



LREI

Family

Handbook

2017-2018

Lower School/Middle School

272 Sixth Avenue (at Bleecker Street), New York, NY 10014
Tel: 212-477-5316 & Fax: 212-675-9159

High School

40 Charlton Street, New York, NY 10014
Tel: 212-477-5316 & Fax: 212-675-3595



lrei.org

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THE MISSION OF LREI

A leader in progressive education since 1921, LREI teaches children to be independent thinkers who work together to solve complex problems. Students graduate from our diverse community as active participants in our democratic society, with the creativity, integrity, and courage to bring meaningful change to the world.

- Approved by the Board of Trustees, October 6, 2014

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DIVERSITY STATEMENT

Since 1921, LREI's commitment to social justice, equity and activism has ensured that every community member has access to the full LREI experience.

Our 14-year program explores, celebrates, and encourages differences and commonalities, and the challenges and opportunities they present. We view these efforts as integral to the personal and intellectual growth of each member of our school.

LREI is committed to each of its community members, each of whom has a responsibility to both the community and to the wider world. This is as important now as it was when LREI was founded.

- Approved by the Board of Trustees, May 31, 2012

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COMMUNICATION BETWEEN SCHOOL AND FAMILIES

Listed below are staff members to contact for information regarding specific areas, and their phone extensions. The school's receptionist may be reached at the school's phone number, **212-477-5316**.

Our fax numbers are:

Sixth Avenue Building: 212-677-9159
Charlton Street Building: 212-675-3595
Business Office: 212-871-1799

School Policy

Philip Kassen	Director	295
Barbara Charriez	Assistant to the Director	295

Educational Programs/Daily Operations

Lower School

Elena Jaime	Lower School Principal	216
Debra Jeffreys-Glass	Lower School Assistant Principal	238
Kenna Mateos	Lower School Administrative Assistant	215
Lizbeth Mendoza	Lower School Program Support	386

Middle School

Ana Fox Chaney '94	Middle School Principal	285
Margaret Andrews	Dean of Student Activities / Fifth and Sixth Grade Dean	206
Dan Bobrowski	Dean of Programs	251/296
Suzanne Cohen	Seventh and Eighth Grade Dean	248
Mary Shea	School Secretary	244

High School

Micah Dov Gottlieb	High School Principal	304
Jennifer Escorcía	High School Administrative Assistant/Receptionist	301
Adria Maynor	High School Administrative Assistant/Receptionist	323, 301
Sarvjit Moonga	High School Vice Principal	405
Margaret Paul	High School Dean Student Life	389
Allison Isbell	High School Dean of Academics	338
Heather Brubaker	Dean of Ninth Grade	
Tom Murphy	Dean of Tenth Grade	353
Manjula Nair	Dean of Eleventh Grade	344
Adele de Biasi Pelz	Dean of Twelfth Grade	382

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14-Year Experience

Sandra "Chap" Chapman	Director of Equity and Community	294
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Afterschool and Summer Programs

Cari Kosins	Director of Afterschool and Summer Programs	207
Seth Eastman	Associate Director of Summer Programs	298
Clara Campos	Associate Director of Afterschool Programs	239
Lisa Korchma	Registrar for Afterschool and Summer Programs	506
Bessie McDonough-Thayer	Summer Program Coordinator	271
Randall Reinhold	Program Coordinator for Afterschool and Summer Programs	239

Financial/Business Matters/Financial Aid/Space Rental

Joshua Marks	Chief Financial Officer	313
Tema Tischler	Human Resources and Business Manager	306
Ted DeSimone	Controller	417
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Admissions

Mary Young	Director of Admissions/Director of Lower School Admissions	237
Carly Hirsch	Associate Director of Lower School Admissions	211
Cassie Stafford	Director of Middle School Admissions and Admissions Coordinator	210
Jessica Acee	Director of High School Admissions	305
Michele Blackwell	Director of Financial Aid and Associate Director of High School Admissions	292/307
Michelle Atienza	Admissions Associate	
Lisa Korchma	Administrative Assistant of Admissions	292

Advancement

L.J. Mitchell	Director of Advancement	236
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Elisabeth Ingwersen Mendez	Alumni and Special Events Manager	291
Kate Peck	Advancement Services Manager	299
Violeta Picayo '09	Alumni Relations Associate	291

Public Transportation/Bus Passes

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Adria Maynor	High School	301

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Absences

Eileen Dougherty	Lower and Middle Schools From within LREI:	201
	From outside:	212-477-5316
Adria Maynor	High School Administrative Assistant/Receptionist	323, 301
Sarjit Moonga	Vice Principal, High School	405

College Guidance

Carey Socol	Director of College Guidance	324
Kellen O’Gara	Assistant Director of College Guidance	383

School Psychologists

Dr. Judy Lambeck	Lower School	231
Dr. Alexis Kahan	Middle School and High School	407

Medical Needs and Information Updates

Ava Dawson	School Nurse- Sixth Avenue	235
Joanne MacDonald and Kate Smith	School Nurses- Charlton Street	357

Contacting Teachers

Voicemail: Messages may be left for all LREI employees. The receptionist will connect you to the appropriate voice mailbox. If the message is urgent, including changes in pick up plans for that day, please leave it with the receptionist or principal. For middle and high school students, we ask that you not text or call your child during the school. Per above, please contact the receptionists and the message will be delivered to your child.

Email: Teachers may also be reached via email. Email addresses are made up of the teacher’s first initial followed by their last name and “@lrei.org”. Example: **eirwin@lrei.org**. To facilitate communication between parents and teachers, please note the following requests:

- Please do not use email for anything requiring an immediate response, unless you know the recipient is expecting your message.
- If in doubt as to whether a particular message should go by email or be delivered in person, it is likely wiser to do the latter. Some topics are more appropriate to discuss face to face; answer any question you may have by putting yourself in the position of the person with whom you are communicating, and doing what then feels effective and respectful.
- Please bear in mind that brevity is a virtue for people who regularly receive many emails each day. By the same token, if those copied on a message to you do not need to know your reply, please reply to the sender only.
- Social Media—Please consider the complex relationships between teachers and families when communicating with members of the administration, staff and faculty via social media outlets. We ask that you not “friend” LREI employees on Facebook, and the like, though services that are more focused on professional relationships, such as LinkedIn, are more acceptable. When considering parent colleagues who are also LREI employees, you might ask these individuals if they are comfortable being “friended” before doing so.

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THE SCHOOL DAY

Students in all divisions are expected to arrive on time for school and to remain in school until the end of the day. We request that parents make all doctor, dentist, and other appointments after school hours.

Lower School

Fours-Kindergarten 8:30 a.m. - 2:45 p.m.

First-Fourth Grades 8:30 a.m. - 3:00 p.m.

Daily arrival is through the Sixth Avenue entrance.

Dismissal for Lower School students is through both doors to the school: Bleecker Street - Second and Fourth Grades, and Sixth Avenue - Third Grade. Fours through First Grade students are dismissed directly from their classrooms, where they are picked up by their parent/s or caregiver. Everyone coming to the school between those times must use the entrance on Sixth Avenue. Teachers must be informed in writing or by phone call of any changes to the pick up schedule, including play dates. No child will be released without permission from the parent.

Middle School

Fifth-Eighth Grades 8:15 a.m. - 3:15 p.m.

Middle School students who arrive at school before the start of the school day should wait in the front lobby, where there is adult supervision, and should go directly to their homerooms at 8:15 a.m. Students may also use the library or computer lab, both of which open at 8 a.m. Homeroom period begins at 8:15 a.m., and arrival after 8:20 a.m. constitutes lateness.

Middle School students are dismissed from their homerooms at 3:15 p.m., Mondays through Fridays. Those in the Afterschool Program report directly to the designated Middle School classroom Mondays through Thursdays and the cafeteria on Fridays. Each day, a dry-erase board near the Sixth Avenue door indicates where Middle School Afterschool is meeting. While some students may be asked to remain after school for Study Group or extra time with a teacher, students are discouraged from “hanging out” in front of the school at the end of the day. No student may be in an unsupervised classroom after school. Please refer to the Middle School Student and Family Handbook for more specific information about the school day.

High School

Ninth-Twelfth Grades 8:30 a.m. - 4:00 p.m. Monday-Thursday, Friday 8:30 a.m. - 3:10 p.m.

Students are expected to arrive early enough to be prepared and on time for their first period class, and to remain in school through the last academic period of the day, which ends at 3:10 p.m. Students who are taking a physical education class to fulfill their physical education requirement may take classes Monday through Thursday from 3:15 p.m. - 4:00 p.m.

Ninth Grade students may not leave the building during the day until the second trimester. Tenth and Eleventh Grade students may leave the building only during lunch. Twelfth Grade students may leave the building during the morning break and lunch, or during free periods when they have no other obligations to clubs, activities or meetings with teachers. All students must have a parental permission form on file in order to leave the building.

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IN EXCEPTIONAL CIRCUMSTANCES...

Students and/or parents should do the following:

Late to school: Punctual arrival at school each day is essential to having a successful school experience. If a student will be late, parents must notify the receptionist before 9 a.m. (see page 5). If you communicate this lateness via email to your child's teacher, please also copy the receptionist on this email.

Middle School students who arrive after school starts must sign in at the reception desk. High School students must get a late pass from the receptionist in order to enter class. Chronic lateness is viewed as a serious issue. High School students who demonstrate a chronic problem with lateness will enter a new process, including but not limited to, a family meeting with the Vice-Principal, a letter in the student's file and documentation on the student's school transcript.

Early departure: If students have to leave school early, they must bring a note from a parent. (Law requires that the school obtain written permission in order to dismiss students early.)

Absences: Please notify the receptionist at 212-477-5316 before 9 a.m. when Lower or Middle School students will be absent. High School parents call the high school receptionist at extension 301 and should copy hs-attendance@lrei.org on any emails. If you communicate this absence via email to your child's teacher, please also copy the receptionist on this email.

Long-term absences: If a student will be absent for more than one day, parents are asked to call their child's teacher's voicemail to arrange for assignments. Older students are asked to call a "homework buddy" and to use LREI Connect to get missed assignments. All assignments are due when the student returns to school, or the student must arrange with the teacher to catch up on work missed. Long-term absences must be discussed with the principal.

Vacations: We remind families to take vacations only during LREI breaks and that your child's time away from school should not begin before the school break does, nor end afterwards. Teachers use each scheduled day to support the classroom program goals and the School's mission. Students who miss days adjacent to breaks, or who take vacations outside of our break times, miss work and may disrupt planned activities. This affects the achievement of both the student who is absent and of their classmates. In addition, divisional or all-school assemblies often precede our longer breaks. These gatherings are essential for creating the sort of community that drew you to LREI. Students sing, listen to speakers, applaud their schoolmates, spend time with buddies, meet students in other divisions and generally strengthen community ties and reinforce community values.

We will not honor families' requests to receive work their children will miss due to family vacation plans. Families that are presented with once-in-a-lifetime opportunities to make an extended visit to another city, country, etc. should speak to their child's principal. In general, we are focused on making sure that we are using each moment of each school day as effectively as possible. Part of being able to do this is to have each student in school each of these days. Thank you for your support of these efforts.

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SHARING WITH FAMILIES

Assemblies

Lower School music and movement assemblies will be held once or twice a year for each grade, usually on a Wednesday morning. These are opportunities to share rich and wonderful musical experiences with your children, and we hope you can attend. Special assemblies without parent participation include the Thanksgiving, Winter, Martin Luther King Jr., Families Assemblies and Founder's Day.

Middle School students participate in formal assemblies without parent participation approximately once a month on Wednesday afternoons. These tend to be organized around major performances or events. At least once a year, each class has a culminating curriculum event to which parents are invited.

High School assemblies and meetings are scheduled during a regular assembly period every Thursday at 1:10 p.m. and feature speakers and performances.

Parent Curriculum Meetings:

The fall curriculum evening is an opportunity for parents to hear curriculum plans for the school year. All parents are strongly encouraged to attend.

Fours-First Grade Curriculum Meeting	Thursday, October 12, 6 p.m.
Second-Fourth Grade Curriculum Meeting	Wednesday, October 4, 6 p.m.
Middle School Curriculum Meeting	Tuesday, September 26, 6:30 p.m.
Ninth and Tenth High School Curriculum Meeting	Tuesday, October 3, 6:30 p.m.
Eleventh and Twelfth High School Curriculum Meeting	Tuesday, September 19, 6:30 p.m.

Parent Conferences:

Conferences with parents are held twice a year. These are opportunities for parents to learn about their children's school experience and to identify areas where home and school can work together to support individual student goals. To accommodate these conferences, school will be closed for some length of time. Please read the school calendar carefully as these closures differ by division.

Please note the following days on which conferences are scheduled:

Divisions will be closed on the following days/times for conferences:

<u>Lower School</u>	<u>Middle School</u>	<u>High School</u>
Friday, November 10 Monday, November 13 Friday, April 13 Monday, April 16	Friday, November 10 Monday, November 13 Friday, April 13 Monday, April 16	Friday, November 10 Monday, April 16

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Student Reports:

Lower School parents receive Mid-Year and End-of-Year Reports on their child's growth and learning. These arrive in February and June.

Middle School report periods are scheduled by the trimester. Student progress is reported on continuously and can be accessed online by parents and sixth-eighth grade students throughout the year.

High School courses are scheduled by the trimester. Written reports with grades are posted on an online system and sent home if requested by student or family member at the conclusion of each trimester.

Academic Probation: Students in the Middle School and High School whose work is consistently unsatisfactory are subject to academic probation. Policies are clearly outlined in the Middle School and High School Student and Family Handbooks.

"I am Concerned" Letters, Homework Notification, and Interim Reports: The middle school and high school use various means to keep families up to date on student progress between trimester-end reports.

Tutoring: In some cases, the School may suggest or require that a student receive tutoring for additional support, remediation, or in the case of high school students, to make up a subject missed. The reading specialist, learning specialist, psychologist and principal in each division are authorized to make such referrals.

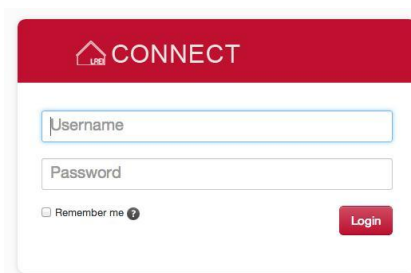
In the Lower School this process is coordinated by the Support Team, which consists of these specialists along with the School Psychologist and Elena. Tutoring arrangements are made privately between the tutor and the family. Ongoing communication between the tutor and the classroom teacher and/or the divisional learning specialist is highly beneficial. Families who are requesting that outside tutors be allowed to use LREI space must go through the divisional principal to secure this space. Tutoring arrangements made between families and LREI staff members should be initiated in the same manner and must be approved by the divisional principals.

Weekly LREI Email: Each Thursday afternoon families will receive an email from the school, sharing information and thoughts about the institution's or division's program. This message will also serve as a reminder to check LREI Connect, which we update each Thursday.

LREI Connect, the password protected portion of our excellent website, **lrei.org**, is a terrific resource. You can find a significant amount of information about the school, upcoming events, library resources and our athletic schedule at the site. Through LREI Connect, you can see information specific to your child/class/grade, PA committees, etc. You can also update and add to your family's info. We encourage you to visit **lrei.org** week. Login by visiting **lrei.myschoolapp.com**.

If it's Thursday, It's time to (LREI) Connect.

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HOMEWORK

Homework is an important part of each child's education at LREI. It is designed both to reinforce skills learned in class and to prepare students for new topics to be discussed the next day. Teachers design homework to challenge students appropriately - not to overload or confuse them.

The amount of homework varies according to the age of the student. Please ask your child's teacher, homeroom teacher, or advisor if you have any questions about homework policies.

Parents are asked to see that their child has sufficient time each night for homework, to look at completed and/or corrected homework from time to time, and to provide an appropriate, quiet workspace. If students have difficulty completing assignments, please encourage them to speak to their teachers for help and advice. Homework is an important factor in a student's grades in High School, and assignments submitted late are penalized. It is best to address homework problems as they arise.

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THE LIBRARIES

Sixth Avenue Building:

The library at the Sixth Avenue building houses an extensive collection of books, selected magazines and comprehensive reference materials, as well as computers for student use. Parents are welcomed to borrow adult and student literature and videos. The library is open Monday-Thursday from 8:00 a.m. – 5:30 p.m. and Friday from 8:00 a.m. – 3:30 p.m. Because it is a school policy that the library be open and accessible to all, even when the librarians are not present, there is a chance that a student may check out a book that is inappropriate for their age/grade level. If you see a book come home with a yellow and red “Young Adult” sticker on it, be aware that it may deal with mature issues. You may want to look at the book with your child and use this as an opportunity to discuss why he or she chose this book and what they think it is about.

All students in the sixth grade and younger must be supervised by a parent or caregiver when in the Library or Computer Lab. Seventh and eighth grade students may stay in the Library after school until 5:30 p.m. to complete quiet work.

The High School Library occupies a large space on the north side of the second floor of the Charlton Street building. It extends borrowing privileges to the Middle and High School students, to all faculty, staff, and parents. The collection is automated and networked to the Lower/Middle School library. There is a comprehensive collection of books, newspapers, magazines, and reference materials – print and digital. There is a collection of college catalogues, preparation guides for standardized tests, and books on the application process. Books circulate for two weeks and are checked out on the automated circulation system. The Library-Technology Center is open Monday through Friday, hours as posted.

There are a number of computer terminals throughout the facility. These public terminals provide access to the web-based library computer catalog, which allows members of the community to search the library's holdings in both buildings. The computers also provide access to encyclopedias, full text periodicals, databases, and the Internet. The book collection serves the curriculum areas of the Middle School and High School, and the non-curriculum books are aimed at popular, classic, detective, romance, and nonfiction reading tastes of young adults and adults.

Interlibrary loans are possible through the New York City School Library System and the catalogues of the New York Public Library through the Internet on the library computers. Everyone in the High School is encouraged to have and use a NYPL library card.

The goal is to encourage reading for pleasure and research for classes. All students are welcome to spend their free time in the library studying, reading magazines, or searching through the college catalogues. Classes visit when assigned special projects and research papers.

*Note: Middle and High School students using the Internet in the libraries need to have signed the "Acceptable Use Agreement," which provides guidelines for safe and respectful behavior on the Internet. Please visit the library website: **library.lrei.org**.*

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LOWER SCHOOL FAMILIES

Divisional Administration

Elena Jaime is the Principal of the Lower School and Debra Jeffreys-Glass is the Assistant Principal. Kenna Mateos is the Assistant to the Lower School Principal. Please contact Kenna with questions relating to after-school pick-up, the Early Bird Program, the weekly email or to schedule a meeting with Elena.

Before School/Arrival

It is essential that children remain in a supervised setting as they wait for school to begin at 8:30 a.m. Please review the following options with your child so that s/he is aware of the choices and expectations beforehand.

1. Lower School students who arrive before 8:00 a.m. automatically go to the **Early Bird Program** in the cafeteria, where they will be supervised by the lower school associate teachers until 8:30 a.m. Lower School students arriving at 8:15 a.m. or later may wait in the front lobby with their adult or they may attend the Early Bird Program in the cafeteria. Fourth Grade students may not work in the technology lab before school. Children may not wander through the hallways and must always be in the presence of an adult.
2. At 8:30 a.m. students will be instructed to proceed calmly to their classrooms.
3. Any child not picked up by 3:00 or 3:10 p.m. (First through Fourth) will automatically be sent to Kenna Mateos, the Lower School Administrative Assistant, who will call parents or caregivers.

After School/Dismissal

1. If someone new will pick up your child, please leave a note for the classroom teacher. Please contact the Afterschool office at ext. 239 if a new adult will pick up your child from Afterschool.
2. No child may leave the building without an adult unless he or she presents written permission from his or her parents.
3. Fours through First Grade students should be picked up in their classrooms. Second and Fourth Grade students are dismissed through the Bleecker Street exit, and Third Grade students through the Sixth Avenue entrance. We ask that, when necessary, all students re-enter through the Sixth Avenue door, not on Bleecker Street.
4. Any child who is not enrolled in Afterschool and is not picked up by an adult by 3:00 p.m. will be accompanied to the office of Kenna Mateos located on the second floor, where s/he will wait until Kenna has located his/her parents or caregiver.
5. Students attending the Afterschool program or returning home by bus will be accompanied by their classroom teachers to the appropriate rooms.
6. Students may re-enter their classrooms after school only if accompanied by an adult.

Lower School Parent - Teacher Communication Guidelines

Parents are very welcome to share information and insights with teachers. Teachers appreciate this a great deal. A strong sense of partnership between home and school makes for a richer and more meaningful experience for the students.

In the mornings, teachers enjoy opportunities for friendly greetings with you. For both arrival and dismissal, this is a warm way to begin and end the school day. At the same time, as of 8:30 a.m. teachers' attention goes first to the children, their needs, and their program. As a result, private or important conversations, that go beyond casual conversations or greetings, are best served at other times than classroom pick-up and drop-off. Please see suggestions below for alternatives.

- *Specific Teachers:* Note the days, times, and ways that your child's teacher can most easily be reached in an early newsletter in the fall. Email is usually a reliable way to reach teachers, though voicemail is available as well. Please note that teachers may not be free to check messages until the end of the day. Though email is often instantaneous nowadays, at least a 24-hour period is a reasonable time to await a teacher's reply given how many families and educational matters they attend to daily.
- *Playdates and other end-of-day arrangements:* If plans change during the day, please send an email if it is early in the day or leave a message with the receptionist if plans change in the afternoon. Please post a signed note on the classroom's parent message board, containing your child's name and the name of the new or different person who will pick up your child. This board is checked daily for changes in pick-up information.
- *Meetings:* To schedule a meeting or phone conversation, it is best to send an email, or leave a paper note folded or in an envelope for privacy.
- *Urgent Matters:* If you need to speak with a teacher suddenly and urgently one morning, you might ask the teacher if s/he can leave the classroom for a moment, or you may seek out Debra (Assistant Principal) or Elena (Principal), as they are in the downstairs hallway most mornings.
- *Specialists:* If you need specific information about your child's experience in a Specialist's class, please feel welcome to contact that teacher. If you are unsure about doing that, please feel free to inquire first via your child's classroom teacher, the Assistant Principal, or the Principal.
- *Principal:* To make an appointment with Elena Jaime, Lower School Principal contact Kenna Mateos, Assistant to the Lower School Principal (ext. 215), and she will arrange a mutually available time. Contact Debra Jeffreys-Glass (ext. 238), Lower School Assistant Principal, directly for an appointment.

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MIDDLE SCHOOL FAMILIES

As in the Lower School, positive communication between home and school is crucial to your child's success. In addition to voicemail messages, email is an effective way to communicate with Middle School faculty members. Faculty members are also glad to arrange times to meet in person. For important issues, it is important to try to set up a meeting rather than trying to catch a faculty member on the fly. If your schedule allows you to be in the building at arrival or dismissal, this is also a good time to let your child's teacher know that you would like to set up a meeting. Your child's advisor plays a crucial role in supporting your child's success and should be kept in the loop regarding all home-school communications.

In addition to on-going conversations with your child's teachers, Ana is always interested to hear from you about your child's experience and your experience as a Middle School parent. Do not hesitate to email or call her at 212-477-5316 ext. 285.

The following are a few important procedural items regarding end-of-the-day routines in the Middle School. For a more comprehensive overview, please consult the online Middle School Student and Family handbook.

Middle School students are welcome to stay after school if they:

- Are participating in an organized middle school study session or activity
- Are participants in the Afterschool program
- Have a practice or rehearsal
- Have made an appointment with a teacher
- Have made special arrangements with the principal
- Are in seventh or eighth grade and will be working in the library or lab.

Middle School students who leave the building at dismissal and return for a school sponsored activity, must sign in at reception when they enter the building.

No fifth or sixth grade student may stay after school unless he/she is a part of a supervised activity.

Fifth and sixth grade students who have not been picked up by 3:20 p.m. will wait on the benches in the front lobby. Phone calls will be made to parents to arrange for pick-up. Families for whom this is a regular occurrence will be asked to avail themselves of the Afterschool program.

Time-sensitive messages for middle school students should be left with the receptionist who will make sure that the message gets to your child. Please do not text your child during the school day to communicate these messages.

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HIGH SCHOOL FAMILIES

High school students must swipe in at the front desk using their ID cards to mark their attendance at school. Anytime a high school student enters or exits the building, they must swipe their ID card. High School students may remain in the building after 6 p.m. only under the supervision of a teacher.

Please refer to the High School Student Handbook for more detailed guidelines.

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CLASS PLACEMENT OF STUDENTS

All our grade levels have more than one section. In deciding which students go into which section, our policy is to look at each individual placement decision separately and flexibly, without letting any single principle or formula dictate the outcome.

Factors include: a balance within each class of academic strengths and areas in need of support; past and current friendships; division of children by gender; and matching individual children to specific teachers.

An additional factor is the need for students to have the opportunity to be with other children like themselves. It is clear that we have an obligation to put all our children in a position where they can learn from as many different kinds of people as possible and absorb many different points of view. It is also clear that we should do everything possible to encourage growth in personal identity and self-confidence. Research shows that such growth is enhanced by children being with, and being validated by, teachers and students like themselves – no problem, of course, for the majority of our students, but potentially a large one for those who do not have this sometimes unrecognized advantage. This factor would, for example, lead us to put a high premium on placing a small number of students from a particular racial and ethnic group in a single section with each other. Research points to the academic, social, and emotional benefits to being in a classroom with others who share racial, ethnic, linguistic, and/or cultural backgrounds.

In short, there are many factors involved, and no rules that are automatically applied. This makes placement of students a matter of much discussion and hard thinking. Parent requests are discouraged, but parent input, regarding preservation of friendships for instance, is given serious consideration. The recommendations of this year's teachers determine the vast majority of next year's placements. The educational administration resolves situations in which there is doubt about these recommendations, with the final say in this process, should such be necessary, being the director's.

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DIGITAL CITIZENSHIP

Teachers and administrators at LREI will spend time supporting students as they become responsible digital citizens. As lower school students spend increasing amounts of time using the school's technology, the teachers will help students to understand our expectations. These conversations will happen in the middle and high school divisions as well. We ask parents of middle school and high school students to review the divisional policies about phone use and the division's responsible use policies with their children.

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EARLY BIRD, AFTERSCHOOL, AND SUMMER PROGRAMS

Early Bird is a supervised environment for students who need to come to LREI before school begins in the morning. It takes place Monday-Friday from 7:45-8:30 a.m. in the Sixth Avenue cafeteria and is staffed by Associate Teachers.

Afterschool offers the following programs that allow students to choose days and activities that suit their interests. All three programs are substantial and led by quality teachers. The program runs every day there is a full day of school from dismissal until 6:00 p.m., Monday through Friday.

- **Core Afterschool** is divided into groups according to age Monday through Thursday, and combines all ages on Friday. Core Afterschool follows a weekly schedule of featured activities including cooking, science, visual art and physical games.
- The **Enrichment** program consists of weekly classes focused on a special skill or subject matter for the duration of the semester. Classes include: Karate, Musical Theater, Woodworking, Ceramics, Yoga, Photography, Chess, Robotics, Sports, and Gymnastics, among others.
- **Instrumental Lessons** are weekly, one-on-one instruction for voice, piano, drums, guitar, recorder, clarinet, flute, and brass instruments.

Registration for all Afterschool programs is by day of the week for the session. Please see the Afterschool information page of LREI's website for more details. Please note that you may arrange for your child to "drop-in" to the Core Afterschool Program by calling the Afterschool Office at ext. 239 before 2:30 p.m. the day of attendance at the latest. The fee is either paid in advance or at pick-up.

Afterschool Discipline Policy

The same standard of behavior is expected during Afterschool as is during the school day. Students are expected to be respectful with each other and with teachers. We make every effort to support and engage all children in our program, and to communicate with families, in a timely manner, should a challenge arise. When a challenge does arise, teachers may handle it within the group with a conversation, or may bring a student(s) to the office for a break from the group and to communicate about whatever has occurred. Often a quiet moment and a one on one conversation is all a student needs to be ready to rejoin an activity or class. If a child cannot safely and respectfully rejoin the group, or if the situation/behavior feels more serious, we will call a grown-up at home and may request that the child be picked up early from Afterschool. Please note that repeated challenges in a particular class or activity may result in a child not being allowed to continue in that class or activity for the rest of the session.

Summers at LREI

Summers at LREI offers creative, safe and engaging programs for six weeks during the summer. Summer Programs include Little Red Summer Camp for ages three-and a-half through twelve, Specialty Camps, and Musical Theater Workshop. General registration begins in early March.

Contact Us

For more information about Afterschool or Summer Programs, please contact Cari Kosins, Director of Afterschool and Summer Programs at ext. 207, Seth Eastman, Associate Director of Summer Programs at ext. 298 or Clara Campos, Associate Director of Afterschool at ext. 239.

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EXTRACURRICULAR ACTIVITIES

There are numerous activities, which meet before or after school that are extensions of the school with no fees involved. These include:

Chorus: *The Little Red Chorus* (Third and Fourth Grades) meets Thursdays, 3-3:45 p.m. *The Middle School Chorus* meets during the school day on Tuesdays from 12-12:30 p.m. and on Fridays from 2:15-3:00 p.m. *The Elisabeth Irwin Singers* (the High School chorus) rehearse Wednesdays and Thursdays during X-block 2:20-3:10 p.m.

Extracurricular Sports: All Middle and High school students who are in good academic standing are eligible for a variety of extracurricular sports. High School sports are scheduled after school. Students in the Middle School can join several teams, which practice before or after school.

Middle School and High School Performing Arts: Students at LREI have traditionally excelled in the performing arts. Our Jazz Band, Wind Ensemble, Choruses and Theater Productions have won praise from generations of parents and critics alike. Middle School and High School students are invited to participate in the production of several plays and musicals each year. Student musicians in the Middle School are encouraged to join the Middle School Band. High School students have the opportunity to join the School's Jazz Band, Chorus, Wind Ensemble, and Strings group.

Additional Middle School Activities:

For additional information about yearbook, literary magazine, model congress, newspaper, robotics and Rube Goldberg teams, please consult the online Middle School Student and Family Handbook.

High School Activities: *(Note that these change each year.)*

Typical examples include student publications (the yearbook, the literary magazine, and the student newspaper); student government, LREI Cares, and clubs such as Model UN, Chess, Environmental Action, and Anime and Manga.

- **Peer Leadership:** Members of the junior class may apply in the spring to be a Peer Leader for incoming Ninth Graders during their senior year. The nine or ten students who are selected volunteer their time and energy to work with all incoming freshmen. Peer Leaders are available for mentorship, guidance and support. Peer Leaders work individually as needed and formally with small groups every two weeks. Groups discuss a range of topics including self-esteem, decision-making, peer pressure and a variety of social issues. Peer Leaders attend training in late summer and attend the Ninth Grade overnight trip in late September.
- **Trips and Retreats:** Each year the Ninth Grade attends a two or three-day retreat devoted to community building and outdoor education. The Tenth Grade will go on an overnight trip to Massachusetts for a study of the area to support their American History and Literature classes in the fall. The Eleventh Grade will participate in a five day travel experience in the spring, as well as a college trip.

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PARTY AND GIFT PROTOCOLS

Birthday Parties: Birthday parties are important events in the lives of our children – not only to the birthday child but also to classmates who may or may not be invited. Please read the following carefully. These are tried and true guidelines that protect our children from hurt feelings and disappointment. We strongly encourage all LS families to follow them.

Home Birthday Parties:

- Regarding invitations: While it is fine to invite just a few, it's never fine to invite all but a few.
- If you invite more than half of your child's class to a birthday party (or more than half of girls or boys), we request that you invite the whole group.
- Be sensitive to children who may not receive regular invitations. Include them when possible.
- When at all possible, please hold birthday parties on the weekend.
- Send all invitations through the mail, we ask that you do not distribute in school.
- Please encourage your child to be sensitive to all classmates' feelings. This means not discussing the party during the school day, before or after the party occurs.
- Should an after school time be necessary, please convene children off-site to allow for a regular dismissal and so that other children do not feel left behind by partygoers.

Parents may rent the gym at the Charlton Street campus or the Big Room and the cafeteria at the Sixth Avenue campus, in addition to other classroom spaces, for parties. We discount our rental rate for LREI families. Contact the business office. The Thompson Street Athletic Center is not available for rentals

School Birthday Parties: In the Lower School, we encourage you to celebrate birthdays in school as well and ask that you consult with your child's teacher beforehand. Please send in cupcakes or other snacks that are easy to manage and distribute. No party accessories, please. In Fours-First Grade, you are welcome to join in, of course. For those children whose birthdays fall during summer, there will be a day chosen in the late spring to celebrate as a group. Please consult the "Policy for a Nut and Seed Aware Environment at LREI" for procedures on bringing in food to early childhood classes.

Gifts to Teachers: If your child wants to give their teacher a gift at Winter Break, the end of the school year, or any other time, a homemade gift or drawing is welcome and appreciated. A group gift from parents and children in the class may be given at the end of the school year. This will be organized by the Parent Reps. It has been our experience that individual gifts, though thoughtfully intended, may be misinterpreted by the children and, consequently, we discourage this. The cost of the group gift may not exceed \$25.00 per family. The parent reps will organize a personal gift from the children that is more craft oriented to accompany the gift card for example, no cash. Anytime a gift is to be presented we highly encourage handmade gifts and remind parents that it is the thought that counts. Thank you for your awareness and cooperation.

Gifts in the classroom, special occasions and major life events during the year: Teachers: examples would be having a baby or getting married. The maximum solicitation a parent rep should make is \$5.00 per family. Parent reps should include all families for not only the solicitation of money but for ideas in choosing an appropriate gift.

Potluck policy: Concerning potluck parties at the beginning and end of the school year, parent reps in each class will solicit a parent volunteer family to host the potluck. It is school policy that these get-togethers are potlucks and are not to be catered. The purpose of the potluck is to foster a feeling of community spirit and equal contribution, and to provide a time for parents to get to know each other. If you have any questions please contact your parent rep or PA co-chair.

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MISCELLANEOUS

Directory: A directory of LREI community members is available through LREI Connect. The information contained within this directory is private. It is meant for the exclusive use of individuals and families associated with LREI. The information should not be used for any commercial enterprise nor should the information be given to individuals and/or organizations outside of the School's community. All LREI families must be able to rely on the discretion and respect of their fellow community members.

Dismissal Policy for Emergency Situations: Please see "Security and Emergency Dismissal".

Emergency School Closings: In the case of an emergency - heavy snow, ice, transit difficulties, etc. - we follow directives issued by the Department of Education. If the public schools are closed, we will be closed. Please listen to the radio or call 311. Also, please call the School's phone number, (212) 477-5316, and listen for a message in case of school closing. We will send out an all-school email and/or place calls. If there is an event such as the ones described above during a time when we are open but the public schools are closed for vacation, we will communicate with you via email or broadcast phone call.

Holidays: Lower School classes spend time in school discussing holidays, what they mean to each of us and how families celebrate. Many we share by cooking and singing together, but do not formally celebrate in school. We do not observe Halloween or Valentine's Day in the school.

The GO Project: LREI is a partner school of the GO Project, hosting GO Saturday in our Sixth Avenue campus and the GO middle school enrichment program on some Saturdays in our Charlton Street Campus. As written on its website, the "GO Project serves more than 300 students from over 30 public elementary schools in Lower Manhattan. Most of our students are first or second generation American, low-income children and all are facing serious learning challenges at schools. At the GO Project, we address the needs of the whole child through integrated, year-round academic programs and family support services."

Lunches: Hot lunches are served daily in the school's cafeterias. Students are served a balance of meat and vegetarian main dishes, accompanied by a selection of fresh fruit and vegetables, cheeses, yogurt, and bread. An extensive salad bar is available each day. Lunch is provided through our partnership with *Cater to You*.

In the Lower School and Middle School, the Fours, Kindergartners, and First Graders have lunch in their classrooms. Second through Eighth Grade students share a cafeteria schedule. Lunch is served family-style.

High School students eat lunch in the High School cafeteria during an assigned lunch period.

Students are expected to conduct themselves in an appropriate manner while in the cafeteria, and to clean off their tables at the end of each period.

Parents of students with specific dietary needs should make special arrangements with their child's teacher and advise the School Nurses.

Parent ID Cards: For security reasons, parents of Lower and Middle School children receive ID cards and are asked to request additional cards for family members, caregivers, and friends who have permission to pick children up from school. We ask that all parents/caregivers present these ID cards at the front door when entering the building. Occasional visitors do not need ID cards - though we ask that they sign in at the reception desk. We thank you in advance for your cooperation.

Parking: There is no legal parking in front of the buildings during the day.

Rentals: Some school facilities are available to current LREI families to rent at a 50 percent discount. Please call the Business Office at ext. 214.

School Photos: In the Lower School school photos will be taken on September 19 and 20. The Middle School class photos will be taken on September 20 and High School class photos will be taken on September 29.

Student Dress: Students are expected to come to school dressed in a neat, clean, and appropriate manner. In the Lower School, we encourage children to engage actively, so we ask you to dress your child in clothes in which they can feel comfortable when using "messy" materials and which can be laundered easily. All children must wear sneakers for PE classes. On the roof, children need to wear rubber-soled shoes and dress for the weather. (If it is raining or extremely cold - below 20 degrees Fahrenheit - children do not go out to the roof.)

Rules that apply specifically to Middle and High School students are outlined in their respective Student and Family Handbooks.

Student ID Cards: All Seventh through Twelfth Grade students are issued picture ID cards.

Transportation Passes: Some students are eligible for free or reduced fare MetroCards for public transportation according to age and distance between home and school. See Mary Shea at the Sixth Avenue building or Cheryl Reid at the Charlton Street building for more information. MetroCards are valid for an entire semester. Lost or stolen cards cannot be replaced until the following month.

Valuables: Please help your child to keep valuable, irreplaceable, or otherwise prized possessions at home. There is also no need for your child to bring money to school, unless your child's teacher notifies you in advance.

Visiting Policies: Parents are welcome to arrange visits to their child's classroom. Please call the appropriate principal to arrange for a time and day. Student visitors are not allowed without prior approval by the school.

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BEHAVIOR AND SCHOOL RULES

LREI Behavioral Guidelines

LREI's expectations for student behavior are quite simple and straightforward—all students are responsible for behaving in a manner that supports their learning, as well as that of other schoolmates. All members of the LREI community are to be treated respectfully and thoughtfully. We understand that part of growing up is learning how to get along with others and doing so within the confines of an institution, and that our students' behavior is influenced by their age, development and a variety of other factors. Working with these issues is a component of what we do as a school. Patience and understanding are required of all members of an educational community.

It is important for all families to read their divisional conduct guidelines carefully, to discuss them and to find the answers to any questions they may have. Throughout the year if there are questions or as situations arise, we strongly encourage students and parents to seek the assistance of teachers, advisors, deans, psychologists and principals.

In rare circumstances, the School may question whether a student can remain a daily presence in the community. If such a situation arises, the following process will be followed:

- The principal of the division in which the situation occurs will speak with the student(s) and faculty member(s) involved and will contact the director.
- The director will meet with the principal and others involved it is likely, if expulsion is a possible consequence, that the student(s) involved will be suspended while a final determination of consequences is being made.
- In making such a determination, the director will speak with some or all of the following:
 - The student(s) and parent(s) involved
 - The principal, faculty/staff involved
 - The specific division's leadership team.
 - The school's psychologist(s)
 - The School's senior administrative leadership team.
 - The Chair of the Board of Trustees and/or the Executive Committee of the Board of Trustees.
 - Additional outside consultants/resources whose involvement the director feels will be constructive.

Incidents involving drugs or alcohol are guided by LREI's Drug and Alcohol Policy, included in this document.

Lower School Conduct Guidelines

From the earliest grades students are encouraged to behave in ways that encourage a productive, happy, respectful and safe school environment. Morning Meetings encourage students to develop a sense of active citizenship and belonging to a larger community. The following are our basic guidelines.

In the Lower School, students are expected to:

- Consider their safety and the safety of others.
- Abide by their classroom rules.
- Listen and respond courteously to classroom and specialist teachers.
- Use appropriate speaking voices (unless engaged in sports).
- Demonstrate respect for each other's feelings and belongings.
- Travel about the building in a quiet and orderly fashion.
- Remain with their group unless otherwise instructed.
- Represent our school proudly within and outside of the community.

Inappropriate behavior will be addressed by teachers and parents first, and will involve Elena or Debra if repeated or serious, or if supervision needs require an extra person.

In Second through Fourth Grades, this discussion of expectations and guidelines extends beyond the classroom. Consequences may include:

- A conversation with a teacher, principal, or staff member.
- Time spent in a principal's office.
- A written note home to prompt discussion with parents.
- A phone call to a parent.
- Parent will be called and asked to pick up his/her child.

We expect our students to respect these guidelines, and hope they enjoy a certain safety of reliable boundaries. We request parents' support of their children's behavior and discussion of the guidelines at home.

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POLICY ON REPORTING CHILD ABUSE OF STUDENTS BY SCHOOL EMPLOYEES AND OTHER ADULTS

Students have the right to feel safe and respected, and to work and learn in an environment that is free from abuse. This policy applies to all campuses of the School, all school-sponsored and affiliated trips and events, on transportation to or from School or a School-affiliated event, and to the use of communication devices, whether School, student, or employee owned. For purposes of this Policy, "Employees" include all individuals employed by the School including but not limited to teachers, administrators, and staff. "Other Adults" include volunteers, employees of a contracted service provider, parents and legal guardians of School students, and visitors to the School. The School prohibits all forms of abuse as defined herein. This policy also applies to abuse by an Employee or Other Adult on campus or at a School-sponsored event, of a minor who is not an enrolled student at the School. With respect to interaction between a School employee and students, this Policy applies at all times in all locations.

Definition of Abuse

Abuse shall mean any of the following acts committed by an Employee or Other Adult against a School student:

(a) intentionally or recklessly inflicting physical injury, serious physical injury or death; (b) intentionally or recklessly engaging in conduct which creates a substantial risk of such physical injury, serious physical injury or death; (c) sexual abuse; sexual abuse includes sexual intercourse, oral genital contact, oral anal contact, genital anal contact, touching of the sexual or other intimate parts of the body for the purpose of gratifying sexual desire of either party, or intimate kissing; prohibited touching of the sexual or other intimate parts of the body includes touching of the actor by the victim, as well as the touching of the victim by the actor, whether directly or through clothing; (d) disseminating pornographic or indecent materials to a student or engaging a student in the production of pornographic or indecent materials; or (e) sexual or romantic conduct including but not limited to kissing, caressing, other sexual or romantic touching, and sexual or romantic verbal, electronic, or social media communication.

Any sexual or romantic conduct between a School employee, volunteer, or employee of a contracted service provider and a current School student, even if the student is 17 or older, and even if consented to or welcomed by the student, is strictly prohibited and will result in dismissal of the adult involved. This behavior may not be engaged in at any time a child is a student at the School, nor for five years post-date of a student's high school graduation.

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Procedures for Reporting

The School requires all Employees, Other Adults, and students who have actual knowledge of or who have reasonable cause to suspect an incident(s) of abuse, to report such knowledge or reasonable suspicion, regardless of who the offender may be. Reports should be made to a Point Person (as defined below).

The School has designated certain faculty members as “Point Persons” who share the responsibility for receiving, responding to and investigating abuse complaints with coordination and direction provided by the head of school. If a complaint is brought to a Point Person under this policy, the Point Person must alert the head of school who, in turn, will alert the chair of the board. If the head of school is the subject of the allegations, the Point Person should alert the chair of the board. Upon a determination that an allegation appears substantiated (as described in the Investigations section below), the chair of the board will alert the Executive Committee which may, in turn, alert the Board of Trustees. The designated Point Person(s) are: the members of the school’s administrative leadership team (will be listed), the school’s nurses and psychologists, and the following members of the faculty (one per division.)

- **Phil Kassen, Director**
- **Sandra Chapman, Director of Equity and Community**
- **Mary Young, Director of Admissions**
- **Cari Kosins, Director of Afterschool and Summer Programs**
- **Josh Mark, CFO**
- **L.J. Mitchell, Director of Advancement**
- **Mark Silberberg, Director of Learning and Innovation**
- **Elena Jaime, Lower School Principal**
- **Ana Fox Chaney, Middle School Principal**
- **Micah Gottlieb, High School Principal**
- **Ava Dawson, Sixth Avenue Nurse**
- **Joanne MacDonald, Charlton St. Nurse**
- **Kate Smith, Charlton St. Nurse**
- **Judy Lambek, LS Psychologist**
- **Alexis Kahan, MS/HS Psychologist**
- **Divisional Faculty Point People to be appointed**

The School will attempt to protect the privacy of the individuals involved during any investigation, restricting related information on a “need to know” basis. Although the School cannot guarantee confidentiality, the School will not reveal the name of a person who reports about abuse without that person’s permission, whenever possible.

The School will not retaliate against any person who submits a complaint under this Policy in good faith, or who assists in providing information about a complaint or participates in an investigation pursuant to this Policy.

Nothing herein is intended to prohibit or discourage any student, Employee, or Other Adult from reporting outside the School to law enforcement in the event they believe a crime has been committed.

The School recognizes that false accusations of abuse can cause serious harm to innocent persons. Although the School encourages complaints made in good faith, if an investigation reveals that an Employee or Other Adult knowingly or maliciously accused another person falsely of abuse, the School will take all appropriate action.

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Parent Notification

Whenever a report of abuse against a student by an employee has been made, the parent of the student must be promptly notified of the report. The School will keep the parent regularly informed of the progress of any internal investigation, and will provide the parent with a written copy of the findings and recommendations of the investigative body. The School will promptly notify the parent if the appropriate law enforcement authority has been notified of the report.

Investigations

Following consultation between the student and the Point Person(s), the School, in consultation with outside counsel and the head of school's response team (head of school, chair, Board counsel, divisional principal, CFO) will determine whether further investigation is required. If the allegation appears substantiated, the alleged offender may be placed on administrative leave pending the outcome of any internal or external investigation. The terms of such leave shall be determined by the School. Any investigation will be performed by outside counsel or an independently appointed investigation firm. The investigation may include interviews of the complainant, the alleged offender and others. The alleged offender may be asked to respond to the allegations in writing. In addition, other investigative measures, including but not limited to, viewing emails, text messages, photographs, and social media pages or apps may be employed. Employees, Other Adults, and students are under a duty to cooperate in any investigation pursuant to this Policy.

Law Enforcement Notification

If the School's investigation determines that the alleged abuse occurred, and if there is reason to suspect that the alleged abuse against the student constitutes a criminal act, in consultation with the school's outside counsel, the head of school or the chair of the board of Trustees shall immediately report this determination to the appropriate law enforcement authorities, which shall include the New York City Police Department and the New York County District Attorney. Where the alleged incident of abuse has occurred in a location other than New York Counties, the appropriate law enforcement authorities in that location must also be notified. Whenever law enforcement has been notified, the victim's parent must also be notified as required by the parent notification procedure above.

Discipline

If it is determined that the School's policy prohibiting abuse has been violated, the School will take disciplinary action against the offender. Such action may include, but is not limited to probation, suspension or termination of employment.

Recordkeeping

The School will maintain records of complaints of abuse and any subsequent investigation. Access to these files is strictly limited.

Mandated Reporting

If there is an allegation of abuse by a parent or legal guardian with respect to their own child, the School's Mandated Reporting Policy will supersede this policy and apply.

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DRUGS AND ALCOHOL POLICY

There will be no illicit drugs or alcohol used by or in the possession of LREI students at any time on school property, off-campus during school hours, or during any school-sponsored event.

In connection with this, a first offense will incur notification of parents and likely a suspension followed by an evaluation by a school-appointed professional or treatment agency. Continued attendance at the school will depend on the student and his/her family following whatever course of counseling or other treatment is required by the school after this evaluation.

After a second offense, the school will consider additional consequences, including expulsion.

The school's concern with drug and alcohol use extends to behavior outside school as well. Such behavior affects students' academic progress and emotional well-being. Such behavior also reflects negatively on the reputation of our school and damages the ability of the school to conduct its educational program. When evidence of drug and alcohol abuse comes to the attention of the school, it will be investigated, and, if verified, the school will mandate counseling and/or treatment just as it does in the case of in-school use as described above. It should be added that the proselytizing or facilitating of drug or alcohol use by others is regarded as complicity with an illegal and dangerous pattern of behavior, and will not be tolerated.

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HEALTH ISSUES

Immunization: New York State law requires that all students have a current physical exam with an up-to-date immunization record completed by the first day of school. Students may not attend school without this report from their physician/healthcare provider.

Illness, accident, or injury during school: Students who become ill at school and cannot travel on their own will be cared for in the nurse's office until arrangements are made to pick them up. The School Nurses are Ava Dawson RN (Lower and Middle Schools) and Joanne McDonald RN and Kate Smith RN (High School). They attend to medication administration, illnesses and minor injuries. Susan's office is on the mezzanine, one flight down from the receptionist at the Sixth Avenue building, phone extension 235. Joanne and Kate's office is in the lobby of the High School, phone extension 357.

In case of more serious injury, the school will notify you immediately. If we are unable to reach the family, the person listed as your emergency contact on the Parental Permission Form will be called, as well as your child's physician. If your child needs immediate treatment, s/he will be brought to the nearest hospital, unless another hospital has been requested.

We ask that families care for their child at home if illness is suspected. Please make sure your child has fully recovered before you send him/her back to school. **Your child should be fever-free for a minimum of 24 hours before returning.** If your child has had an upset stomach with vomiting and/or diarrhea, do not send him/her back to school until s/he is symptom-free for 24 hours. Gastrointestinal viruses can be very contagious and spread through a classroom quickly.

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Please uphold the following policies regarding highly contagious illnesses to help us prevent them from spreading in school:

Conjunctivitis (pink eye): Conjunctivitis is an inflammation of the lining of the eye. The most common symptom is a yellow/greenish discharge from the infected eye(s). The eyelids are often swollen and/or crusted when the child wakes up. This is a common, highly contagious infection, which can spread very easily in a school setting and needs to be treated by your pediatrician. Please notify the school and get medical clearance from the doctor before your child returns to school.

Head lice: Head lice are tiny, wingless insects that make their home in the human hair (never in your pet's fur) and crawl from host to host and onto hairbrushes, combs, clothing and bedding, etc. They do not fly, hop or jump, and anyone can get lice. "They are no more inclined to reside in unclean conditions than they are to live on the heads of well-scrubbed children," (from Lice-Busters). The tiny grayish-white teardrop-shaped eggs of head lice are called nits. Unlike dandruff, nits do not fall or flake off. Itching of the scalp may be one of the first clues to the presence of lice. It is important to check your child's hair before the start of school and throughout the school year. If you discover lice or nits, please notify the school nurse and follow recommended treatment. We ask for your cooperation in seeing that your child is completely free from lice or nits before returning to school.

The school nurse arranges for regular visits from the organization Licenders following vacations and any appearance of lice within the student body. In accordance with recommendations from the American Academy of Pediatrics, if nits are discovered on a child, they may stay in school for the remainder of the day, but must be treated for lice prior to returning the following school day. If live lice are discovered on a child, s/he must be picked up by a parent or caregiver as soon as possible.

Other contagious diseases: If your child has any other contagious disease, such as chickenpox, or strep throat, **please notify the school nurse** so that we can alert other parents in your child's class. Before your child returns to school, please get clearance from your pediatrician.

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POLICY FOR NUT AND SEED AWARENESS AT LREI

In response to concerns for children who are allergic to peanuts, nuts and seeds of all kinds, LREI has adopted the policy to become a "peanut, nut and seed aware" environment. Guidelines for providing this environment for our school community are the following:

1. The school will not knowingly serve peanut butter anywhere in the school, including the Sixth Avenue and Charlton Street cafeterias.
2. We have instructed our food service provider that food served in the cafeteria may not be prepared with nuts or seeds, or any of their by-products, such as oils.
3. Families (including those whose children are non-allergic) must never send in snacks or food that contain nuts or seeds of any kind, either for themselves or for their children, even if the snacks or food are not intended to be consumed on school property. In particular, backpacks and pockets should never have any nuts or seeds in them.
4. Older students, faculty and staff must never bring in snacks or food prepared off-site that contain nuts or seeds, backpacks and pockets included.
5. Meals for field trips, potlucks, and food for special occasions must be nut and seed free. This includes the use of nut or seed oils.

6. Families of children with nut and/or seed allergies must inform the school nurse when the child is admitted. If the allergy is discovered after the student's admission, the family must inform the school as soon as possible. Thereafter, the school expects the family to work with the nurse to develop an appropriate medical response in the event of an allergic reaction. This plan, called an "Emergency Action Plan," must be completed and signed by the child's physician and parents. Emergency Action Plan forms are available in the nurse's office.
7. Families of children with nut and/or seed allergies are expected to sign a letter of agreement concerning the extent of LREI's responsibility for their child's medical condition.
8. When applicable, families must provide the nurse with EpiPens prescribed for their child.
9. When applicable, the school will train designated faculty to recognize symptoms of a severe allergic reaction and how to use an EpiPen as per protocol.
10. Division heads, faculty and kitchen staff will be notified of which students have nut and/or seed allergies.
11. Education of the community regarding food allergies and how to keep students safe will continue throughout the year in classrooms, parent rep meetings, faculty and staff meetings, letters home, and the weekly family email.

Approved June 2004

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MEDICATION POLICY

Administration of medications and treatments to students must be managed and supervised by the school nurse. All medications, over-the-counter as well as prescription medication, must be delivered to the nurse's office. Only those medications which are necessary to maintain your child in school and which must be given during school hours should be administered. Delegation of this responsibility to faculty or administration may be necessary in the event of long school trips. Parent authorization and proper documentation will continue to be maintained in these situations. The following guidelines must be followed in order to dispense medications or treatments:

1. **Physician Consent:** New York State requires that the Little Red School House and Elisabeth Irwin High School obtain the signed consent of a physician or other licensed health care provider in order to administer all medication, including non-prescription/over-the-counter medication. The school cannot administer any medication without this signed consent.
2. **Prescription Medication:** All prescription medications, either for a new health problem such as an infection, or for a chronic health condition such as asthma, should be given to the nurse to dispense in the original prescription container with the student's name, name of medication, dosage and dosage schedule, duration of treatment, and the physician/healthcare provider's name and phone number on the label.
3. **Over-the-Counter Medication:** The nurse's office has a supply of OTC medications listed on the health form that can be dispensed as need be with the signed consent of the physician/healthcare provider. Students should not be sent to school with OTC medications to be taken on their own.

4. **Self-Medication:** If your child is accustomed to administering his/her own medication, such as asthma medication, and you wish to continue this while in school, please ask your pediatrician to write us a note to that effect prior to the beginning of the school year.
5. **Keep Us Informed:** To help us stay up to date on your child's health issues as the school year progresses, please notify us if your child begins to take a medication at home on a regular basis. This information is essential to have on hand in the event of an emergency.
6. **Back-up Medication:** Parents of children who need medication for a chronic health condition, such as asthma or severe allergies, must leave back-up medication in the nurse's office in the event of an emergency.
7. **School Trips:**
For day trips, the nurse will give your child's teacher his/her prescription medication clearly labeled with the child's name, name of medication, dosage, and time to be given.

For overnight trips, parents should give their child's teacher or the nurse the prescription medication in the original pharmacy container on the morning of the trip. Children should not be sent on a trip with any medication to be taken on their own.
8. **Medical Storage:** Medication will be stored in a locked cabinet in the nurse's office or refrigerated if need be. All students requiring medication will take it in the nurse's office except in situations of travel or self-medication. EpiPens will be kept in a clearly marked container in an unlocked closet in the nurse's office and in the cafeteria.
9. **Daily Record:** The school nurse will keep a daily record of all medications given.
10. **Parent Notification:** If your child receives an over-the-counter medication that the nurse has been authorized to administer, you will be notified by phone before the end of the school day.

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HEALTH AND SAFETY POLICY FOR PHYSICAL EDUCATION

If your child is well enough to be in school s/he will be expected to participate in PE classes unless we receive a note from you addressed to the classroom teacher requesting that s/he be excused.

If your child is not able to participate in PE on a particular day s/he will be able to either rest in the nurse's office or watch her/his PE class. Note that some children find sitting on the sidelines a difficult thing to do.

If your child is recovering from an injury (for example, a fracture or a bad sprain) or from surgery, the school nurse will need written permission from your child's pediatrician stating that it is safe for her/him to resume participation in PE. In situations such as this, we encourage children to only do what they are able to do comfortably.

If your child has asthma we require that in addition to the inhaler kept in the nurse's office, s/he carry an extra inhaler in a fanny pack to PE. This is especially important because PE is not held at the Sixth Avenue campus. This also means that your child will not be able to participate without her/his asthma medication on hand. Please clearly label your child's name on both the fanny pack and the inhaler.

If your child has an episode of asthma at any point during the day you will be notified and exercise will be limited to what you and your child feel is safe and manageable.

Lastly, for safety, children will not be able to participate in PE unless they are wearing a pair of (their own) sneakers. **Please leave an extra pair at school.**

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STATEMENT OF POLICY REGARDING HIV/AIDS

The trustees of Little Red School House and Elisabeth Irwin High School have approved the following guidelines and directives concerning HIV infection. As our society continues to struggle with the complexities of prevention, control and cure of AIDS, the trustees want to be sure that our school's policy in this matter is based on the best medical knowledge and an intelligent concern for the welfare of both individual and community.

Education: Education is the key to prevention. It is important that the school make sure that children (in developmentally appropriate ways), teachers, staff, and parents are educated as to the nature of HIV infection and how it is and is not transmitted. There should be a regular review of these programs, with reports thereof made to the trustees.

Preventive procedures: The school staff should follow accepted procedures to prevent transmission of communicable diseases. The intent is to introduce the practice as routine and as positive reinforcement for general educational practices in the community. Glove use in handling body fluids, primarily blood, is recommended by the Center for Disease Control, and should be standard health and hygiene practice at LREI.

Policy: No discrimination shall be based on infection with HIV. Such infection will be treated as any other illness, should HIV-related symptoms develop. Appropriate steps will be determined case by case, relying on the best medical advice.

Procedures: If the director is informed by a staff member or parents of the existence of HIV infection in an individual, the director will inform the principal and consult with the parents and medical advisor of a student, or with the medical advisor of a staff member, to determine the most appropriate, safe, and supportive plan of action. Periodic review will occur. The responsibility for this will be the director's, with input from those in the decision group (principal, parents or staff member, and physician).

Confidentiality: The group of decision-makers will be small and include only those who need to be involved. Specifically, for HIV+ students: teachers, assistants, etc. will not be informed, unless specific circumstances so indicate, and then only with the clear approval of parents. For HIV+ teachers: nobody but the principal, director, and physician will be informed.

Communication: This policy and any future changes in it will be included in our handbooks.

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ADMISSIONS EARLY NOTIFICATION PROGRAM

The LREI Admissions Office offers an optional Early Notification Program for applicants to the Fours who are siblings of current LREI students, children or grandchildren of alumni, or children of current faculty/staff. This program is intended to expedite the admissions process for families who are already part of our school community. While we encourage all eligible families to apply early, it is important to note that admission is not guaranteed. LREI may not be the appropriate school setting for every child within a family, so we carefully consider the best placement for each child. We recommend that you apply to other schools to ensure that your child will have alternatives should LREI not be an optimal fit.

Applicants to the Fours must be four years old by September 1 of the year that they begin school. We encourage you to apply to the Fours in the year your child is eligible, as there are many more openings in the Fours than in Kindergarten and the Early Notification option is only available for the Fours.

For more information about the Early Notification program, and application timeline, please see the letter available in the Admissions Forms section of the website (lrei.org/admissions).

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POLICIES AND PROCEDURES REGARDING ENROLLMENT, PAYMENT OF TUITION AND FINANCIAL AID

If you should have a question about these Policies and Procedures, or would like to discuss a specific situation, please contact Joshua Marks or Tema Tischler in the Business Office.

Enrollment and Re-Enrollment

- Enrollment and re-enrollment contracts must be signed and returned by February 1, 2018 for all grades. Families that do not return contracts by the stated deadlines cannot be assured of a place for their children in the relevant grade.
- A deposit must accompany enrollment contracts. Contracts not accompanied by a deposit will not be considered as having been effectively returned to LREI.
- The deposit amount for the 2018-2019 school year will be announced in January 2018. The deposit amount for a particular family receiving tuition remission will be the full deposit amount times the fraction of tuition to be paid by the family net of tuition remission over the full tuition for the relevant grade.
- The enrollment contract is a binding contract for an entire school year. If a student withdraws or is absent from LREI for any reason, other than at the written direction of the relevant principal, tuition will be payable to LREI for the full school year. Contracts will be enforced by LREI as written. This means that LREI will retain all amounts paid to date for a particular school year and will bill and expect payment for any tuition not yet paid.

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Payment of Tuition

- Tuition is payable in the following manner: deposits are due on February 1, 2018 and one-third of the remaining tuition for the relevant grade is due on each of April 7, July 7 and November 10, 2018. Although it is LREI's custom to send families statements reminding them that an installment of tuition is payable, it is each family's responsibility to make sure that tuition installments are paid when due.
- Tuition installments that are not paid within 15 days of the due date may be charged a late payment fee of 5% of the amount overdue. Checks that are returned to LREI for insufficient funds or for any other reason may result in a fee of \$25.
- Tuition installments that are not paid within 30 days of the due date or for which satisfactory arrangements for payment have not been made with the LREI Business Office may result in a student's not being permitted to attend classes. LREI may also take additional steps, of which families will be given notice, such as withholding transcripts or graduation diplomas, in the event of non-payment of tuition when due.
- Re-enrollment contracts and notifications of financial aid allocations will not be sent to any family that is not up to date on its tuition payment obligations.

Financial Aid

- Because financial aid decisions need to be aligned with enrollment decisions, Parents' Financial Statement (PFS) forms must be filed with School and Student Service for Financial Aid (SSS) not later than December 15, 2017. SSS needs approximately two weeks to provide output for us in making financial aid decisions. All families awarded financial aid must reapply annually.
- We require families applying for financial aid to do so online by going to <http://sssbynais.org>, clicking "Complete your Parents' Financial Statement (PFS) Online" and then following the corresponding instructions. PFS forms must be complete in all respects. In particular, items dealing with estimated 2018 annual income and expenses and the item asking "How much can you afford for educational expenses for the 2018-2019 academic year for each student applicant?" must be completed.
- Applications received after December 15, 2017 will be considered only if budgeted financial aid has not been fully allocated. No assurance can be given that applications received after December 15, 2017 will receive any financial aid allocation.
- Financial aid decisions/allocation will be notified in writing to applicants, accompanied by an enrollment contract reflecting the financial aid allocation and net tuition amount payable by the relevant student's family I awarded. Applicants must return the enrollment contract by the date stated on the contract. The financial aid amount set forth in any contract that is not returned by the deadline will be considered as revoked and therefore available for allocation to others.
- Families receiving financial aid are encouraged to opt for LREI's monthly payment plan for tuition, which provides for the balance of tuition owed by a family to be paid in equal installments over a 10-month period extending from April to the following January.

- If a student is accepted to LREI without having applied for financial aid during the initial application, the family will not be eligible to apply for aid until three academic years have elapsed. However, any student enrolled prior to the 2012-2013 school year will be eligible to apply for financial aid after a two year waiting period in accordance with our former policy. Exceptions will be considered only in the event of major events negatively affecting a family's financial situation, such as job loss, loss of residence or business due to a catastrophic event or the death of a parent.
- Financial aid applications from any enrolled family that has applied for aid and has been denied will not be considered again until two academic years have elapsed, including the academic year for which the original financial aid application was made.

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SECURITY AND EMERGENCY DISMISSAL

Security

Front Doors:

The front doors of each building will remain locked except during arrival and dismissal and will only be opened if supervised.

All parents and visitors to the school (either building) will be asked to display their LREI ID card upon entering. This includes parents/family members/caregivers at arrival and dismissal. The staff present at arrival/dismissal will look to see that all who enter have displayed their IDs. If someone entering at arrival/dismissal does not have an ID card, s/he must show a picture ID, sign in, and wear the visitor's badge s/he will be issued.

In the Sixth Avenue building, the arrival period runs from 8:15-8:40 a.m. Dismissal runs from 2:45-3:20 p.m. In the Charlton Street building, all parents and visitors will be asked to show ID, sign in, and wear a badge throughout the school day.

At times other than arrival/dismissal, all visitors (non-employees) to the building will be asked to show ID, sign in, and wear a visitor's badge. Administrators, faculty, and staff are asked to inform the receptionists ahead of time when they are expecting visitors.

Emergency Dismissal

During emergency dismissal students will only be dismissed to a parent or guardian or someone listed on on LREI Connect, unless parent or guardian instruct us otherwise at the time. Families are encouraged to include one person or family that lives within walking distance of the school as the contact person(s) on their emergency cards. However, the school reserves the right to send a child home with a family or individual not listed on the contact card without the expressed permission of the family if, in the opinion of the school, it is safer to do so.

In an emergency, the school will communicate with families via:

1. Phone call (from school personnel, parent volunteers, or our recorded phone messaging service).
2. Broadcast email (please make sure we have your email address).
3. The website (lrei.org)
4. Families can call the main school number and receive updates from the receptionist or a recording. We will give word via the above methods and through a message on the school's phone system if the administration decides to move students to another location, the other LREI campus or one of two off-site evacuation sites. The two off-site evacuation sites are:
 - St. Luke's School - 87 Hudson Street at Grove Street.
 - Sol Goldman YM/YWHA - 344 East 14th Street between First and Second Avenues.

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Disruptive Events

If there is an event that is disruptive to life in NYC, our response would depend, to some degree, on the location of the incident and the time/day when it occurs.

- If the event occurs during a time when school is closed and in a location that does not directly impact school operations, but one that will likely affect those in the school community, you will hear from us in fairly short order, though it is likely that we will wait until the situation and its aftermath are better understood.
- If the event happens when school is closed but in a location that directly impacts LREI's operations, likely you will hear from us immediately and then again when our plans become clearer.

If an event were to happen during school hours, but away from the school, not impacting school operations directly:

- We will be in touch as soon as is possible letting you know that all is okay and advising you of any changes in our operations and providing updates on changes for student travel home, etc.
- If this incident were to cause delays in pick up and travel we will remain in the school until every child has been safely dismissed and all adults are safely on their way.

If the incident is so close to LREI as to directly impact our operations:

- We will secure the students inside the buildings, secure the buildings, contact all families, and make plans for dismissal.
- We will remain in the buildings until we can safely dismiss and until ALL children and adults are safely on their way home.
- If the incident makes it impossible to stay in one or more of our three locations we will move to another of our buildings or to one of our pre-identified off-site locations—St. Luke's School or the Sol Goldman YM/YWHA. Addresses for these organizations are in the [Family Handbook](#) and are printed on the back of your LREI ID Cards.

In any emergency situation we will communicate with families in some combination of the following ways—email, automated phone call, and/or a message on the school's website. *It is essential that your family's information on LREI Connect always be up to date.* Contact help@lrei.org for assistance with Connect.

In terms of dismissal, as stated in the handbook (but easily overlooked), in the event that we feel an immediate dismissal is essential and we are unable to contact a particular student's family/guardians, *the school reserves the right to send a child home with a family or individual not listed as an emergency contact without the expressed permission of the family if, in the opinion of the school, it is safer to do so.*

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LREI COMMUNITY NORMS

For use during community discussions.

1. Be fully present.
2. Speak from the "I" perspective.
3. Say "ouch." (A way of saying that a comment stung.)
4. Demonstrate respect-limit interruptions, side conversations.
5. Respect differing realities.
6. Be open-minded, seek clarification.
7. Be self-responsible and self-challenging.
8. Listen, listen, listen and process.
9. Lean into discomfort.
10. Experiment with new behaviors in order to expand your range of response.
11. Take risks, be raggedy, make some mistakes - then let go.
12. Accept conflict and its resolution as a necessary catalyst for learning.
13. Be comfortable with silence.
14. Be crisp; say what's core.
15. Treat the candidness of others as a gift; Honor Confidentiality.
16. Suspend judgment of yourself and of others.
17. Pay attention to assumptions.
18. Allow for more multiple opportunities for processing.
19. Be aware and in-tune with body language.
20. Don't give up on the group or each other as individuals.
21. Remember the right to pass.
22. Recognize multiple forms for communication, beyond and behind words. For use during student discussions.

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Appropriate for students in First - Third Grade:

1. Be Here!
2. Be respectful
3. Say "I saw," "I think," "I experienced"
4. Say "ouch"
5. Listen with your mind and body
6. Not everyone sees things the same way
7. Don't shy away if you are uncomfortable
8. Be focused - say what needs to be said
9. Honor privacy
10. Don't make assumptions

Appropriate for students in Fourth - Sixth Grade:

1. Be Here
2. Be respectful
3. Be open-minded
4. Say "I saw," "I think," "I experienced"
5. Say "ouch"
6. Listen with your mind and body
7. Not everyone sees things the same way
8. Don't shy away if you are uncomfortable
9. Take risks - challenge yourself
10. Be comfortable with silence
11. Be focused - say what needs to be said
12. Honor confidentiality
13. Don't judge yourself or others.
14. Don't make assumptions

Appropriate for students in Seventh - Twelfth Grade:

1. Be fully present.
 2. Speak from the "I" perspective.
 3. Say "ouch."
 4. Demonstrate respect-limit interruptions, side conversations.
 5. Respect differing realities.
 6. Be open-minded, seek clarification.
 7. Be self-responsible and self-challenging.
 8. Listen, listen, listen and process.
 9. Accept conflict and its resolution as a necessary catalyst for learning.
 10. Be comfortable with silence.
 11. Say what needs to be said.
 12. Suspend judgment of yourself and of others.
 13. Pay attention to assumptions.
 14. Be aware and in-tune with body language.
 15. Recognize multiple forms for communication, beyond and behind words.
- (Adapted from materials created by the National Association of Independent Schools)

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THE PARENTS ASSOCIATION

Every parent with a child who is a student at LREI is a member of the Parents Association, and your participation at any level in community building, fundraising, and other school activities is always welcome and needed. The Parents Association is guided by an Executive Board, elected every two years to lend direct support to events and activities, to provide a safe forum in which parents can express concerns, and to actively promote the financial and educational well-being of the school.

The LREI community is immeasurably enriched through the voluntary involvement of parents in any of the multitude of Parents Association events and activities that take place each school year. We improve as an organized body from the ideas and energy of every parent who chooses to participate. We look forward to seeing as many people as possible involved at a level that is compatible with their schedules, because every parent is a valuable asset to our community.

COMMITTEES

Art Auction Committee - A spring event to benefit LREI Annual Giving, separate from The Fund for LREI (annual fund), comprised of a silent auction of contemporary fine art donated by the LREI community and artist friends of the school. Art is exhibited at a NYC gallery and the event closes with a cocktail reception and final bidding. Volunteers help with organizing, soliciting art work, hanging/dismantling the show and/or providing assistance during the event. (Alternate years). (ArtAuction@lrei.org)

Big Auction Committee – Coordinates the Big Auction, a community fundraiser that occurs every two years to benefit LREI Annual Giving. The Big Auction is comprised of a live and silent auction held at an event space in NYC. Volunteers help organize, solicit items for and generate enthusiasm surrounding the event. (Alternate years) (BigAuction@lrei.org)

Community Service Committee - Creates opportunities for parents and children to participate together in community service. This committee organizes a calendar of family-friendly volunteer activities that engage parents and students from all school divisions. Activities include clothing, food and book drives, garden plantings and park improvements, and a Martin Luther King Day of Service. (CommunityService@lrei.org)

Faculty & Staff Appreciation Committee - The Faculty & Staff Appreciation Committee (FSA) organizes and coordinates opportunities for families to express their gratitude for the faculty and staff at LREI by bringing in homemade or store-bought goodies. Our responsibilities include overseeing Tuesday Treats (for which each class is asked once a year to contribute), a welcome-back breakfast in September, a holiday cookie swap in December, a Valentine's Day sweets bar in February, and a separate event to thank the After School staff in June. We also decorate the lobby and organize extra celebrations during FSA week in the Spring. (FSACommittee@lrei.org)

Graphics & Communications Committee - Supports PA-sponsored events and other committees in need of catchy flyers and posters. Volunteer graphic designers and illustrators create communication materials on one or more projects. There are no meetings; committee members work mainly via the Internet. (GraphicsCommittee@lrei.org)

Halloween Fair Committee - A one-day community event, the Halloween Fair features eerie entertainment, creepy games, frightful arts & crafts, a costume parade and more! Volunteers plan and organize the fair, create and hang decorations, and help out on the day of the event by selling tickets or T-shirts, running the bake sale, hosting ga.m.es or arts & crafts tables, and taking on other ghostly duties that may arise. (HalloweenFair@lrei.org)

Literary Committee - Enriches the literary life of LREI throughout the school year by organizing author visits to classrooms, assemblies and writing workshops for students and staff. This committee also plans and hosts Book Week, Literary Evening and the Book Fairs. Proceeds from literary events benefit the LREI Literary Initiative. (LiteraryCommittee@lrei.org)

LREI Camping Trip Committee - This committee sponsors and organizes the annual LREI Family Camping Trip held in late spring. (CampingTrip@lrei.org)

Red Is Green Committee - Finding ways to make LREI a more eco-friendly environment through tangible short and long term initiatives, this committee raises green awareness throughout the school. (RedisGreen@lrei.org)

School Store Committee – This committee handles the sale of school merchandise periodically throughout the school year. (SchoolStore@lrei.org)

Sports Committee - The Sports Committee is dedicated to the promotion of athletic participation amongst the LREI students and the encouragement of the LREI community to support those who participate. The Committee seeks to create school spirit in the LREI community by inviting all students to join the Spirit Club at our home games at the Thompson Street Athletic Center. Here, the kids can make signs, pom-poms and shakers to show their support for our Knights. We also help to organize the annual Spirit Game, which is a great event for LREI students of all ages. This lively faculty vs. student basketball game always attracts a huge crowd of students and families cheering on their favorites to win. (SportsCommittee@lrei.org)

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SCHOOL AND FAMILY SUPPORT

Adoption Committee - Provides a monthly forum for members to discuss some of the specific needs and issues encountered by parents and children of adoptive families. (AdoptionCommittee@lrei.org)

Asian-American Families - Provides a forum for discussion and social interaction for families with roots in Asia and throughout the Pacific Rim, including adoptive and multiracial families. Some issues of common interest include language instruction, student recruitment and retention, and cultural education. (AsianAmericanFamilies@lrei.org)

Azúcar! - This parent group began as a Spanish speaking forum to connect the Latino/a community across all divisions of LREI including students, parents and faculty. The committee meets once a month. In addition to supporting Spanish language, the members coordinate activities that focus on Latino/a culture and heritage. (Azucar@lrei.org)

Class Parent Representatives - Class parent representatives serve as the liaison between principals, teachers, and the parent community of each class. Activities include attending and identifying agenda items for monthly meetings with division principals, answering Parents Association-related questions from class parents, and supporting teachers by communicating with class parents about field trips, school functions and end-of-year festivities. Additionally, class parent representatives send an email each week to the parents in their child's class with information pertinent to their class and upcoming Parents Association events. (pa-presidents@lrei.org)

Multicultural Committee (MCC) – Open to the entire LREI community interested in exploring our cultural identities, strengthening our relationships, and deepening our understanding of each other. The committee meets once per month, for a range of topics rooted in celebration of cultures and contemporary items within our community and beyond. (MulticulturalCommittee@lrei.org)

Karamu! Committee - Is primarily responsible for curating and producing Karamu! Karamu! is a festive celebration representing the cultures and rich diversity of our community. Volunteers help to produce a variety of tasks including performances, organizing a potluck dinner, activities, tickets sales, merchandise sales, set up/ clean up and much more. Karamu attracts families from all divisions with its food, music dance party and performances. The Karamu committee is a sub-committee of the Multicultural Committee. (MulticulturalCommittee@lrei.org)

Parents of Children of Color Committee - The POCOC provides a forum for discussion on the needs and concerns of parents raising children of color. Parents can seek a dialogue and provide support on common issues. (pococ@lrei.org)

Gender and Sexuality Alliance (GSA) - Working towards a greater understanding of, and sensitivity to, lesbian and gay issues in all areas of school life, committee members meet and sponsor events, including the Visibility Photography Exhibit, a bi-annual event where the LREI community shares through captioned photos their stories of love for friends, relatives, neighbors, and others in their lives who are gay, lesbian or transgender. LREI was the first independent school in NYC to march in the annual Pride Parade, and the GSA now hosts a float each year. Part of the school's ongoing and active commitment to social justice, riding on the float is a powerful and exciting way to show support for the struggle for equality for all and an excellent first social justice action. (GSA@lrei.org)

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PARENT REPRESENTATIVE GUIDELINES 2017-2018

Parent Representatives add tremendously to the fabric of the LREI community through their role as liaisons between principals, teachers and class parents. Serving as a parent representative is a great way to make connections with parents in your child's class and throughout the school. Responsibilities include attending and identifying agenda items for monthly divisional meetings with division principals, answering PA-related questions from class parents, and supporting teachers by communicating with class parents about helping with field trips, school functions and end-of-year festivities.

In particular, parent representatives:

1. Act as a positive spokesperson and ambassador for the school.
2. Participate in the monthly Parent Representative meeting.
3. Assist in coordinating classroom or grade-level events (such as family potlucks or breakfasts, field trips, school photography days, culminating curriculum projects) and act as a liaison with the teachers on class event coordination.
4. Communicate classroom messages to families, as needed.
5. Coordinate collection for end-of-year teacher/specialist gifts, usually presented at the spring picnic or potluck (collection guidelines provided under separate cover).
6. Recruit parent volunteers for school activities and Parents Association school events through personal interactions and/or written communications.
7. Attend PA events and school activities.
8. Act as a resource for parents in your child's class.
 - Welcome new parents to the class and school.
 - Introduce topics for parent representative meetings based on issues raised by class parents.
9. Provide information on and encourage parent participation in PA events and activities.

Being a Parent Representative is an important role in ensuring strong and open communications at school and is essential in contributing to community building.

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The Parent Association Executive Committee 2017-2018

Position	Name	E-Mail
Co-Presidents/PA Rep to Board of Trustees	Kobi Wu-Pasmore	pa-presidents@lrei.org
Co-Presidents/PA Rep to Board of Trustees	Daniele Dolin	pa-presidents@lrei.org
Lower School VP	Lunie Small	lsvp@lrei.org
Middle School VP	Hilary Meltzer	msvp@lrei.org
High School VP	Lisa Goldenberg Corn	hsvp@lrei.org
High School VP	Mya Dunlop	hsvp@lrei.org
Treasurer	Sasha Best	treasurer@lrei.org
Corresponding Secretary	Deborah Winokur	secretary@lrei.org
Lower School Coordinators	Danielle Gunlock	lscoordinator@lrei.org
Middle School Coordinator	Stefanie Kaufman	mscoordinator@lrei.org
High School Coordinators	Lara Olivieri	hscoordinator@lrei.org

The Parent Association Committee Chairs 2017-2018

Committee	Name	E-Mail
Adoption Committee	Dee Pelletier Denise Adler	AdoptionCommittee@lrei.org
Azúcar! Committee	Suysel Cunningham Susie Mendive Wilnelia Gutierrez	Azucar@lrei.org
The Fund for LREI (annual fund)	Angie Veira Barocas Charlie Homet Joyce Doyle	AnnualFund@lrei.org
Asian-American Families Committee	Anjali Dalal Julie Young	AsianAmericanFamilies@lrei.org
Art Auction	Michi Jijargian (LS) Ulrich Lehmann (MS) Liz Parks (HS)	BigAuction@lrei.org
Community Service Committee	Kerry Donahue	CommunityService@lrei.org
Faculty and Staff Appreciation Committee	Missy Basile Jill Schuck Taylor	FSACommittee@lrei.org

Graphics & Communications	TBD	GraphicsCommittee@lrei.org
Halloween Fair	Elizabeth Fosnight Nancy Schein Amado Hernandez	HalloweenFair@lrei.org
Literary Committee	Maren Berthelsen Cathy Del Guercio	LiteraryCommittee@lrei.org
LREI Camping Trip	TBD	CampingTrip@lrei.org
Multicultural Committee	Chatisha Hosten TBD	MulticulturalCommittee@lrei.org
Parents of Children of Color Committee	Kim Hill Meg Reiss	MS-POCOC@lrei.org
Red is Green	TBD	RedisGreen@lrei.org
School Store Coordinators	Anh VAn Nguyen Diana Friedman Soldo	SchoolStore@lrei.org
Gender & Sexuality Alliance	Matt Bernstein	gsa@lrei.org
Sports Committee	Theo Dotson Kim Hostler	SportsCommittee@lrei.org

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LREI BOARD OF TRUSTEES 2017-2018

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LREI Faculty, Staff and Administration 2017-18

Jessica Acee	Director of High School Admissions
Arturo Acevedo	High School Spanish Teacher
Sherezada Acosta	Middle School Science Teacher, Science Department Chair
Margaret Andrews	Middle School Mathematics Teacher, Middle School Dean of Student Activities
Megan Ashforth	Fifth Grade Humanities Teacher
Meghan Farley Astrachan	High School Drama Teacher, High School Play Director
Jacqueline Baker	High School Mathematics Teacher
Shafeiq Baksh	High School Mathematics Teacher
Segundo Balladares	Maintenance
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Avery Barnes	Fifth Grade Humanities Teacher
Sarah Brooks Barlow	Eighth Grade Humanities Teacher
Mala Beckhoff	Lower School and High School Learning Specialist
Jessica Bell	Associate Teacher Diane's Fours
Jane Belton	High School English Teacher
Christine Betterly	Associate Teacher, Sarah's First Grade
Ulana Bihun	Associate Teacher, Alisa's Kindergarten
Beth Binnard	Fours Teacher, Fours/Kindergarten Coordinator
Michele Blackwell	Director of Financial Aid, Associate Director of High School Admissions
Mark Bledstein	High School History Teacher
Dan Bobrowski	Middle School Science Teacher and Dean of Programs
Michelle Boehm	Middle School Mathematics Teacher, Math Department Chair
Heather Brubaker	High School English Teacher and Ninth Grade Dean, English Department Chair
Randy Burd	Gymnastics Assistant Teacher
Jose Caiza	Maintenance
Natasha Campbell	Business Office Associate
Clara Campos	Associate Director of Afterschool Programs
Ann Carroll	High School History Teacher
Jerry Cascio	High School Learning Specialist
Rohan Cassells	Middle School Art Teacher
Ana Fox Chaney '94	Middle School Principal
Sandra (Chap) Chapman	Director of Equity and Community
Barbara Charriez	Assistant to the Director
Vinay Chowdhry	High School Media Arts Teacher
Elaine Chu	Third Grade Teacher
Suzanne Cohen	Seventh Grade Humanities Teacher, Seventh and Eighth Grade Dean
Christina Cox	High School History Teacher
Xin Dai	Middle School Mandarin Teacher
Deborah Damast	Lower School Movement Teacher, Middle School Dance Teacher
Michel de Konkoly Thege	Special Assistant to Administration, High School History/English Teacher
Jeremiah Demster	Middle School Art Teacher
Ted DeSimone	Controller
Jorge Dieppa	Technical Theater Associate
Stacy Dillon	Lower School Librarian
Celeste Dorsey	Lower School Technology Coordinator, Educational Technology Chair
Eileen Dougherty	Receptionist
Ava Dawson	School Nurse, Sixth Avenue
Jeiver Duran	Maintenance
Seth Eastman	Associate Director of Summer Programs
Jennifer Escorcia	High School Administrative Assistant
Jacob Farkas	Director of Technology
Shauna Finn	High School 3-D Arts Teacher
Peter Fisher	Athletic Director, Middle School Physical Education Teacher
Tara Fitzpatrick	Associate Teacher, Bill's Second Grade
Susannah Flicker	Middle School Learning Specialist, Learning Support Department Chair
James French	High School Studio Art Teacher, Fine Arts Department Chair
Diego Gallego	Maintenance
Jessica Gardiner	High School Learning Specialist

Susan Glass	Middle School/High School Vocal Music Teacher, Choral Director & Musical Director
Elizabeth Gonzalez	Kindergarten Teacher
Amanda Goodwin	Sixth Grade Humanities Teacher
Micah Dov Gottlieb	High School Principal
Sharyn Hahn	Middle School French Teacher
Karima Hassan	Middle School Mathematics Teacher
Peter Heinz	High School History Teacher
Hector Henriquez	Maintenance
Natasha Hernandez	Second Grade Teacher
Patrick Higgison	Middle School/High School Mathematics Teacher
Carly Hirsch	Associate Director of Lower School Admissions
Deborah Hodge	Fourth Grade Teacher
Ryann Imperioli	Director of Annual Giving
Allison Isbell	High School Dean of Academics, Learning Center Director
Elena Jaime	Lower School Principal
Debra Jeffreys-Glass	Lower School Assistant Principal
Ileana Jimenez	High School English Teacher
Denzel Johnson	Afterschool Department Head for the Reds
Alexis Kahan	Middle School/High School Psychologist
Larry Kaplan	Middle School Physical Education Teacher, Middle School Intramural Sports Coordinator
Jesse Karp '87	Early Childhood Librarian
Philip Kassen	Director
Chris Keimig	High School English Teacher
Gabrielle Keller	Middle School Spanish Teacher
Diane Kidder	Fours Teacher
Alan Kim	High School Biology/Chemistry Teacher
Julie Kim	Associate Teacher, Elaine's Third Grade
Jessie Kirk	Third Grade Teacher
Elise Knudson	Lower School Gymnastics Teacher
Lisa Korchma	Admissions Associate and Associate Registrar for Summer Programs
Cari Kosins	Director of Afterschool and Summer Programs
Sarah Kramer	Early Childhood Music Teacher
Judy Lambek	Lower School Psychologist
Aedín Larkin	Lower School Music Teacher, Lower School Chorus Director
Melissa LasFargeas	Associate Teacher, Ariane's First Grade
Marcus Leslie	Associate Teacher, Dan's Fourth Grade
Paola Leañó Peralta	Lower School Spanish Teacher
Harriet Lieber	Lower School Learning Specialist
Kara Luce	High School Science Teacher
Joanne MacDonald	School Nurse, Charlton Street
Stephen MacGillivray	High School Media Arts Teacher, Fine Arts Department Chair
Marcelo Macias	Maintenance
Joanne Magee	Middle School Drama Teacher, MS Play and MS/HS Musical Director
Joshua Marks	Chief Financial Officer
Peter Martin	Director of Communications
Kenna Mateos	Assistant to Lower School Principal
Adria Maynor	Administrative Assistant to the High School Principal
Bessie McDonough-Thayer	Summer Program Coordinator
Tracie McGee	Business Office Associate/Special Events Coordinator
Matthew McLean	Middle School/High School Music Teacher, Middle School Band Director and High School Wind Ensemble Director, Performing Arts Department Chair
Elisabeth Ingwersen Mendez	Alumni and Special Events Manager
Lizbeth Mendoza	Lower School Administrative Coordinator, Early Childhood Spanish Teacher
Sergei Mikhelson	High School Mathematics Teacher
William Miller	Second Grade Teacher
Matthew Milton	Technology Support Associate
James Miner	Afterschool Department Head for the Blues
Michelle Mirsky	Technical Theatre Designer

L.J. Mitchell	Director of Advancement
Sarvjit Moonga	High School Vice Principal, High School Chemistry Teacher
Harry Muniz	Physical Education Assistant Teacher
Juan Munar	Maintenance
Thomas Murphy	Tenth Grade Dean, High School History Teacher, History Department Chair
Manjula Nair	Eleventh Grade Dean, High School Mathematics Teacher
Katherine Nix	First Grade Art Teacher
Susan Now	High School Photography Teacher
Kellen O'Gara	Assistant Director of College Guidance
Javier Ortega	Maintenance
Kelly O'Shea	High School Physics Teacher
Art Palmer	High School Physical Education Teacher
Margaret Paul	Dean of Student Life, High School Biology Teacher
Kate Peck	Advancement Services Manager
Peggy Peloquin	Middle School and High School Dance, High School Physical Education and Life Skills Teacher
Adele deBiasi Pelz	Twelfth Grade Dean, High School French Teacher, Foreign Language Department Chair
Jose Pena	Maintenance
Robin Pianoforte	Receptionist
Violeta Picayo '09	Alumni Relations Associate
Joy Piedmont	High School Technology Integrator and Technology Support
Frank Portella	High School Humanities Teacher, Interdivisional Administrator
Dan Raphael	Fourth Grade Teacher
Debra Rawlings	Lower School Math Coordinator
Kathleen Redmond	Registrar for Afterschool and Summer Programs
Randi Reinhold	Program Coordinator for Afterschool and Summer Programs
Peggy Resnick	Lower School Woodworking Teacher
Sara-Momii Roberts	Eighth Grade Humanities Teacher
Robert Romero	Superintendent of Buildings
Wing Mai Sang	Associate Teacher, Jessie's Third Grade
Jay Saper	Associate Teacher, Beth's Fours
Shelby Savidge	Associate Teacher, Deborah's Fourth Grade
Ann Schaumburger	Lower School Art Teacher
Sarah Schumann	First Grade Teacher, First Grade/Second Grade Coordinator
Vincent Scialla	High School Music Teacher, High School Band Director
Clair Segal	Middle School Technology Teacher and Curriculum Integrator
Jonathan Segal '05	High School Learning Center Teacher
Charissa Sgouros	Third and Fourth Grade Learning Specialist, Third Grade/Fourth Grade Coordinator
Mary Shea	School Secretary
Robin Shepard	Middle School Learning Specialist
Mark Silberberg	Director of Learning and Innovation
Karyn Silverman	High School Librarian
Elizabeth Simmons	Seventh Grade Humanities Teacher and Middle School Humanities Mentor
Kathleen Maguire Smith	School Nurse, Charlton Street
Vejan Smith	High School Physical Education Teacher
Chloe Smock	Associate Teacher, Sarah's First Grade
Carey Socol	Director of College Guidance
Alisa Soriano	Kindergarten Teacher
Cassie Stafford	Director of Middle School Admissions and Admissions Coordinator
Julie Sterling	Lower School Spanish Teacher (on leave)
Ariane Stern	First Grade Teacher
Pati Stolley	Lower School Physical Education Teacher
Jose M. Suero	Maintenance
Jennifer Hubert Swan	Director of Library Services and Middle School Librarian
Jessica Tan	High School Mandarin Teacher
Michael Thandi	Lower School Science Teacher
Preethi Thomas-McKnight	High School Science Teacher
Tema Tischler	Human Resources and Business Manager
Elif Topbas	Associate Teacher, Elizabeth's Kindergarten
Antonio Valle	High School Spanish Teacher
Alicia Zhao Wang	High School Mandarin Teacher (on leave)
Rob Ward	Middle School Science Teacher

Candace Williams
Mary Young
Catherine Zhong
Jamelah Zidan
Toby Zitsman

Sixth Grade Humanities Teacher
Director of Admissions and Lower School Learning Specialist
High School Mandarin Teacher
Associate Teacher, Natasha's Second Grade
Technology and Systems Support

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HISTORY AND PHILOSOPHY

Elisabeth Irwin (1880-1942), the founder of the Little Red School House, was a remarkable and influential educator who did much to transform American education in the early part of the twentieth century. Along with such contemporaries as John Dewey, Caroline Pratt, founder of the City and Country School, and Lucy Sprague Mitchell, founder of the Bank Street School, Irwin introduced pedagogical innovations that were revolutionary in their time. Indeed, it is hard to imagine a time when school meant students sitting silently in rows, reciting dry facts from primers; when moving around the classroom learning about contemporary life, expressing themselves artistically and working with others in projects were all unheard of – yet this was the reality of American education when Elisabeth Irwin came along. Perhaps her most revolutionary insight was the most fundamental: she recognized that schools were, after all, about children – “the whole child”-as she and her friend John Dewey liked to say. “Sometimes we forget,” she wrote, “that the child is not comparable to any factory product whatsoever.” She envisioned a different kind of experience for children:

We tried in our school to be rid of that oppressive something, which strikes you with almost palpable force when you open the door of a large, over-regimented school...school is not merely a place where a child is compelled to ‘sit’ for eight years, although this seems to be the current view and in far too many instances corresponds to the facts...we should strive to make it the child’s school in the sense that the school adapts itself to his educational needs...

Educated at Packer Collegiate and Smith College, Irwin first became a journalist and later took a degree in psychology at Columbia University. In 1916, as a staff psychologist for the newly formed Progressive Education Association, she commenced a landmark “experiment” in education that was part of a wholesale rethinking of American education, which would result in the founding of one of the most well-known schools in the world – Little Red School House and Elisabeth Irwin High School. Irwin’s “experiment” in educational reform took place from 1916 to 1922 at P.S. 64, near Tompkins Square Park in lower Manhattan. She worked in close collaboration with Louis Marks, the school’s principal. In 1924, Irwin and Marks published a book about their reforms entitled, *Fitting the School to the Child*. It remains an important document in the history of educational thought, expressing the excitement and openness to change and spirit of reform that have remained hallmarks of the school. “The school will not always be what it is now,” she wrote, but we hope it will always be a place where ideas can grow, where heresy will be looked upon as possible truth, and where prejudice will dwindle from lack of room to grow. We hope it will be a place where freedom will lead to judgment – where ideals, year after year, are outgrown like last season’s coat for larger ones to take their places.

All these years later, Little Red School House and Elisabeth Irwin High School remains faithful to the spirit of its founder – always reinventing itself, testing new ideas, finding new variations on tried and true principles. The faculty remains involved in every aspect of program and governance of the school and works with extraordinary enthusiasm and astuteness to conceive of fresh responses to the needs of young people.

We date the founding of the school to the fall of 1921. P.S. 64 was slated to become one of New York's first junior high schools, so Irwin continued her work at P.S. 61 on East 16th Street near Greenwich Village. There her classes were housed in a red brick annex to the building, hence the name, Little Red School House. It stuck – even when classes were moved again, to P.S. 41 on Greenwich Avenue, where it remained until 1932. During this period Elisabeth Irwin became a fixture in the extraordinary scene of intellectual, political, and artistic ferment that was Greenwich Village in the 1920s. Living in the household she established with her partner, the biographer Katherine Anthony, and the two children they adopted, Irwin became a respected spokesperson for educational reform, published widely in *The Nation* and *The New Republic* among other places. The Little Red School House, indeed, became a household word, not only in New York educational circles, but also throughout the educational community both nationally and around the world. By this time, however, the conditions affecting American educational reform had changed drastically. It was the depth of the Great Depression, funds were scarce and the New York City Board of Education was dominated by a conservative viewpoint at odds with the methods Irwin had pioneered at the school. In the spring of that year, Elisabeth Irwin, the teaching staff and the parents of her students gathered together in an emergency meeting to discuss the future of Little Red. As Agnes de Lima reports in her book, *The Little Red School House*, the parents had come together to mourn, perhaps, or possibly, at the most appeal or protest...In the ice-cream parlor on Sixth Avenue one of the parents of the school quickly got to his feet. He was a butcher, whose average income never exceeded forty dollars a week. He stated that he would contribute five dollars a week to keep his children in Miss Irwin's classes...One after another, other parents followed suit...The following fall one hundred and sixty-five students of the original two hundred in P.S. 21 attended the opening class of their own school, in their own schoolhouse, at 196 Bleecker Street.

Thus, the Little Red School House became a private school. But it was Elisabeth Irwin's intention that the Little Red School House never becomes a refuge for the privileged few. The school's charter made her intentions clear: Little Red School House would be "a small experimental school in which can be duplicated a typical public school situation." The yearly tuition of \$160 was the same per capita cost of educating a child in the public schools. This commitment to social inclusiveness has remained constant in the culture of the school ever since. We are enormously proud of our diversity. Students from all races, religions, and socio- economic backgrounds attend the school and add to the richness both of the students' educational experience and of our life together as a community.

Nearly a decade after the move to Bleecker Street, a building was acquired at 40 Charlton Street so that the program could be expanded to include a high school. The ninth grade was established first, then, in successive years, a tenth, eleventh, and twelfth. The first classes began in the fall of 1941. The following year, Elisabeth Irwin died. In assembly one day, a ninth grader stood up and suggested that the High School be named in Miss Irwin's honor. The faculty and Board of Trustees made it official. Thus, Elisabeth Irwin High School was born and the official name of the school became what it is today. Later, the Middle School was established, thus giving LREI its current three-divisional structure.

While LREI has experienced many changes in program, organization, size and governance over the past 83 years, there has been consistent throughout a remarkable continuity of philosophy and values. A fundamental goal of the school is to create a community in which personal independence strengthens a school culture of interdependence, cooperation and service. Young people at our school learn to live cooperatively with one another. The school retains its historic commitment to social justice and inclusion. Students are encouraged to examine their own values while respecting and striving to understand the values of others, to become involved in struggles for social justice and the realization of the promise of democratic life. So just as alumni tell stories of concerts given by Pete Seeger singing about social and racial justice and about school trips to the coal mines of Pennsylvania, so future alumni will remember the Dr. Martin Luther King Assembly in the High School, the cultural celebration Karamu! Sponsored by the Multicultural Committee, and the photo exhibit, Visibility: Lesbian and Gay People We Love, sponsored by the Lesbian/Gay/Straight Alliance.

Academically, an LREI education has always been a stimulating, challenging experience. The curriculum is based on a belief that goes back to the original progressive educators, who recognized that the driving force behind authentic learning is a combination of children's natural curiosity, creativity, purposes, values, learning styles and the very human desire to make sense of the world around them. We remain committed to the value of active learning that places students at the center of their education under the expert guidance of an extraordinary and dedicated faculty. Learning at LREI is not the memorization of dry facts and the pursuit of grades; rather, it is the meaningful learning that happens when the individual is passionately engaged with a subject. Each year, our graduates go off to some of the most selective colleges and universities in the United States and abroad.

Students at every level are motivated to draw upon personal experience as they encounter new bodies of knowledge and develop new skills. The "real world" is integrated into – indeed, often becomes – the classroom, and learning about people and history and culture, takes place not only through books, but also through music, art and dance. We continue to produce a blend of student-centered education combined with academic rigor that has been the hallmark of the school since its earliest days. Our

school responds to the needs and interests of each individual. Teachers here, indeed, “fit the school to the child,” as Elisabeth Irwin put it. Students are respected, listened to and cared about. They are also equipped to thrive in the competitive and demanding environment of college and adult life.

Educators around the world recognize Little Red School House and Elisabeth Irwin High School. Over the years, thousands of visitors have observed every aspect of the program. Today our High School’s Minimester serves as an innovative laboratory for interdisciplinary curricula and potential future courses, while our Lower and Middle School divisions integrate academics with the arts in cutting edge social studies curricula. In each division, highly qualified faculty work together to develop, extend and articulate program. Teachers at LREI not only have considerable expertise in their fields and in child development; many practice, publish, and perform independently. Indeed, hundreds of teachers have studied and practice-taught at the school, and over the years many conferences and seminars have been held to promote educational excellence and share the special qualities of LREI with a wider community. In 1997, the 75th anniversary of the school was marked by a symposium - “Intelligent Action: Educating for Democracy” - which drew educators from around the country to Greenwich Village for two days of stimulating discussions at the cutting edge of contemporary educational thought. As we go forward, Little Red School House and Elisabeth Irwin High School will no doubt continue to be a leader in American education. But most important of all, we will continue to be a school that provides young people with the capacity not only for intellectual achievement, but also for “the art of happy and productive living,” which Elisabeth Irwin believed was the chief end of education.

- Revised, July 2004

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