What Happens	Why It Happens
1-2	<ul style="list-style-type: none"> • A conversation with Head of School • Time to reflect during independent lunch and/or recess 	To help you understand what happened and how your choices affect others
3-4	<ul style="list-style-type: none"> • Guided reflection time • Period of independent or supervised work 	To practice better choices and learn skills like self-control and problem solving
5-6	<ul style="list-style-type: none"> • A support plan to help you succeed • Possible pause from some activities 	To give you tools and support so the behavior does not continue
7-8	<ul style="list-style-type: none"> • Meeting with your parent/guardian • Extra check-ins and support 	To make sure school and home are working together to help you grow
9-10+	<ul style="list-style-type: none"> • More structured learning or reflection time • Additional school decisions may be made such as removal from extra-curricular activities, field trips, or in class events that are non-academic related. 	To keep everyone safe and help you get back on track

Important to Know

- Some behaviors, especially those that could hurt others or make people feel unsafe, may need immediate adult help, even if you do not have many points.
- Adults at school always look at what happened, why it happened, and how to help.

Our Goal

Our goal is for every Spartan to:

- Take responsibility for their choices
- Learn from mistakes
- Repair relationships
- Grow into a respectful, responsible member of our school community

Tiered Behaviors

This tiered system provides staff with a consistent structure for responding to behaviors. Behaviors may move to a higher tier depending on severity, safety, frequency, or impact.

Tier 1 (Classroom Intervention)	Tier 2 (Conduct Referral)	Tier 3 (Administrative Referral)
<ul style="list-style-type: none">• Off-task behavior• Talking out of turn• Distracting peers• Interrupting• Minor disrespect or tone• Unprepared for class• Mild teasing or pestering• Excluding peers (non-aggressive)• Minor technology misuse• Minor messes• Dress code violation	<ul style="list-style-type: none">• Repeated Tier 1 behaviors• Disrupting instruction• Leaving seat repeatedly• Talking back or defiance• Moderate disrespect• Inappropriate language (non-threatening)• Throwing objects not intended to harm• Misuse of property• Cheating or copying• Device misuse after redirection• Teasing causing conflict• Mild aggressive contact	<ul style="list-style-type: none">• Aggressive physical contact• Threats• Harassment or bullying• Discriminatory language• Property damage• Theft• Cyberbullying• Viewing/sharing harmful content• Leaving supervised areas• Dangerous or reckless behavior• Possession of prohibited items• Inappropriate physical contact

Off Campus Behavior - One does not cease being an Erie Day School student when not on campus. Therefore, any enrolled student who engages in behaviors and/or activities off campus that reflect poorly upon the school or cause physical or emotional discomfort to other enrolled students is subject to the disciplinary policies outlined in this *Community Handbook*.

Erie Day School Anti-Bullying and/or Harassment Policy - EDS strives to provide an environment that is physically and emotionally safe and secure for all students. Please refer to Exhibit A to review and sign the contents of the Anti-Bullying and/or Harassment Policy.

Community Standards

Academic Honesty – The school considers academic honesty and integrity to be an ideal of the highest order. All students are expected always to hand in papers, tests, and projects that reflect their own work only, and never to provide assistance to others without teacher authorization. The same applies to homework. Plagiarism or the presentation as one's own of the words, ideas, solutions, figures, or information of another without teacher authorization is a serious breach of the EDS academic standards. In cases where a student has been given another student's work to copy, both the giver and the receiver of the work will be considered guilty of academic dishonesty. Students who violate this standard will receive a zero for the work and will serve an in-school suspension. A repeated offense will likely result in an out-of-school suspension.

Athletic Standards – Erie Day School values athletic competition, while also recognizing the need to keep such competition in the proper perspective. The integrity and intrinsic value of each individual shall be of primary concern. It is expected that athletes and spectators will behave courteously during athletic practices and contests. Any behavior that disrupts the flow of an EDS game or practice, or is contrary to the league standards will not be allowed.

Attendance – Regular attendance and punctuality are necessary and expected of all students enrolled at Erie Day School.

Dining Room Behavior – Students should exhibit common courtesy and good manners in the dining room.

Dress Standards – The dress standards are symbolic of what the Erie Day School represents, and are therefore an integral part of the EDS education. Students are required to arrive at school neatly and properly dressed, and are expected to uphold the standard of dress as outlined in this *Handbook*. Failure to do so may result in a call home for a change of clothes with the offending

student. Additional measures may include the loss of recess. See Dress Standards located on page 24.

Drugs, Alcohol, and Smoking – The EDS Board of Trustees, administration, and faculty are keenly aware of the dangers of illegal drugs, alcoholic beverages, and smoking and consider the strictest policy of prohibition, enforcement, and punishment to be an absolute necessity. The possession, sale, purchase or use of illegal drugs, alcoholic beverages, or any form of smoking materials by minors is against the laws of the Commonwealth of Pennsylvania, reflects adversely upon Erie Day School as an institution, and most importantly, has a detrimental effect upon the physical, social, and psychological health of Erie Day School students. Such conduct will not be tolerated at any time or at any place when the student is under the authority, supervision and control of Erie Day School. A student engaging in such conduct subjects himself/herself to the severest of penalties – immediate dismissal from Erie Day School.

Eating and Drinking in the Classroom – Outside of snack and lunch periods, students are only permitted to drink from water bottles in the classroom. Chewing gum is prohibited on campus and during school-related activities.

Electronic Entertainment Devices – Use of electronic entertainment devices (iPods, MP3 players, hand-held game systems, smart-watches, etc.) are not permitted during the school day, at the Extended Day Program or on school-related trips.

Cell Phones and Smart Watches – Erie Day School understands the desire of parents to allow their children to have in their possession a cell phone in the event of an emergency going to and from the school. Cell phones then, are permitted on campus but must be turned off and kept in his or her locker or book bag.

The school provides designated school phones to be available for student use. This includes electronic watches.

Field Trips – Erie Day School educational trips are valuable experiences that align with the curriculum. Both day and overnight trips are important to experiences as a full class, grade level or group. Full student participation maintains the culture and sense of community we all desire. With reference to the Common Good and your annual Travel Fee, there is an expectation of 100 percent participation (unless a child is ill).

Additionally, educational trips require a great deal of self-regulation and appropriate decision making among students to ensure the safety of all participants. Teachers will promote the expectations for each trip and students are expected to adhere with the given rules and standards. These expectations are especially considerate of students' health and well-being (i.e. implementation of the "buddy system"; rule following in medication distribution and cell phone use; conveying transparency in situations that may arise, etc.)

Forgery/Plagiarism – Lying or misrepresentation of any kind is prohibited. (See Academic Honesty.)

Homework – It is expected that homework will be completed and turned in on time. Failure to do so may result in a lower grade and may be made up during lunch inconvenience (loss of recess time). Consistent decisions to avoid homework or classroom assignments will result in an in-school suspension

and/or restrictions/removal from after-school activities or athletics.

Inflicting Physical or Psychological Harm on Others – The Erie Day School strives to maintain a community, which is free of all forms of intimidation or harassment. The learning environment must be one in which all individuals are free to develop relationships, work, and learn without fear of intimidation, humiliation, or degradation from the unwanted and unacceptable behavior of another. Inappropriate behavior, either verbal or physical, includes, but is not limited to, unwelcome physical advances, unwarranted verbal remarks, derogatory statements or discriminatory comments, made on the basis of religion, disability and/or physical differences, or on the basis of personal, immutable characteristics including sex, race, or national origin, and which have the effect of creating a harassing or intimidating environment.

Lockers – Students in Grades 4-8 have personal lockers in which to store academic items. Lockers may be decorated with personal items appropriate to a school setting. Students may NOT use contact paper, stickers, putty, permanent or dry erase markers on the interior or exterior surfaces of the lockers. Magnets and removable tape are permissible to hang mirrors, photos, etc.

Personal Property/Community Property – Students should show respect for others' property. Everything at school belongs to someone, whether to an individual or to the community. Therefore, students are expected to never damage, take or "borrow" without the permission of the owner. A locker is assigned to each Middle School student for storage of books, notebooks and personal belongings. EDS abides with a doctrine of mutual trust, and uses no locks on the lockers (with the exception of gym lockers). Tampering with or entering another student's locker will be dealt with harsh consequences.

Discretion is to be used by students when 'outfitting' their locker, using their best judgement in choosing decorations and shelving. Students may not bring valuables, electronic devices or large sums of money to school. *Although the administration will be helpful in locating lost items, the school will not be held responsible for them.*

All students are responsible for the care of the building and grounds and should make a special effort to keep them free of litter and from signs of abuse. Lockers and cubbies are the property of the school and may be inspected periodically for health and safety reasons.

Possession or Use of Fireworks, Knives, Firearms, Slingshots, or Weapons of Any Kind – The possession or use of fireworks, knives, firearms, smoke bombs, or explosives by any students while under school supervision is strictly forbidden and can lead to serious disciplinary action. No weapon shall be brought onto EDS property, to any EDS sponsored activity or on any vehicle providing transportation to or from school or a school-sponsored activity. In short, no student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location. The term "weapon" is intended to include any knife, firearm, shotgun, rifle, or any other tool or instrument capable of inflicting bodily injury. A student or parent who violates this rule subjects himself/herself to the severest of penalties – expulsion from Erie Day School.

Sustainability – Recognizing the dynamics of the Common Good, EDS faculty, staff and students demonstrate commitment to sustainability. Redistributing school uniforms, re-using cloth napkins for snack and lunch, composting, recycling water bottles and caps, trading athletic gear, and limiting

consumables are among the ways in which we pledge to minimize our environmental footprint.

Theft – An atmosphere of mutual trust exists at EDS, and students are expected to honor all members of our community by honoring this tradition. Stealing will not be tolerated and will likely result in an expulsion from Erie Day School.

Threats Made to Faculty/Staff/Students – Every member of the EDS community must feel safe on campus. In the event that a student or parent threatens anyone, either in written or verbal form, or by his/her actions, the severest penalty will be imposed. Up to and including expulsion from Erie Day School and likely will be reported to local law enforcement.

Transportation – Transportation is the responsibility of EDS parents, including arranging with their own school district if it provides bus service to the Erie Day School. Students who make use of bus transportation are expected to observe the guidelines that have been set up by their school district.

Student Use of Language – Students at Erie Day School are expected to use respectful language at all times. This includes the use of kind words towards others as well as proper English.

Technology Usage - The Network/Internet is provided for students and staff to promote educational excellence in our school through resource sharing, innovation, and communication. Please find the Erie Day School Technology Usage Policy within Exhibit B.

Student Recognition and Graduation

Friday Morning Meeting – Throughout the year student achievement is recognized at the Friday Morning Meeting. Teachers and Head of School acknowledge the academic, athletic, and artistic accomplishments of students at this weekly all-school assembly. Student talents are also showcased at the Meeting.

Graduation – The date and time of graduation is determined by the faculty and Head of School each year, but traditionally the ceremony is held in the evening and is dedicated to honoring the eighth-grade class. Because so much of what we do at EDS throughout the year is for the purpose of fostering community and a sense of family, Middle School students are required to attend, and share in the spirit of, the celebration. The ceremony itself is planned and personalized by the Grade 8 students and their advisor, but always includes the distribution of diplomas and presentation of honors and awards. Following the ceremony, Grade 7 parents host a reception in honor of the graduates. All those who attend graduation are invited. The following awards are presented at graduation (provided the awards have been earned).

Selden Prize - The Selden Prize, named after one of the EDS founding mothers, Zella Selden, is awarded to one incoming seventh-grade student who best exemplifies scholarship, leadership, service, kindness of character and innovative spirit. This middle schooler has remarkable academic and civic potential as noted and voted upon by Middle School faculty.

Headmaster's Award – This honor is awarded to the boy or girl in the Grade 8 who best exemplified the qualities of an ideal student – one who has honor and integrity, who shows consistent high academic achievement, who contributes significantly to a school atmosphere conducive to learning, who is courteous, cheerful, and cooperative – both to fellow students and faculty. *(This is Erie Day School's highest honor.)*

The Henry E. Fish Scholar-Athlete Award – Presented to the Grade 8 student(s) in recognition of his and/or her contribution to the Erie Day School athletic program while maintaining a commendable academic standing throughout the school year.

The Ruth Ehrler Service Award – Presented to the Grade 8 boy who has been most helpful and cooperative in rendering service to the Erie Day School community.

The Mary Walker Service Award – Presented to the Grade 8 girl who has been most helpful and cooperative in rendering service to the Erie Day School community.

The Michael Herron Music Service Award – Awarded to the Grade 8 student who demonstrates not only an appreciation of the world of music but who also exhibits qualities of service to the development and support of the musical part of the school's curriculum.

The Adele Larsen Visual Arts Award – Presented to the Grade 8 student who has shown an interest, appreciation and skill in the visual arts.

The Cherie Lachowski Performing Arts Award – Presented to the Grade 8 student performer in instrumental, dance or vocal arts, whose dedicated efforts of practice and willingness to share his/her talents on stage have contributed significantly to the culture of Erie Day School.

The Johns Hopkins University Center for Talented Youth Award – Presented to Grade 8 students who place with distinction in verbal and/or mathematics by scoring higher than the average college-bound student on the Terra Nova and/or SSAT and participated in the CTY Camps.

Highest Average in the Eighth Grade – Presented to the student in Grade 8 who has the highest academic cumulative average in Grades 6-8, all subjects being considered and weighted.

Most Improved Student – Presented to the student in the Grade 8 who has shown the most improvement academically in grades 6-8 and who has shown development of good study skills, a positive academic attitude, and who has learned to contribute to an atmosphere conducive to learning.

The David Gray Award – Presented to a male and female student in the Eighth Grade who has consistently displayed the highest level of sportsmanship in team and individual sports and physical education classes.

Coach Rob VanRheenan Soccer Award—Presented to the 8th grade soccer player who shows a passion and love for the game of soccer. He/she has a strong commitment and dedication to the Erie Day School soccer program and provide leadership both on and off the soccer field. He/she shows a strong work ethic during practices and games, and demonstrates sportsmanship toward both team and opponent.

The Virginia Rogers English Literature Award and Scholarship – New to the Class of 2025 with more information to come.

Presidential Academic Awards-Founded in 1983, the President's Education Awards Program (PEAP) honors graduating elementary, middle, and high school students for their achievement and hard work. The program has provided individual recognition from the President and the U.S. Secretary of Education to those students whose outstanding efforts have enabled them to meet challenging standards of excellence. Each year, thousands of elementary, middle, and high schools participate by recognizing deserving students.

Criteria for Presidential Excellence Award:

- 4.0 cumulative GPA over entire middle school career
- Displaying “integrity” and “exceptional judgment” resulting in Zero Behavior Referrals over entire middle school career.
- 95% percent attendance (no more than 10 days absent this school year)

Criteria for Presidential Achievement Award:

- 3.5 cumulative GPA over entire middle school career
- Displaying “integrity” and “exceptional judgment” resulting in Zero Behavior Referrals during 8th grade year.
- 95% percent attendance (no more than 10 days absent this school year)
- Staff members can nominate students to receive the award if the student “would have met the school’s selection criteria for the President’s Award for Educational Excellence but illness, personal crisis, or special needs prevented the student from maintaining such high standards despite hard work.”

If more than one student fits the criteria, each qualifying student will be a recipient. If no student fits the criteria, the award will not be presented.

Exhibit A

Erie Day School Anti-Bullying and/or Harassment Policy

1. Purpose

The purpose of this policy is to set forth the Erie Day School's ("EDS") policy prohibiting bullying and/or harassment by students. EDS strives to provide an environment that is physically and emotionally safe and secure for all students. EDS recognizes that such an environment promotes good citizenship, increases school attendance and engagement, and supports academic achievement. EDS acknowledges the negative impact that bullying and/or harassment have on student health, welfare, and safety and on the learning environment at school. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and/or harassment in any form and to demonstrate behavior that is respectful and civil.

The scope of this policy includes the prohibition of every form of bullying and/or harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school, or at a school-sponsored event, whether or not held on school premises.

2. Definitions

Bullying and/or Harassment – Bullying and/or harassment is intentional conduct that occurs in a school setting that meets all of the following criteria:

- i. Is directed at one or more students; and
- ii. Is severe, persistent or pervasive; and
- iii. Is conveyed through physical, verbal, technological (i.e. through means of social networking, e-mail, instant messaging, text messages, tweets, blogs, photo and video sharing, chat rooms, bash boards, website, or wireless handheld device, currently in use or later developed and used by students) or emotional means; and
- iv. Is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress; and
- v. Adversely affects a student's ability to participate in, or benefit from, EDS's educational programs or activities.

Retaliation – Retaliation means conduct that occurs in a school setting for the purpose of harming an EDS student, physically or emotionally, because he/she opposed an incident of bullying and/or harassment or retaliation; made a complaint or report of bullying and/or harassment or retaliation; and/or participated in an investigation of a complaint or report of bullying and/or harassment or retaliation on the alleged violator, the alleged victim, a witness or any other role.

School Setting – A school setting shall mean in the school, on school grounds, in school vehicles, or at any activity sponsored, supervised or sanctioned by EDS.

3. Prohibited Conduct

EDS prohibits bullying and/or harassment by EDS students.

EDS also prohibits any retaliation by EDS students against a person who makes a good faith report of bullying and/or harassment or who participates in good faith in an investigation of reported bullying and/or harassment.

4. Reporting and Investigation

EDS encourages students or parents/guardians of students who believe they are being subjected to bullying and/or harassment or retaliation, or who witness bullying and/or harassment or retaliation, to immediately report such incidents to the Head of School or to any other member of the school staff, including teachers, guidance counselors, coaches, and/or administrators. Any administration, faculty or staff member who receives such a report shall immediately notify the Head of School. The Head of School or his/her designee shall complete the Bullying and/or Harassment Incident Report Form or the Retaliation Incident Report Form. A failure to immediately report may impair EDS's ability to investigate and properly address any prohibited conduct.

All reports of bullying and/or harassment or retaliation shall be investigated promptly and thoroughly by the Head of School or his/her designee. The Head of School or his/her designee will prepare a written incident investigation report.

5. Disciplinary/Corrective Action

If, after a prompt and thorough investigation, the Head of School or his/her designee finds that there has been no violation of this policy, the Head of School or his/her designee shall notify the parent/guardian of the alleged victim and the alleged violator of such a finding.

When considering appropriate disciplinary/corrective action for a student who commits an act of bullying and/or harassment or retaliation the following factors will be considered:

- i. Age, development, and maturity levels of the parties involved;**
- ii. Degree of harm (physical and/or emotional distress);**
- iii. Surrounding circumstances;**
- iv. Nature and severity of the behavior(s);**
- v. Incidences of past or continuing pattern(s) of behavior(s);**
- vi. Relationship between the parties; and**
- vii. Context in which the alleged incident(s) occurred.**

Any student who violates this policy, or who intentionally make(s) a false report or complaint, shall be subject to appropriate disciplinary/corrective action which **shall** include at a minimum: (i) documented warning; and (ii) parent/guardian notification and; (iii) conference with parent/guardian and student. Additional disciplinary action(s) that **may** be imposed include, but are not limited to, loss of school privileges, exclusion from school-sponsored activities, counseling within school, out of school suspension, and/or expulsion.

A student, who intentionally makes a false claim, offers false statements, or refuses to cooperate with the Head of School or his/her designee in the investigation regarding bullying and/or harassment shall be subject to appropriate disciplinary/corrective action.

6. Confidentiality

EDS will attempt to treat all complaints of bullying and/or harassment or retaliation confidentially and will respect the privacy of all persons involved with the investigation of a complaint including, but not limited to, the complainant, the person against whom a report is filed, the alleged victim, and witnesses. Certain disclosures, however, may be necessary in order to conduct a prompt and thorough investigation.

7. Conflict of Interest/Recusal

The Head of School and/or his/her designee responding to a complaint, conducting or participating in an investigation, or participating in a decision concerning possible disciplinary/corrective action ("Responders") shall conduct themselves at all times in a manner that promotes confidence in the integrity and impartiality of the process. Responders shall not allow their family, social, or other relationships to influence their conduct or judgment. Responders also shall not convey or knowingly permit others to convey the impression that anyone is in a special position to influence the outcome of the investigation and/or disciplinary/corrective action decision. In all cases where a potential or actual conflict of interest exists, a Responder shall recuse himself/herself. In the event the Head of School has a conflict of interest, he/she shall promptly refer the matter to the Executive Committee of the Board of Trustees which shall designate a substitute Responder.

8. Publication/Distribution of Policy

Within fifteen (15) days after the adoption of this policy and thereafter at least once each school year, the Head of School shall make this policy available on EDS website.

Exhibit B

Technology Usage Policy

The network/internet is provided for students and staff to promote educational excellence in our school through resource sharing, innovation and communication. Access to network/internet services will be provided to users who agree to act in a considerate and responsible manner consistent with the educational mission of Erie Day School. *Access is a privilege, not a right.* The smooth operation of the network/internet relies upon the proper conduct of the users and requires efficient, ethical and legal utilization of the network/internet resources.

Users may not use the network/internet in a manner or with purpose inconsistent with the education intended. Internet access is filtered at Erie Day School. Be aware that the filters are not foolproof and that students will need to continue to use search engines and URLs that are appropriate for school use.

Technology expectations include the following:

A user may not:

- send, display, or receive offensive messages, pictures, or other media which is defamatory, abusive, obscene, profane, sexually oriented, threatening, racially offensive or offensive to human dignity;
- damage computers, computer systems or computer networks. A user should tell an adult if he/she believes someone is trying to damage the school's property or network;
- reveal personal information (i.e. your address or phone number of that of others);
- share personal information with friends who might carelessly share it with a stranger on the Network/Internet;
- use another user's password to log in to another account;
- trespass in another's folder, work or files;
- infect a computer or network with a virus;
- tamper with or any way adjust default or teacher-created settings on any of the school owned computers used;
- violate the federal copyright law;
- intentionally waste limited resources (i.e. paper, ink, storage space);
- access the network/internet to play non-educational games or for other non-academic activities;
- participate in any type of teleconferencing, news groups or "chat" without permission of instructional staff;
- employ the network/internet for commercial purposes; and
- use the network/internet for illegal purposes.

A user should:

- be aware that there are people on the network/internet who cannot be trusted. Many people on the network/internet pretend to be someone they are not. There is no such thing as privacy on the network/internet. Never send or keep anything you would not want to see in the daily newspaper; and
- utilize the network/internet in such a way that you will not disrupt the use of the network/internet by other users. Remain only on the system long enough to get your information or work accomplished and then exit the system.

Erie Day School faculty, staff and administration retain the right to review and edit any materials on user accounts. Messages related to or in support of illegal activities will be reported to authorities. Any user identified as a security risk or having a history of problems with other computer systems will be denied access to the network/internet .

Erie Day School faculty, staff and administration cannot be held liable for any information that may be lost, damaged, or unavailable due to technical or other difficulties. In addition, personnel will instruct the users on acceptable use of the Network/Internet and the proper network/internet ethics, but Erie Day School and its employees cannot be held responsible for the individual's use of the network/internet .

Violation of Technology Usage Policy will result in disciplinary actions that are fitting for the action(s).

Erie Day School Policy on Generative Artificial Intelligence (GenAI)

Erie Day School recognizes that Generative Artificial Intelligence (GenAI) tools are increasingly part of students' learning environments. While these tools can support creativity and critical thinking, they must be used responsibly, ethically, and in alignment with our academic mission.

The following guiding principles outline expectations for the use of AI at Erie Day School:

1. **Ethical and Responsible Use**

Erie Day School is committed to ensuring that AI is used responsibly, ethically, and in ways that support learning, personal safety, and academic integrity.

2. **Education and Competency**

In the Middle School setting, students will receive guidance on the appropriate and effective use of AI. Our goal is to help students become competent, critical, and ethical users of AI tools.

3. **Learning-Focused Approach**

The primary purpose of using AI at Erie Day School is to support learning objectives. AI may not be used as a substitute for acquiring essential skills or understanding core content.

4. **Data Privacy and Protection**

Students may not upload or enter any confidential, personal, or sensitive information into AI tools. This includes:

- Names or photos of students, family members, or staff
- Passwords or account credentials
- Health information
- School assignments or other internal communications

The creation, sharing, or viewing of AI-generated "deep fakes" or deceptive content is strictly prohibited.

5. **Verification of AI Content**

AI-generated responses may contain errors, outdated information, or misleading content. Students are expected to verify the accuracy and reliability of any AI-generated material they use.

6. **Clear Expectations and Transparency**

Faculty will communicate when AI use is permitted for assignments, homework, projects, quizzes, or reading. Students will understand expectations for appropriate AI use both in school and at home for school-related work. Unless explicitly stated, students should assume that AI is not permitted to be used in the completion of assignments.

7. **Citing AI Use**

Students must clearly cite any use of AI in their work. In some cases, they may be asked to submit copies of their interactions with AI tools (e.g., chat logs or prompts) as part of their assignment.

8. **Consequences for Misuse**

Failure to follow these guidelines—including using AI to circumvent learning or failing to properly cite AI-generated content—may result in disciplinary action consistent with Erie Day School’s academic honesty and conduct policies.

9. **Ongoing Review and Updates**

Erie Day School will continue to review and update these guidelines to reflect best practices, new technologies, and input from students, families, and faculty.

Exhibit C



Erie Day School—2025-2026

Family Service Commitment

Erie Day School's Family Service Commitment is required of each family. Parental involvement at Erie Day School builds community and is vital to a child's education. Service hours help to: foster modeling for our students; develop camaraderie between parents, faculty, staff, and the greater school family; help to contain costs; and enhance programs. Most important is the fact that children of parents who are involved in their school are far more likely to succeed in the classroom and in life.

Each family at Erie Day School is required to complete a minimum of 12 hours of family service. *Note, the student obligation of service hours is not included in the family service requirement.* Families are encouraged to continue recording service throughout the school year, even beyond the 12 hours. It is the parent's responsibility to take the initiative and seek opportunities to fulfill their service hours. Service hour forms are available in the EDS Main Office, on Educate, and the EDS website, www.riedayschool.com.

All hours must be completed by parents, guardians or close family members. Family service hours may be acquired by volunteering for any Erie Day School sponsored functions. Service commitments must be completed and turned into the school office by June 5, 2026.

Fulfilling Family Service Commitment requirements:

- Each family is required to serve twelve (12) hours per year. This can be accomplished by one or both parents (or other family member) for a total of 12 hours per family. It is recommended that parents endeavor to spread service hours throughout the year. One hour of the service commitment will be accrued with the attendance at the EDS Trustees Annual Meeting.
- Parents are responsible to complete and return Parent Service Hour Forms to the EDS Main Office no later than one week after completing each qualifying service. Hours are tracked on Parent Service Hour Forms in Educate.
- These service hours are separate from the hours that are required for sports and will not coordinate.

See reserve side for a list of family service opportunities. **Please check the one(s) you wish to participate in.**

My signature below indicates that I have read and fully agree to abide by the following:

- My services are being offered on a voluntary basis without anticipation of financial consideration.
- I will abide by all of the policies and regulations of Erie Day School.
- I will maintain strict confidentiality of any and all information regarding students, student records, performance or progress. I understand that information about a student **cannot** be shared with anyone including those who are genuinely interest in the student's welfare such as social workers, scout leaders, clergy or nurse/ physicians., as well as friends, community members, members of my own family or members of the student's family **All questions must be referred to Erie Day School's Head of School.**

Print Name: _____ Signature: _____ Date: _____

The following are service hour opportunities:

Admissions Events

- Open House tour guides

Parent Group and School Sponsored Events

- Classroom parties volunteer, fall, winter, spring
- Field Day volunteer, spring
- Grandparents' Day – meeting, event set up, take down
- Ice Cream Social – day of event serving ice cream, set up and cleanup
- Instrumental Concerts – evenings of events set up, take down
- Parent Group Cocktail Party – evening of event set up, take down, transportation of items needed
- Playhouse production – design and assistance of props/scenery
- Playhouse production – after school meals coordination
- Playhouse production – after school homework tutors
- Playhouse production – evenings of event concessions
- Playhouse production – before, during and after school ticket sales and seating arrangements
- Playhouse production – costume design and/or purchases
- Pressed Book Fair – setting arrangements
- Room Representatives – meetings to coordinate volunteers, needs, games and communicate with classroom teacher
- Scholastic Book Fair – setting arrangements, days of event set up and cleanup

Teacher Appreciation Week - lunch coverage for teachers, providing lunch for teachers', set up and take down

- The Auction at Erie Day School Committee – monthly planning meetings, day of event assistance, next day take down assistance (fathers preferred), acquisition of giveaways
- Visual and Performing Arts Walk & Music Festival – evening tour guides and week of event set up, take down assistance
- Welcome Back Coffee – afternoon setup and cleanup
- Field trip chaperones
- Field trip drivers
- Gardeners – summer weeds and spring landscaping
- Photographer – events, parties, athletic games, etc.
- School Portrait Day - photo assistant

Clerical Assistance

- Mailings – address labels and package preparations
- Yearbook – assistance with taking photographs for the *EDS Yearbook*

*This is not an inclusive list of all volunteer opportunities at EDS.

Exhibit D



Erie Day School — 2025-2026

Parent Service Hour Form

Parent participation is a vital aspect of Erie Day School’s community and each family is required to complete 12 service hours per academic school year. Please complete the form below when you have conducted service hours and deliver it to the EDS Main Office. Service hours take approximately 7 days to be entered into the database and can be verified by checking your Educate account.

Parent’s Name _____ Student’s Name _____

Office use only:

Date	Project/Event	Your Responsibility	# of hours

Verified by:		Date entered:		Entered by:	
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Exhibit E



Erie Day School 2025-2026 Community Handbook Acknowledgement

Please sign and return this form to the Erie Day School Main Office after reading and reviewing the *2025-2026 Community Handbook* by Friday, September 13.

My child/children and I acknowledge that we have read, understand and agree to abide by the rules and policies set forth in the *Erie Day School Community Handbook* which is available at www.eriedayschool.com. This signed Acknowledgement includes my pledge to the Common Good as described in Dr. Tyler's letter of introduction to the *Community Handbook*. We also understand that any questions relating to the *Erie Day School Community Handbook* should be addressed to the Head of School.

Parent/Guardian: _____

Student(s): _____

Date: _____

Acknowledgment for the Bullying and Harassment Policy

My child/children and I acknowledge that we have read, understand and agree to abide by the rules and policies set forth in the EDS Bullying and Harassment Policy located in the *Erie Day School Community Handbook, Exhibit A* and also available at www.eriedayschool.com. We also understand that any questions relating to the Bullying and Harassment Policy should be addressed to the Head of School.

Parent/Guardian: _____

Student(s): _____

Date: _____

Acknowledgement for the Technology Usage Policy

My child/children and I acknowledge that we have read, understand and agree to abide by the rules and policies set forth in the EDS Technology Usage Policy located in the *Erie Day School Community Handbook, Exhibit B* and also available at www.eriedayschool.com. We also understand that any questions relating to the Technology Usage Policy should be addressed to the Head of School.

Parent/Guardian: _____

Student(s): _____

Date: _____

Exhibit F



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.





STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

SECURE

“Get Inside. Lock outside doors”



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.

WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

LOCKDOWN

“Locks, Lights, Out of Sight”



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unannounced drills, however it is highly discouraged to conduct one without announcing that it as a drill. That’s called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It’s important to differentiate between a **drill** and an exercise. A drill is used to create the “Muscle Memory” associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.

