



Little Red School House & Elisabeth Irwin High School
A leader in progressive education since 1921

2010-2011

Family Handbook

Lower School/Middle School: 272 Sixth Avenue (at Bleecker Street), New York, NY 10014 • Tel: 212.477.5316 • Fax: 212.677.9159
High School: 40 Charlton Street, New York, NY 10014 • Tel: 212.477.5316 • Fax: 212.675.3595

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Table of Contents

THE MISSION OF LREI	PAGE 3
DIVERSITY STATEMENT	PAGE 4
COMMUNICATION BETWEEN SCHOOL AND FAMILIES	PAGE 5
THE SCHOOL DAY	PAGE 7
IN EXCEPTIONAL CIRCUMSTANCES	PAGE 8
SHARING WITH FAMILIES	PAGE 9
HOMEWORK	PAGE 11
THE LIBRARIES	PAGE 11
LOWER SCHOOL FAMILIES	PAGE 12
MIDDLE SCHOOL FAMILIES	PAGE 14
HIGH SCHOOL FAMILIES	PAGE 15
CLASS PLACEMENT OF STUDENTS	PAGE 16
EARLY BIRD, AFTERSCHOOL AND SUMMER PROGRAMS	PAGE 17
EXTRACURRICULAR ACTIVITIES	PAGE 18
PARTY AND GIFT PROTOCOLS	PAGE 19
MISCELLANEOUS	PAGE 20
BEHAVIOR AND SCHOOL RULES	PAGE 21
DRUGS AND ALCOHOL POLICY	PAGE 22
HEALTH ISSUES	PAGE 23
POLICY FOR NUT AND SEED AWARE ENVIRONMENT	PAGE 24
MEDICATION POLICY	PAGE 25
HEALTH AND SAFETY POLICY FOR PHYSICAL EDUCATION	PAGE 27
STATEMENT OF POLICY REGARDING HIV/AIDS	PAGE 27
ADMISSIONS EARLY NOTIFICATION PROGRAM	PAGE 28
ENROLLMENT, PAYMENT OF TUITION AND TUITION REMISSION	PAGE 29
SECURITY AND EMERGENCY DISMISSAL	PAGE 31
THE PARENTS ASSOCIATION	PAGE 32
PARENT REPRESENTATIVE GUIDELINES	PAGE 34
PARENTS ASSOCIATION EXECUTIVE OFFICERS	PAGE 35
PARENTS ASSOCIATION COMMITTEE CO-CHAIRS	PAGE 36
LREI BOARD OF TRUSTEES	PAGE 37
LREI FACULTY, STAFF AND ADMINISTRATION	PAGE 38
HISTORY AND PHILOSOPHY	PAGE 41

THE MISSION OF LREI

Our goal is to educate students to become independent thinkers and lifelong learners and to pursue academic excellence and individual achievement, in a context of respect for others and service to the community.

We believe that learning should be active and experiential, with the school providing abundant opportunities for students to excel. We accept students with a range of abilities and talents who can take full advantage of a rich and demanding academic program in which each student is both challenged and supported.

We seek to create within the school a community built on understanding and respecting others. Thus, our student body traditionally reflects the racial and cultural diversity of our city, and our curriculum is built on inter-disciplinary studies to promote understanding of many cultures. While individual achievement is encouraged and rewarded, our program underscores the value of shared goals, friendship and cooperation in mastering difficult tasks.

The progressive ideals that in 1921 gave life and inspiration to the school – academic excellence and creativity, active learning and innovative teaching, respect for the individual and responsibility to the community – continue to guide the school today.

**Approved by the Board of Trustees
September 19, 1992
Reaffirmed June 4, 2007**

DIVERSITY STATEMENT

Since the founding of Little Red School House and Elisabeth Irwin High School in 1921, a guiding principle of the school has been profound respect for the worth and dignity of each individual, along with sensitivity to the individual and group differences which make our school so diverse a community.

From the beginning of our school's existence we have worked to reflect this dual focus on each individual and on our diversity as a community in our student body, our faculty and our curriculum.

With respect to socio-economic diversity, our school's commitment is achieved through a generous tuition remission program, which makes it possible for students from families of all income levels to attend.

Ethnically, the school's student body has always been diverse. Through internship programs and aggressive recruiting, we constantly seek to increase the diversity of our faculty.

Our commitment to diversity is reflected in the school's curriculum as well. Our approach to learning, like our community itself, is inclusive, global and multicultural, reflecting our belief that true critical thinking cannot be attained without exposure to different people, traditions and worldviews.

Similarly, outside the classroom we attempt to strengthen our commitment to diversity by addressing issues of gender and sexuality, ethnicity and race, religion and values, individualism and community. Indeed, we view the differences that distinguish us as opportunities for the personal and intellectual growth of each member of the school community.

In all these ways, we continue to renew our fundamental beliefs. The growth of independent, well-rounded students – with a fully-developed sense of self – occurs best in an atmosphere that explores, celebrates and encourages difference and commonalities, challenges and opportunities, and the needs and rights of each in the diverse, inclusive community which is our school.

COMMUNICATION BETWEEN SCHOOL AND FAMILIES

Listed below are staff members to contact for information regarding specific areas, and their phone extentions. 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	<i>Director</i>	295
Michel de Konkoly Thege	<i>Associate Director</i>	319
Rowena Penaranda-Askins	<i>Assistant to the Director</i>	295

Educational Programs/Daily Operations

Namita Tolia	<i>Lower School Principal</i>	216
Autumn Giles	<i>Lower School Program Associate</i>	215
Dawn Wheatley	<i>Lower School Assistant Principal</i>	212
Mark Silberberg	<i>Middle School Principal</i>	221
Mary Shea	<i>School Secretary</i>	244
Lynne Cattafi	<i>Fifth and Sixth Grade Dean of Students</i>	381
Gabrielle Keller	<i>Seventh and Eighth Grade Dean of Students</i>	260
Ruth Geyer Jurgensen	<i>High School Principal</i>	303
Adria Maynor	<i>High School Assistant/Receptionist</i>	323, 301
Sarvjit Moonga	<i>High School Vice Principal</i>	405
Micah Dov Gottlieb	<i>High School Assistant Principal</i>	304
Margaret Magee	<i>Dean of Ninth Grade</i>	389
Tom Murphy	<i>Dean of Tenth Grade</i>	353
Ileana Jimenez	<i>Dean of Eleventh Grade (September- January)</i>	390
Nick Sullivan	<i>Dean of Eleventh Grade (January-June)</i>	335
Adele de Biasi Pelz	<i>Dean of Twelfth Grade</i>	382
Sandra (Chap) Chapman	<i>Director of Diversity and Community</i>	294
Cari Kosins	<i>Director of Afterschool and Summer Programs</i>	207
Nora Woolley	<i>Associate Director of Summer Programs</i>	506
Clara Campos	<i>Assistant Director of Afterschool Programs</i>	239
Leah Humphrey	<i>Associate Director Summer Programs/Registrar</i>	

Financial/Business Matters/Financial Aid/Space Rental

Michel de Konkoly Thege	<i>Associate Director</i>	319
Tema Tischler	<i>Assistant Director of Finance and Operations</i>	306
Marie Horan	<i>Business Office Associate</i>	317

Admissions

Julia Heaton	<i>Director of Admissions</i>	305
Mary Young	<i>Director of Lower School Admissions</i>	237
Carly Hirsch	<i>Admissions Associate for Lower School</i>	211
Cassie Stafford	<i>Associate Director of Middle School Admissions</i>	210
Michele Blackwell	<i>Associate Director of Financial Aid and High School Admissions</i>	292/307

Office of Advancement

Brooke Gadasi	<i>Director of Advancement</i>	236
Laura Hahn	<i>Publications Manager</i>	258
Liza Sacks	<i>Alumni Relations Coordinator / Development Associate</i>	291
Ryann Pointon	<i>Director of Annual Giving</i>	275

Department of Education Bus/School Calendar/ Events

Tracie McGee	<i>Business Office Associate</i>	214
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Public Transportation/Bus Passes

Mary Shea	<i>Lower and Middle Schools</i>	244
Cheryl Reid	<i>High School</i>	301

Absences

Eileen Dougherty	<i>Lower and Middle Schools</i>	From w/n LREI:	201
		From outside:	212-477-5316
Cheryl Reid or Adria Maynor	<i>High School</i>		301
Sarvjit Moonga	<i>Vice Principal, High School</i>		405

College Guidance

Carey Socol	<i>Director of College Guidance</i>	324
Analisa Cipriano	<i>College Guidance Associate</i>	383

School Psychologists

Dr. Roberta Rubien	<i>Lower School</i>	231
Dr. Andrew Weiss	<i>Middle and High Schools</i>	407

Medical Needs and Information

Kitty Highstein	<i>School Nurse</i>	235
Sue Gower	<i>High School Nurse-part-time</i>	357

Contacting Teachers

Voicemail: Messages may be left for each teacher. The receptionist will connect you to the appropriate voicemail box. If the message is urgent, please leave it with the receptionist or principal.

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: jdoe@lrei.org. To facilitate communication between parents and teachers, please note the following requests:

- Please do not use email for something 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 should probably be 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.

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	8:30AM-2:45PM
First-Fourth Grades	8:30AM-3:00PM

There is a Lower School gathering for first-fourth grade students at 2:15PM each Friday in the PAPAS. 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. Play date arrangements must be signaled by notes from both or all children's families to the classroom teacher.

Middle School

Fifth-Eighth Grades	8:15AM-3:15PM
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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 8:15AM. Students may also use the library or computer lab, both of which open at 8:00AM. Homeroom period begins at 8:15AM and arrival after 8:20AM constitutes lateness.

Middle School students are dismissed from their homerooms at 3:15PM Mondays through Fridays. Those in the Afterschool Program report directly to the designated Middle School classroom Mondays through Thursdays and the cafeteria on Fridays. A dry-erase board near the Sixth Avenue door indicates where Middle School Afterschool is meeting each day. 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	8:30AM-3:55 PM Monday-Thursday
	8:30AM-3:00 PM Friday

Students are expected to arrive early enough to be prepared and on time for their first period class, which begins at 8:30AM, and to remain in school through the last academic period of the day, which ends at 3:55PM.

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, unless they have a class at Thompson Street. 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.

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 9:00AM (see page 7).

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 9:00AM when Lower or Middle School students will be absent. High School parents call the receptionist at extension 301.

Long-term absences: If a student will be absent more than a day, parents are asked to call his or her teacher's voicemail to arrange for assignments. Older students are asked to call a "homework buddy" 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 only take vacations during LREI breaks and that your child's time away from school does not begin before the school break does or end afterwards. Teachers use each scheduled day to support their 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 can disrupt planned activities. This affects the learning of the absent students and her/his classmates. In addition, divisional or all-school assemblies often precede our longer vacations. These gatherings are essential for creating the sort of community that drew you to LREI. Students sing, listen to speakers, applaud their schoolmates, meet students in other divisions and generally strengthen community ties.

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.

SHARING WITH FAMILIES

Assemblies:

Lower School assemblies will be held twice a year on Wednesday mornings for each grade. 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.

At the *High School*, speakers, performances, and meetings are scheduled during a regular assembly period every Tuesday at 2:10PM.

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, September 23 at 6:00PM
Second-Fourth Grade Curriculum Meeting:	Thursday, September 30 at 6:00PM
Middle School Curriculum Meeting:	Tuesday, September 28 at 6:30PM
High School Curriculum Meeting:	Tuesday, September 21 at 6:30PM

Parent Conferences:

In the Lower and Middle Schools, conferences with parents are held twice a year. To accommodate these conferences, school is closed on two successive Fridays each semester. 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.

In the High School, advisors schedule families for conferences once per year.

Please note the following days on which conferences are scheduled:

Lower School

Friday, November 5	<i>Lower School closed</i>
Thursday, November 11	<i>Lower School closed</i>
Friday, April 8	<i>Lower School closed</i>
Thursday, April 14	<i>Lower School closed</i>

Middle School

Friday, November 5	<i>Middle School closed</i>
Thursday, November 11	<i>Middle School closed</i>
Friday, April 8	<i>Middle School closed</i>
Thursday, April 14	<i>Middle School closed</i>

Additional times will also be available where needed.

High School conferences occur once this year on November 5.

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 quarter. Formal written reports can be accessed online by parents at the end of each quarter.

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.

Grades: Students in the Fifth Grade receive progress reports without grades. Students in the Sixth through Twelfth Grades receive letter grades for each subject based on numerical averages after each marking period.

Grades are based on the following categories: homework, tests, quizzes and special projects, effort, participation and conduct.

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 and Interim Reports: These brief forms are sent to parents of Middle and High School students if teachers, advisors, or grade coordinators have any concerns about a child's work, attendance, behavior, health, etc.

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 or principal in each division is 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 Namita.

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 Blog: Each Thursday the principals of each division post updates to a blog. Families will receive an email each Thursday reminding them to check the week's new information. Blog addresses are as follows:

Lower School:	blog.lrei.org/lnews/
Middle School:	blog.lrei.org/msnews/
High School:	blog.lrei.org/hsnews/

Families may choose to get hard copies of these emails by contacting Mary Shea at ext. 244. It is essential that families check the divisional blogs each week. The director, other administrators and teachers also have blogs. There are links to these sites on the divisional blogs.

Remember, Thursday is blog day.

HOMework

Homework is a very 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 throughout the Middle and High Schools, and assignments submitted late are penalized. It is best to address homework problems as they arise.

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. The Diversity and Community Library Corner in the Sixth Avenue building houses a collection of titles that grow and evolve to reflect the needs of the LREI community. Parents are welcomed to borrow adult and student literature and videos. The library is open Monday-Thursday from 8:00AM-5:30PM and Friday from 8:00AM-3:30PM. 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 5:30PM to complete quiet work.

The High School Library-Technology Center occupies the entire north side of the second floor of the Charlton Street building. It extends borrowing privileges to the

Middle and High School students, faculty, all staff and parents. The Center's collection is automated and networked to the Lower/Middle School library. There is a comprehensive collection of books, newspapers, magazines, and reference materials - some of which are on CD-ROM. 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 non-fiction 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 World Wide Web. Please visit the library website: libresources.lrei.org.

LOWER SCHOOL FAMILIES

Divisional Administration

Namita Tolia is the Principal of the Lower School and Dawn Wheatley is the Assistant Principal. Autumn Giles is the Lower School Program Associate. Please contact Dawn with questions relating to trips and Autumn for Photo Day questions. Please contact Autumn with questions relating to after-school pick-up, the Early Bird Program, the weekly email or to schedule a meeting with Namita.

Before School/Arrival

It is essential that children remain in a supervised setting as they wait for school to begin at 8:30AM. 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 8:00AM automatically go to the Early Bird Program in the cafeteria, where they will be supervised by the Lower School

Associate teachers until 8:30AM. Lower School students arriving at 8:15AM 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. Children may not wander through the hallways and must always be in the presence of an adult.

2. At 8:30AM students will be instructed to proceed calmly to their classrooms.
3. Any child not picked up by 3:00PM will automatically be sent to Autumn Giles, the Lower School Administrative Assistant, who will call parents or caregivers.

After School/Dismissal

1. If your child will be picked up by someone new, please leave a note for the classroom teacher. Please contact the Afterschool office at ext. 239 if your child will be picked up from Afterschool by a new adult.
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.

Any child who is not enrolled in Afterschool and is not picked up by an adult by 3:00PM will be accompanied to the office of Autumn Giles, LS Program Associate, on the second floor where s/he will wait until Autumn has located his/her parents or caregiver.

4. Students attending the Afterschool program or returning home by bus will be accompanied by their classroom teachers to the appropriate rooms.
5. Students may reenter 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 8:30AM, 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: This information must be in writing, even if mentioned to the teacher verbally. 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 Dawn (Asst Principal) or Namita (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 Namita Tolia, Principal, contact Autumn Giles, Lower School Program Associate (ext. 215), and she will arrange a mutually available time. Contact Dawn Wheatley, Assistant Principal directly for an appointment.

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 more than 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, Mark 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 him at 212-477-5316 ext. 221.

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 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.

No Middle School student may leave the building and return for a school sponsored activity. Seventh and eighth grade students who want to leave the building and then return to work in the library or lab must have a signed permission slip on file and must sign out and in at reception.

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 3:20PM 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.

Students are not allowed to use the phone during the day unless there is an emergency. In these cases, students may use the phone in the principal's office or in their homerooms, with permission.

HIGH SCHOOL FAMILIES

- High School students sign in and out the High School building at all times.
- High School students may remain in the building after 6:00PM only under the supervision of a teacher.
- Please refer to the High School Student Handbook for more detailed guidelines.

CLASS PLACEMENT OF STUDENTS

All of our grade levels have more than one section, and so each new class composition will reflect some familiar and some new classmates. We ask parents to accept this aspect of living in community, trust that teachers conduct careful deliberations, embrace the new possibilities that each year's slightly different classroom mix of families brings, and remember that past friendships have not gone far away.

Our placement process entails looking at each individual student's case separately and flexibly, without letting any single principle or formula dictate the outcome. The wide variety of factors we consider include: a balance within each class of academic strengths and areas in need of support; division of children by gender; past and current friendships.

We believe that, in order to encourage growth in personal identity and self-confidence and to provide all with the very best education, it is important for students to be with other children who experience life as they do. This is no problem for the majority of our students but is potentially a large one for those who do not have this sometimes unrecognized advantage. While no two students' experiences are exactly alike, there are similarities in experience that when one recognizes them in a classmate one's own experience is validated and the educational experience is enhanced. These factors include a variety of descriptors including family structure and the racial groups with which families identify.

In short, there are myriad factors involved in class placement and no rules that are automatically applied. This makes placement of students a matter of much discussion and hard thinking and one in which *each child* is discussed. Parent requests are discouraged, but parent input, regarding preservation of friendships for instance, is given consideration. In the Lower School, student placement is determined by the recommendations of current teachers, working in conjunction with administrators and members of the Support Team. In the Middle School, placement is determined by the recommendations of current teachers, working in conjunction with administrators, and members of the Grade Level Team. 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.

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 7:45-8:30AM 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 6:00PM, 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 and Early Bird programs is by day of the week for the session. Please see the Afterschool information and registration form posted on the Afterschool 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 2:30PM the day of attendance at the latest. The fee is either paid in advance or at pick-up.

Summers at LREI

Summers at LREI offers creative, safe and engaging programs for six weeks during June and July. Summer programs include Little Red Summer Camp for ages three-and-a-half through thirteen, and Musical Theater Workshop. General registration begins in early March.

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

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 LREI Chorus (Third and Fourth Grades) meets Tuesdays at 8:00-8:30am and Thursdays at 3:00-4:00pm. The LREI Singers (Fifth-Eighth Grades) meets during the school day on Tuesdays from 11:30AM-12:30PM. The Elisabeth Irwin Singers (the High School chorus) rehearse Wednesdays and Thursdays during Activity Block, 1:45-2:15PM.

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, 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.

High School Activities *Note that these change each year.*

Typical examples include student publications (the yearbook, the literary and photography magazine, and the student newspaper); student government, the Community Service Roundtable, and clubs such as Amnesty International, Chess, Environmental Action, Film, Latin American Cinema and Outdoor Adventure.

- 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 also attend the Ninth and Tenth Grade overnight trip in late September.
- Trips and Retreats: Each year the Ninth and Tenth Grades attend a two or three-day retreat devoted to community building and outdoor education. A college trip is offered for students in the Eleventh Grade each spring.

PARTY AND GIFT PROTOCOLS

Birthday Parties: Birthday parties are important events in the lives of our children – not only to the birthday child but equally 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 parties, before or after they occur, during the school day.
- 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.
- School spaces are available to rent for parties. Please contact Marie Horan.

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 all classroom spaces for parties. We discount our rental rate for LREI families. Contact Marie Horan for details at ext. 317.

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 his or her teacher a gift at Winter Break, the end of the year, or any other time during the year, 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 Rep. 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 gift should not exceed \$20 per family. The parent rep will organize a personal gift from the children that is more craft oriented to accompany the gift card for example, no cash. Any time 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:

Examples for teachers would be having a baby or getting married. The maximum solicitation a parent rep should make is \$5 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 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 chair.

MISCELLANEOUS

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 Board 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 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: We spend a lot of 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 school.

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 *Cater to You*.

In the Lower School and Middle School, the Fours, Early Kindergartners, 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, Kitty Highstein or Sue Gower.

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. Occasional visitors do not need ID cards. We ask that they sign in at the reception desk. We ask that all parents/care givers present these ID cards at the front door when entering the building.

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

Rentals: School facilities are available to current LREI families to rent at a 50 percent discount. Please call Marie Horan at ext. 317.

School Photos: In the Lower School and Middle School, school photos will be taken outside on September 22. High School class photos will be taken on October 1.

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: 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.

BEHAVIOR AND SCHOOL RULES

The faculty and principals make every effort to communicate clearly what is expected of students and to provide guidelines for acceptable behavior. Students are supported in understanding the reasoning behind these norms (some of which are listed below), often in the course of group discussions. If students do not cooperate, it is important to have consistent and well-understood consequences. Both the expectations and consequences vary according to the age of the child and are appropriate to each division. The underlying goal, consistent in all of the divisions, is the maintenance of a safe, clean and respectful environment that is conducive to learning.

Specific rules and the consequences are noted in both the Middle School Student and Family Handbook and High School Student and Parent Handbook. Parents will be contacted if there is either a consistent or serious concern about the behavior of a student in any division. Serious difficulties can result in suspension if family and student conferences and guidance have not proven helpful.

Lower School Conduct Guidelines

From the earliest grades (Fours-First Grade) onwards, students are encouraged to behave in ways that encourage a productive, happy, respectful and safe school environment. In Second through Fourth Grades, this discussion of expectations and guidelines extends beyond the classroom. 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 Namita or Dawn if repeated or serious, or if supervision needs require an extra person.

Upper Grade (Second-Fourth Grades) 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.

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 automatic suspension and notification of parents, 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 student will no longer be permitted to attend LREI.

Our concern extends to drug use outside the school, because such use clearly affects a student at school as well as at home - emotionally, socially and academically. When such a problem is identified, every attempt will be made to support the student in question in coping with it, which may require resources beyond those available at school or at home.

The first step will be a meeting with the student and his or her parents in order to discuss concerns about changes in behavior, which may be consistent with drug use. This will most probably be followed by an evaluation by a school-appointed or approved professional or treatment agency.

Following this evaluation, the school will make recommendations with regard to treatment or further testing. The student's continued attendance at LREI will depend upon those recommendations being followed.

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 Kitty Highstein RN (Lower and Middle Schools) and Sue Gower RN (High School). They attend to medication administration, illnesses and minor injuries. Kitty's office is on the mezzanine, one flight down from the receptionist at the Sixth Avenue building, phone extension 235. Joanne'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.

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.

Other contagious diseases: If your child has any other contagious disease, such as chicken pox, 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.

POLICY FOR NUT AND SEED AWARE ENVIRONMENT

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

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 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:

A daily record of all medications given will be kept by the school nurse.

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.

HEALTH AND SAFETY POLICY FOR PHYSICAL EDUCATION

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.**

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 parent and faculty handbooks.

Approved September 1993

ADMISSIONS EARLY NOTIFICATION PROGRAM

The Admissions Office at LREI offers an optional Early Notification Program for applicants to our Fours, Kindergarten and First Grade programs who are siblings of current LREI students and children or grandchildren of alumni. The plan is intended to expedite the admissions process for those who are already a part of our school community. It also benefits the School by clarifying the number of places available for the general applicant pool. Please note that applicants for our Fours and Kindergarten programs must be four years old and five years old respectively by September 1st of the year that they begin school.

LREI is a community of families, but also a school that carefully considers the best placement for each child. As such, we recognize that we may not be the appropriate school setting for every child within a family. We strongly encourage all families to apply to several schools to ensure that their son or daughter will have other school choices should LREI not be an optimal fit.

Should you choose to participate in the Early Notification Program, please submit an Early Notification form no later than Wednesday, December 1, 2010. This form is available on our Web site (lrei.org) or by contacting the Admissions Office at 212-477-5316 ext. 210. Due to the limited number of interview appointments available, we encourage families to schedule and complete the interview visits as early as possible. The decision to participate in the Early Notification Program is binding upon submission of the Early Notification Form. To clarify, families selecting Early Notification may not later request Regular Notification. Decision letters will be mailed by Friday, January 14, 2011. If your child is accepted to LREI, and you choose to enroll, you must notify us of your decision by Friday, January 28, 2011 for Kindergarten and First Grade and Friday,

February 4, 2011 for the Fours. Upon enrollment, we strongly suggest that you notify all other schools to which you have applied, so that they too can have a more realistic sense of their applicant pool.

Families who choose not to participate in the Early Notification Program are welcome to follow the traditional admissions cycle, and should select Regular Notification on the Early Notification Form. Decision notifications will be sent in mid February 2011. If you have any questions, please contact the Admissions Office.

POLICIES AND PROCEDURES REGARDING ENROLLMENT, PAYMENT OF TUITION AND TUITION REMISSION

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

Enrollment and Re-Enrollment

- Enrollment and re-enrollment contracts must be signed and returned by February 1, 2011 for grades other than Ninth Grade and by March 1, 2011 for Ninth Grade. 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 2011-2012 school year will be announced in January 2011. 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.

Payment of Tuition

- Tuition is payable in the following manner: deposits are due on February 1, 2011 and one-third of the remaining tuition for the relevant grade is due on each of April 1, July 1 and November 1, 2011. 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 percent 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 tuition remission allocations will not be sent to any family that is not up to date on its tuition payment obligations.

Tuition Remission

- Because tuition remission decisions need to be aligned with enrollment decisions, Parent Financial Statement (PFS) forms must be filed with School and Student Service for Financial Aid (SSS) in Princeton not later than December 15, 2010. SSS needs approximately two weeks to provide output for use in making tuition remission decisions.
- We encourage families applying for tuition remission to do so online by going to **nais.org/financialaid/sss**, clicking on "SSS Online," clicking on "Complete a PFS Online" in the upper left-hand side of the toolbar at the top of the page and then following instructions. PFS forms must be complete in all respects. In particular, items dealing with estimated 2011 annual income and expenses and the item asking "How much can you afford for educational expenses for the 2011-2012 academic year for each student applicant?" must be completed. Incomplete applications will be returned to applicants.
- Applications received after December 15, 2010 will be considered only if budgeted tuition remission has not been fully allocated. No assurance can be given that applications received after December 15, 2010 will receive any tuition remission allocation.
- Tuition remission decisions/allocation will be notified in writing to applicants, accompanied by an enrollment contract reflecting the tuition remission allocation and net tuition amount payable by the relevant student's family. Applicants must return the enrollment contract by the date stated on the contract. The tuition remission 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 tuition remission 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 ten-month period extending from April to the following January.
- Tuition remission applications from any family that has applied for tuition remission and has been denied will generally not be considered again until two academic years have elapsed, including the academic year for which the original application was made. Tuition remission applications from any family that has been enrolled in LREI and has not previously applied for tuition remission will generally not be considered until two academic years have elapsed from original enrollment. 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 death of a parent.

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 8:15-8:40AM. Dismissal runs from 2:45-3:20PM. 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 the emergency contact card, 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 Web site (lrei.org)

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 offsite evacuation sites. The two offsite evacuation sites are:

- 1) St. Luke's School - 87 Hudson Street at Grove Street.
- 2) Sol Goldman YM/YWHA - 344 East 14th Street between First and Second Avenues.

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 Parent 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.

LREI PARENTS ASSOCIATION Committees and School & Family Support

COMMITTEES

- **Art Auction Committee** – A two-day winter event to benefit the 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 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 two days of the event. (Alternate years.)
- **Big Auction Committee** – A spring event to benefit the LREI Annual Fund, comprised of an exciting live and silent auction, wrapped around an adult evening of drinks and dining. Volunteers are essential for soliciting unique goods and services (such as tickets to concerts and sporting events, beauty packages, fine dining experiences, vacation trips), as well as for helping to organize the event, set-up auction items, decorate the auction space, sell tickets and generate “buzz.” (Alternate years.)
- **Community Service Committee** – Creating opportunities for parents and children to participate together in community service, this committee meets and organizes a calendar of family-friendly volunteer activities that engage students in all school divisions. Activities have included clothing/food drives, garden plantings, arts & crafts projects benefiting the elderly, and working at food pantries.
- **Faculty & Staff Appreciation Committee** – Volunteers organize the annual Faculty & Staff Appreciation Day. Volunteer tasks include providing of baked goods or snacks for the teachers’ lounges, organizing and collecting student decorations, and decorating the school hallways.
- **Food Committee** – Holds periodic meetings to discuss food topics relevant to the school.
- **Graphics & Communications Committee** – To support PA Committee and PA-sponsored events in need of catchy flyers and posters, volunteer graphic designers

and illustrators create communications materials on one or more projects. There are no meetings; committee members work mainly via Internet.

- **Halloween Fair Committee** – A one-day community event, featuring 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 games or arts & crafts tables, and taking on other ghostly duties that may arise.
- **Literary Committee** – Enriching 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 Evenings, and the Book Fairs. Proceeds from literary events benefit the LREI Literary Initiative.
- **LREI Camping Trip** – Sponsors and organizes the annual LREI Family Camping Trip held in late spring.
- **Lesbian/Gay/Straight Alliance** – 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.
- **Multi-cultural Committee** – Sponsor and organizer of Karamu!, a joyful evening in celebration of culture and community. Through food, music, dance, storytelling, and performances representing a broad array of cultures and ethnic identities, Karamu! brings together LREI families for an evening of shared commitment to diversity and its place in all of our lives. Volunteer tasks include arranging for performers, organizing the potluck dinner, setting and cleaning up, or selling tickets and T-shirts.

SCHOOL AND FAMILY SUPPORT

- **Adoption Committee** – Provides a monthly forum for committee members to discuss some of the specific needs and issues encountered by parents and children of adoptive families.
- **Asian-American Families** – Provides a forum for discussion and social interaction for families with roots throughout Asia, including South and Southeast Asia and the Pacific, including multi-racial and adoptive families. Some issues of common interest include language instruction, student recruitment/retention and cultural education.
- **Class Parent Representatives** – Serve as a liaison between principals, teachers and class parents by volunteering to be a parent representative. Activities 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.
- **HS Parents of Children Who Receive Academic Support** – Parent group which meets monthly to share ideas and strategies and hold workshops that support the academic success of the students.

- **Parents of Children of Color Committee** – Provides a forum for discussion on the needs and concerns of parents of children of color. Each school division hosts its own Parent of Children of Color Committee for dialogue and support on common issues.
- **Sports Committee** – Provides support and brings attention to the sports programs in all three school divisions, including after-school programs and coaching. Committee members help disseminate information about Middle and High School sporting events, as well organize the LREI Spirit Game, a lively basketball game between LREI faculty and Middle and High School teams.

PARENT REPRESENTATIVE GUIDELINES

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.
 - 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.

LREI PARENTS ASSOCIATION EXECUTIVE OFFICERS 2010-2011

Position	Name	Phone Number	E-Mail
Co-Presidents	Susan Marples	(212) 366-1678	susiemarples@yahoo.com
	Regina Trumbull	(917) 439-0333	Reginahoney@gmail.com
Lower School VP	Elyssa Ackerman	(212) 674-3233	Elyssa.ej@gmail.com
Middle School VP	Susan Noonan	(212) 966-3650	Susananoonan@yahoo.com
High School VP	Ronnie Halper	(212) 496-2949	rsh@panix.com
Treasurer	Molly Harris	(212) 255-2378	mbselner@yahoo.com
Corresponding Secretary	Kim Beck	(212) 358-1741	kbeck2@nyc.rr.com
PA Rep to Board of Trustees	Susan Marples	(212) 366-1678	susiemarples@yahoo.com
	Regina Trumbull	(917) 439-0333	Reginahoney@gmail.com
Lower School Coordinators	Theo Dotson	(212) 267-2642	theoandwill@gmail.com
	Carrie Borrows	(212) 989-5443	cborrows@gmail.com
	Juliet Burrows	(646) 414-7858	julietburrows@mac.com
Middle School Coordinators	Kasey Picayo	(212) 627-7554	Picayosmith@aol.com
	Merril Stern	(212) 675-5091	mls500@aol.com
High School Coordinators	Shirley Staples	(718) 369-1836	Staplesvangel@mac.com

LREI PARENTS ASSOCIATION COMMITTEE CO-CHAIRS 2010-2011

Committee	Name	Phone Number	E-Mail
Adoption Committee	Laura Galen	(212) 846- 3996	AdoptionCommittee@lrei.org
	Susan Glass	(212) 989- 2599	
Asian-American Families Committee	Merril Stern	(212) 675- 5091	AsianAmericanFamilies@lrei.org
Big Auction	Emma Fine	(212) 343-1731	BigAuction@lrei.org
	Jessica Meli	(212) 367-9614	
Community Service Committee	Denise Adler	(212) 242-5448	CommunityService@lrei.org
	Tatjana Kalinin	(212) 645-3579	
Cookbook Committee	Kathryn Kellinger	(212) 691-1543	Cookbook@lrei.org
Faculty and Staff Appreciation Committee	Elizabeth Kurtzman	(212) 966-3984	FSACommittee@lrei.org
Food Committee	Elyssa Ackerman	(212) 674-3233	FoodCommittee@lrei.org
	Tatjana Kalinin	(212) 645-3579	
	Amy Nelms	(212) 346-9547	
Graphics & Communications	Berett Fisher	(212) 888-6837	GraphicsCommittee@lrei.org
Halloween Fair	Kelly Drummond	(646) 918-7513	HalloweenFair@lrei.org
	Louise Familetti	(212) 353-3299	
Lesbian/Gay/Straight Alliance	Kim Hostler	(212) 343-0471	LGSA@lrei.org
Literary Committee	Renu Nahata	(212) 784-9018	LiteraryCommittee@lrei.org
	Johanna Walter	(212) 340-8850	
LREI Camping Trip	Larry White	(212) 533-1966	CampingTrip@lrei.org
Multicultural Committee	Carin Ehrenberg	(212) 229-0238	MulticulturalCommittee@lrei.org
	Holly Glass	(917) 940-8254	
LS Parents of Children of Color Committee	JaWill Bey	(917) 697-3333	LS-POCOC@lrei.org
	Elissa Blount-Moorhead	(718) 493-6448	
MS Parents of Children of Color Committee	Rhonda Hartley	(917) 287-4245	MS-POCOC@lrei.org
	Kaiko Hayes	(718) 832-3189	
Parent of Children who receive Academic Support	Ronnie Halper (High School)	(212) 496-2949	Parents-AcademicSupportMS@lrei.org
	Liz Kurtzman (Middle School)	(212) 477-2807	
Red is Green	Dawn Eig	(212) 463-8123	RedisGreen@lrei.org
	Lisa Paolella	(212) 741-9397	
School Store Coordinators	Kasey Picayo	(212) 627-7554	SchoolStore@lrei.org
Sports Committee	Zoe Picayo	(212) 979-9611	SportsCommittee@lrei.org

LREI BOARD OF TRUSTEES 2010-2011

Denise Adler
Meghan Farley Astrachan
Jeffrey Brooks
Irene Cabrera
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Willard Cook
Stephen Cornick '8
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Kent G. Smith '59
Diana Son
Eve Stuart
Cary Tamarkin
Regina Trumbull
Liselotte Vince
Karen Wagner
Amy Zimmerman

To contact Trustees please call Rowena Penaranda-Askins or email rpenaranda@lrei.org.

LREI FACULTY, STAFF AND ADMINISTRATION 2010-2011

Sherezada Acosta	Middle School Science Teacher
Jessi-Lynn Almstead	Associate Teacher, Rebecca's First Grade
Margaret Andrews	Middle School Mathematics Teacher
Meghan Farley Astrachan	High School Drama Teacher, High School Play Director, Performing Arts Chair
William Bailey	High School History Teacher
Samson Baker	Associate Teacher, Elizabeth's Kindergarten
Segundo Balladares	Maintenance
Vincent Barile	High School Physical Education Teacher
Sarah Brooks Barlow	Eighth Grade Core Teacher, English Department Chair
Wendy Bassin	Fifth Grade Core Teacher
Jane Belton	High School English Teacher
Beth Binnard	Fours Teacher
Michele Blackwell	Associate Director of High School Admissions and Financial Aid
Mark Bledstein	High School History Teacher
Robert Bloch	Eighth Grade Core Teacher
Michelle Boehm	Middle School Mathematics Teacher
Peter Bonfanti	High School Mathematics Teacher
Heather Brandstetter	Fifth Grade Core Teacher
Jose Caiza	Maintenance
Clara Campos	Associate Director of Afterschool Programs
Patricia Carter	High School Learning Support Teacher
Jerry Cascio	High School Learning Specialist
Lynne Cattafi	Sixth Grade Core Teacher, Fifth and Sixth Grade Dean of Students
Ana Fox Chaney	Middle School Mathematics Teacher, Mathematics Department Chair
Amy Chang	High School Mandarin Chinese Teacher
Sandra (Chap) Chapman	Director of Diversity and Community
Stephanie Cherubin	Associate Teacher, Beth's Fours
Vinay Chowdhry	High School Media Arts Teacher
Analisa Cipriano	College Guidance Associate
Carin Cohen	Middle School Art Teacher
Suzanne Cohen	Early Childhood Curriculum Coordinator
Deborah Damast	Lower School Movement Teacher, Middle School Dance Teacher
Michel de Konkoly Thege	Associate Director
Stacy Dillon	Lower School Librarian
Celeste Dorsey	Lower School Technology Coordinator
Eileen Dougherty	Receptionist
Orville Drummond	High School Mathematics Teacher
Seth Eastman	Reds Afterschool Department Head/Age Level Coordinator for Summer Programs
Jacob Farkas	Director of Technology Systems
Jessica Feiwus	Associate Teacher, Daniel's Third Grade
Peter Fisher	Athletic Director, Middle School Physical Education Teacher
Susannah Flicker	Middle School Learning Specialist
James French	High School Studio Art Teacher
Brooke Gadasi	Director of Advancement
Christine Gauthier	Associate Teacher, Galen's First Grade
Vonick Gibson	Third Grade Teacher
Autumn Giles	Assistant to Lower School Principal
Susan Glass	Elisabeth Irwin Singers Director
Gina Goldmann	First Grade Teacher
Elizabeth Gonzalez	Kindergarten Teacher
Micah Dov Gottlieb	High School Assistant Principal, High School Science and Music Teacher
Sheri Gottlieb	Early Childhood Music Teacher
Sue Gower	High School Nurse
Jason Haber	Associate Teacher, Vonick's Third Grade
Laura Hahn	Publications Manager
Sharyn Hahn	Middle School French Teacher
Luise Haladay	Kindergarten Teacher
Julia Heaton	Director of Admissions
Hector Henriquez	Maintenance

Natasha Hernandez	Second Grade Teacher
Kitty Highstein	School Nurse
Carly Hirsch	Lower School Admissions Associate
Deborah Hodge	Second Grade Teacher
Marie Horan	Business Office Associate
Lee Humphrey	Summer Camp Registrar
Ileana Jimenez	High School English Teacher
Christopher Jung	Middle School Technology Teacher and Curriculum Integrator
Ruth Geyer Jurgensen	High School Principal
Celine Kagan	High School English Teacher
Larry Kaplan	Middle School Physical Education Teacher, Middle School Intramural Sports Coordinator
Jesse Karp	Early Childhood and Interdivisional Librarian
Alexia Kasko	Associate Teacher, Diane's Fours-Kindergarten
Philip Kassen	Director
Gabrielle Keller	Middle School Spanish Teacher, Seventh and Eighth Grade Dean of Students
Nicole Keller	Associate Teacher, Kate's Fourth Grade
Farrah Khan	Associate Teacher, Dina's Fourth Grade
Diane Kidder	Fours-Kindergarten Teacher
Cari Kosins	Director of Afterschool and Summer Programs
Elise Knudson	Lower School Gymnastics Teacher
Harriet Lieber	First and Second Grade Learning Specialist
Bianca Longhitano	Associate Teacher, Luise's Kindergarten
Stephen MacGillivray	High School Media Arts Teacher
Marcelo Macias	Maintenance
Joanne Magee	Middle School Drama Teacher, MS Play and MS/HS Musical Director
Margaret Magee	High School Biology Teacher
Adria Maynor	Administrative Assistant to the High School Principal
Tracie McGee	Business Office Associate
Shawn McGibney	Associate Teacher, Natasha's Second Grade
Matthew McLean	Middle School Music Teacher, Middle School Band Director, Middle School/ High School Musical Music Director
Lizbeth Mendoza	Associate Teacher Lower School/Middle School
Sergei Mikhelson	High School Mathematics Teacher
Sarvjit Moonga	High School Vice Principal, High School Science Teacher
Ledell Mulvaney	Lower School Music Teacher, Middle School Vocal Music Teacher, Lower School/Middle School Chorus Director
Thomas Murphy	Tenth Grade Dean, High School History Teacher, History/Social Studies Department Chair
Emily Newberg	Associate Teacher, Gina's First Grade
Pam Newton	High School English Teacher
Susan Now	High School Photography Teacher
Nicholas O'Han	High School Urban Studies and History Teacher, School Historian
Javier Ortega	Maintenance
Art Palmer	High School Physical Education Teacher
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
Rowena Penaranda-Askins	Assistant to the Director
Ryann Pointon	Annual Fund Manager
Dina Pomeranz	Fourth Grade Teacher
Frank Portella	Sixth Grade Core Teacher
Daniel Raphael	Third Grade Teacher
Cheryl Reid	Receptionist/Administrative Assistant
Randi Reinhold	Associate Teacher, Deborah's Second Grade
Rose Reilly	Lower School Math Coordinator
Joel Remland	Summer Program Coordinator
Peggy Resnick	Lower School Woodworking Teacher
Sara-Momii Roberts	Eighth Grade Core Teacher
Robert Romero	Superintendent of Buildings
Matthew Rosen	Seventh Grade Core Teacher
Roberta Rubien	Lower School Psychologist

Melissa Rubin	Middle School Art Teacher, Fine Arts Department Chair
Liza Sacks	Alumni Relations Manager and Advancement Associate
Ann Schaumburger	Lower School Art Teacher
Rebecca Schwartz	First Grade Teacher
Vincent Scialla	High School Music Teacher, High School Band Director
Clair Segal	Technology Support Associate
Mary Shea	School Secretary
Robin Shepard	Middle School Learning Lab Director
Mark Silberberg	Middle School Principal
Karyn Silverman	High School Librarian
Elizabeth Simmons	Seventh Grade Core Teacher
Vejan Smith	High School Physical Education Teacher
Carey Socol-Kreggsman	Director of College Guidance
Charissa Sgouros	Third and Fourth Grade Learning Specialist
Cassie Stafford	Associate Director of Middle School Admissions and Admissions Coordinator
Julie Sterling	Lower School Spanish Teacher
Pati Stolley	Lower School Physical Education Teacher
Nicholas Sullivan	High School Spanish Teacher
Jennifer Hubert Swan	Middle School Librarian, Library Department Chair
Michael Thandi	Lower School Science Teacher
Preethi Thomas	High School Science Teacher, Science Department Chair
Tema Tischler	Human Resources and Business Manager
Namita Tolia	Lower School Principal
Kate Treitman	Fourth Grade Teacher
Antonio Valle	High School Spanish Teacher
Stephen Volkmann	Middle School Science Teacher
Alicia Zhao Wang	Middle School Mandarin Chinese Teacher
Andrew Weiss	Middle and High School Psychologist
Dawn Wheatley	Lower School Assistant Principal
Galen White	First Grade Teacher
Nora Woolley	Associate Director of Summer Programs
Mary Young	Early Childhood Learning Specialist, Lower School Admissions Director
Kenneth Zwerin	Afterschool Department Head for the Blues

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 judgement – 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 become 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 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.

Little Red School House and Elisabeth Irwin High School is recognized by educators around the world. 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.

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