



SPEYER
SCHOOL

Family Handbook
2018-2019

925 Ninth Avenue
New York, New York 10019
212-581-4000
www.speyerschool.org

Table of Contents

Table of Contents	2
Welcome to the Speyer Legacy School	6
About The Speyer Legacy School	6
Our Mission	6
Mission-Aligned Vision	6
Non-Discrimination Policy	6
Equal Opportunity Policy Statement	7
Americans With Disabilities Act	7
Speyer’s Diversity Statement	7
Administration and Staff	11
Faculty	12
Board of Trustees	13
Parents Association Officers and Committee Chairs	14
The Academic Program at Speyer	15
Lower School Academic Program	15
The Two-Teacher Model	15
Content Area Teachers (C.A.Ts.)	16
Specialists in Reading, Writing, and Mathematics	16
Middle School Academic Program	16
Humanities in the Middle School.....	16
Skills and Writing.....	16
Differentiation in Middle School.....	17
Assessment	17
Methods of Assessment.....	17
Tutoring.....	17
Learning Beyond the Classroom	18
Learning at Home – Extended Assignments.....	18
Grades – Middle School.....	18
Progress Reports.....	19
Reporting Periods	19
CTP-5 Testing.....	19
Parent/Teacher Conferences	19
Daily Timetable 2018-19	20
Arrival and Dismissal	21
Arrival and Dismissal Locations	21
Attendance	21
Absence for a Minor Illness or Injury	21
Brief Absences for School-Related Activities	21
Extended Absences.....	22
Excused and Unexcused Absences in the Middle School	22
Punctuality	22
Dismissal.....	22
Program B.L.U.E. (Build, Learn, Understand, and Explore)	22
Middle School After School Program	23

The Whole Child	23
Second Step Curriculum in the Lower School.....	23
Social and Emotional Curriculum in the Middle School.....	24
Middle School Advisors.....	24
Health Education.....	24
Sex Education.....	24
Service Learning and Community Service	25
Communication	25
<i>The View from the Boulevard</i> , Facebook, Twitter, Instagram, and the Speyer Website.....	25
Contacting Teachers.....	25
Contacting Students.....	26
Creating Culture at the Speyer Legacy School	26
Assemblies.....	26
School Trips.....	26
International Breads & Spreads Fair (K).....	27
Grandparents/Grandfriends Day (K-1).....	27
Harvest of Thanks (K-1).....	27
Winter Celebration/Celebration of Lights/Holiday Assembly.....	27
Classmate Appreciation/Affirmation Day.....	27
Speyer Talent Showcase.....	27
Field Days.....	27
Parent Participation	28
Parents Association.....	28
Support for School Activities and Functions.....	28
PA Sponsored Events that include Students.....	29
Caregivers.....	29
Lunchtime	30
Nutrition	30
Speyer’s Nut Aware Policy	30
Birthdays	30
Gift Giving Policy	30
Celebrations Outside of School	30
Speyer Community Code of Conduct	31
Academic Honesty.....	32
Assemblies.....	32
Bathroom Behavior.....	33
The Boulevard and Hallways.....	33
Bullying.....	33
Cell Phones and Personal Electronics.....	33
Classroom Behavior.....	34
School-issued Digital Devices.....	34
Dress.....	34
Drugs and Medications.....	35
Drills.....	35
Dining Room.....	35
Fighting and Roughhousing.....	35
Harassment and Inappropriate Behavior.....	35
Library Behavior.....	36
Lunch Time and Recess.....	36

Personal Property	36
School Property.....	36
Serious Offences.....	37
Violence and Verbal Aggression	37
Weapons	37
Discipline in the Middle School.....	37
Academic Honesty Violations	38
Lunch Detention.....	38
Formal Probation	38
Loss of Privileges	38
In-School Suspensions	38
Out of School Suspensions	38
Expulsion	39
Financial Responsibility and Collection Procedures	39
Financial Aid	40
Immunization Policy	40
Medication Policy	40
Prescription Medications.....	40
School Nurse.....	41
Over the Counter Medications.....	41
Lost and Found.....	41
Lockers	41
Transportation to School.....	41
Safety at Speyer.....	42
Security	42
Visitors	42
Street Smarts.....	42
Emergency Procedures	43
Emergency Evacuation Procedures.....	43
Shelter in Place/Lockdown	43
Emergencies Outside the Building.....	43
Violent incidents.....	43
Bus problem/vehicle collision	44
Individual Emergencies.....	44
Inclement Weather Closings.....	44
The Speyer Legacy School in the Media	44
Use of the Speyer Name and Logo	44
Photography and Privacy	45
We Are All Admissions	45
Technology	45
Responsibility	45

Device Collection.....	45
Device, Account and Digital Resource Policies	46
Social Networking.....	47
Speyer Digital Pledge.....	47
Internet and Digital Device Use Pledge	48

Welcome to the Speyer Legacy School

About The Speyer Legacy School

The Speyer Legacy School is an independent, co-educational K-8 school in Manhattan, established in 2009 to meet the needs of accelerated learners. Founded by educator-philanthropist, James Joseph Speyer, the original Speyer School provided intellectual and social services to immigrant children in the early 20th century. Leta Hollingworth later developed a program for intellectually gifted students at the Speyer School. She argued that her students needed access to an accelerated and enriched curriculum. This program closed in 1941. At the Speyer Legacy School, our goal is to facilitate our accelerated learners' mastery of high-level intellectual content and to provide them with ample time and freedom to pursue their passions through in-depth study and collaborative work, all while ensuring that they can remain curious and creative children.

Our Mission

At the Speyer Legacy School, students are inspired to be intellectually curious and passionate. They realize their full potential as accelerated learners in a collaborative community that is committed to ethical values and action. Speyer students learn with like-minded classmates and are guided by academically fearless teachers who share and nourish their enthusiasm for knowledge and inquiry.

Mission-Aligned Vision

Pedagogy at the Speyer Legacy School is designed to meet the needs of accelerated learners through a curriculum that addresses the mind, body and heart of each child. Speyer students are members of a school community that nurtures scholarship, integrity, and social and emotional development with a focus on diversity, equity, and inclusion.

Students enter the Speyer Legacy School with a wide range of interests, strengths, challenges and perspectives. It is our goal that students will leave more confident and developed as individuals. Speyer faculty, staff, and administrators inspire and support the development of critical thinking skills, and they instill in each student an enduring love of learning.

Non-Discrimination Policy

The Speyer Legacy School does not discriminate on grounds of actual or perceived race, religion, creed, color, gender, gender identity or expression, familial status, national origin, ancestry, ethnicity, disability, pregnancy, age, citizenship, military or veteran status, sexual orientation, status as a victim of domestic violence, stalking or sex offenses, genetic information, or any other characteristic protected by federal, state, or local law in selecting, promoting, or placing its students, faculty or staff. We strive to promote a deep and abiding

appreciation for the richness that diverse members of the Speyer community contribute to our school culture.

Equal Opportunity Policy Statement

The Speyer Legacy School is committed to providing individuals with equal employment opportunities, and it is the School's policy to comply with all applicable federal, state and local laws concerning employment discrimination. In order to ensure equal employment opportunity for all individuals, employment decisions are made without regard to an individual's actual or perceived race, color, religion, creed, sex, sexual orientation, gender identity or expression, national origin, age, ancestry, ethnicity, disability, pregnancy, citizenship, marital status, familial status, military or veteran status, genetic information, predisposing genetic characteristic, status as a victim of domestic violence, stalking and sex offenses, or any other status protected by federal, state, or local law.

Americans With Disabilities Act

In accordance with the Americans with Disability Act and applicable state and local laws and regulations, the Speyer Legacy School will endeavor to make reasonable accommodations for the known physical or mental limitations of a qualified applicants, employees, contractors, and students with a disability or who may be a victim of domestic violence, unless doing so would result in an undue hardship on the School. Likewise, we will make reasonable accommodations, upon request, arising out of an individual's sincerely held religious beliefs or practices. If you have any questions or concerns, please consult with the Office of Human Resources or the Head of School. Our doors are always open to listen to the concerns of members of the Speyer community.

Speyer's Diversity Statement

The Speyer Legacy School is committed to inclusion in admissions, hiring, and curriculum. We strive to create a learning environment that supports diversity in terms of culture, religion, learning style, gender and gender expression, ethnic and racial backgrounds, sexual orientation, socioeconomic status, and worldview. We are committed to creating an environment that fosters and encourages the understanding of commonalities among people and groups. We are committed to maintaining a climate of inclusion and respect in all aspects of school operations and governance.

The Speyer Legacy School promotes intellectual curiosity and passion among a range of students, faculty members, and administrators. We foster inclusion and collaboration in an environment that embodies a respect for an encouragement of difference. Our faculty members promote and support an intellectual environment of equity and diversity.

Speyer School Calendar 2018-2019

AUGUST

Wednesday, 8/22-Thursday, 8/23	New Faculty and Staff Orientation
Friday, 8/24	Faculty/Staff CPR Training
Monday, 8/27-Thursday, 8/30	Full Faculty and Staff Orientation

SEPTEMBER

Monday, 9/3	Labor Day (School Closed)
Tuesday, 9/4	Mandatory Faculty Work Day
Wednesday, 9/5	Opening Day for All Students Regular Dismissal for 1-8 12:30 PM Dismissal for K
Thursday, 9/6	Regular Dismissal for 1-8 12:30 PM Dismissal for K
Friday, 9/7	Full Day for All Grades
Monday, 9/10-Tuesday, 9/11	Rosh Hashanah (School Closed)
Tuesday, 9/18	"Back to School" with Dr. Tischler (8:30 AM)
Wednesday, 9/19	Yom Kippur (School Closed)
Wednesday, 9/26	Lower School Curriculum Night (5:30 PM)

OCTOBER

Thursday, 10/4	Middle School Curriculum Night (5:30 PM)
Monday, 10/8	Columbus Day (School Closed)
Friday, 10/26	Breads and Spreads (K)

NOVEMBER

Thursday, 11/1	Parent/Teacher Conferences (12:30 PM Dismissal)
Friday, 11/2	Parent/Teacher Conferences (No Classes)
Monday, 11/12	Veterans Day Faculty Professional Day (School Closed)
Tuesday, 11/20	Grandfriends Day (Grades K-1)
Wednesday, 11/21	Half Day (12:30 PM dismissal)
Thursday, 11/22-Sunday, 11/25	Thanksgiving Break (School Closed)

DECEMBER

Friday, 12/21	Half Day (12:30 Dismissal)
Monday, 12/24-Sunday, 1/6 /19	Winter Break (School Closed)

JANUARY

Monday, 1/7	Faculty Professional Day (School Closed)
Tuesday, 1/8	Classes Resume
Friday, 1/18	First Semester Ends
Monday, 1/21	Dr. King's Birthday (School Closed)
Tuesday, 1/22	Second Semester Begins

FEBRUARY

Monday, 2/18-Tuesday, 2/19	Presidents' Day (School Closed)
----------------------------	---------------------------------

MARCH

Thursday, 3/7	Parent/Teacher Conferences (12:30 Dismissal)
Friday, 3/8	Parent/Teacher Conferences (No Classes)
Friday, 3/15	Classes End/Regular Dismissal
Monday, 3/18-Sunday, 3/31	Spring Break (School Closed)

APRIL

Monday, 4/1	Classes Resume
Monday 4/8-Thursday, 4/11	CTP-5 Testing
Thursday, 4/18	Faculty Professional Day (School Closed)
Friday, 4/19	Good Friday (School Closed)

MAY

Thursday, 5/16	Speyer Gala and Auction
Monday, 5/27	Memorial Day (School Closed)
Friday, 5/31	Speyer Showcase

JUNE

Wednesday, 6/5	Field Day
Thursday, 6/6	Last Day of Classes (12:30 Dismissal)
Friday, 6/7	Faculty Professional Day (No Classes)

Administration and Staff

Administrative Leadership

Head of School	Dr. Barbara L. Tischler
Deputy Head of School	Paul Deards
Head of Lower School	Shiva Behradnia
Head of Middle School	Michelle Cristella

Administrative Staff

Accounting and Human Resources Manager	Rona Gruber
Admissions Office Associate	Sharon Roth
Associate Director of Admissions and Financial Aid	Jessy Trejo
Business Office Associate	Georgette Fernandez
Chief Financial and Operating Officer	Scott Molin
Communications Associate	Heather Chaet
Director of Admission and Financial Aid	Jackie Sirgo
Director of Advancement	Brad Grimmer
Director of Annual Fund and Events Coordinator	Christopher Casazza
Director of Psychological Services	Dr. Francesca Schwartz
Director of Secondary School Placement	Samantha Margles
Director of Security	Anthony Carthan
Chief Technology Officer/ Chief Information Officer	Hatam Anvar
Facilities Manager	Frank Nup
Facilities Team	Frank Chow, Jue Lii Ng (Aby), Steven Aung, Ken Chow, Aung Aung (Augie)
Kitchen Manager	ToniAnn Ulses
Kitchen Team	Randy Brown, Shadae Holt, Manuael Vallejo
Nurse	Diana Irizarry, RN
Public Safety Coordinator	Edgardo Quiros
Registrar	Maria Grant
Security Officers	Jose Velazquez, Kevin Dewitt
User Systems Support Specialist	Shanna Williams

Faculty

Kindergarten	Susan Rothenbucher, Nellie Dwyer Shelby McLaughlin, Irene Alam
1 st Grade	Rodrigo Alonzo, Samantha Gabrielli Rachael Langer, Lizzie Ross
2 nd Grade	Rozanne Rosenberg, Abbie Rindfuss Ellyn Noll, Dolly Ko
3 rd Grade	Jake Tiner, Paige Zeltzer Becky Cohen, Emily Martin
4 th Grade	Marissa Pennington, Rich Layne Michelle Stark, Dondre Greenhouse
5 th Grade Advisors	Arann Kim, Maria Jose Penaherrera
6 th Grade Advisors	Matt Thoren, Joyce Keener
7 th Grade Advisors	Dorianne Steele, Dr. Kevin Perry
8 th Grade Advisors	Jessy Trejo, Samantha Margles
Art	Sarah Rennie, Joyce Keener
Chess Program Coordinator	Sunil Weeramantry
Chess	John Fedorowicz, Milos Scekcic, Sean O'Halloran
Creative and Computational Thinking	Christine Durso
Dance	National Dance Institute
Debate	Radley Glasser
Humanities (Fifth Grade)	Arann Kim
Humanities (Sixth Grade)	Matt Thoren
Humanities (Seventh Grade)	Dorianne Steele
Humanities (Eighth Grade)	Paul Deards
Learning Specialists	Jamie Steinfeld, Elyse Goldstein
Librarian	Suzanne Mehler
Math Specialist (Lower School)	Marc Brea
Math (Middle School)	Thomas Jameson, Cory Chung, Carolyn Doosey
Music	Miranda Hentoff, Brian Parker
Physical Education	Rahmel Huffman, Adam Smilowitz, Idrissa Gandega
Science (Lower School)	Jennifer Lee, Carlo Barrera
Science (Middle School)	Kimberly Schwab, Dr. Kevin Perry
Spanish (Lower School)	Diego Perez
Spanish (Middle School)	Katalyn Vidal, Maria Jose Penaherrera
Technology Integrator	Joanne Beckwith

Board of Trustees

Connie Burton
Trustee Emerita

Dr. Dev Brar

Michael Eastwood
Treasurer of the Board

Michele Felsher

Alex Fridlyand

Leah Gardiner Gilliam

Susan Guzman
Ex Officio
President of the Parent Association

Brian Guzman

Peter Hammack

Alex Jinishian

Dr. Esther Kogan
Trustee Emerita

Joella Lykouretzos

Peter Nakada

Gregory J. Peterson
Board Chair

Richard Robb

Mark Rosenberg
Secretary of the Board

Dr. Barbara L. Tischler
Head of School
Ex Officio

Founding Co-Chairs

Jennifer Selendy
Dr. Kelly Gerstenhaber

Board Committees

Executive Committee & Head of School Review - Greg Peterson, Chair
Finance & Audit Committee - Michael Eastwood, Chair
Advancement Committee - Brian Guzman, Chair
Academic Affairs - Charles Basch, Chair
Facilities Committee - Alex Jinishian, Chair
Committee on Trustees - Michele Felsher, Chair

Task Forces

Head of School Search - Jennifer Selendy, Chair
Admissions - Alex Fridlyand, Chair
Marketing & Communications - Heather Chaet, Chair

Parents Association Officers and Committee Chairs

Executive Committee

President	Susan Guzman	sdguzman1@comcast.net
Past President	Kristina Berger	kristinaberger@gmail.com
Vice President	Courtenay Harry	courtenay.harry@gmail.com
Secretary	Anne Cochran	acochran0302@gmail.com
Treasurer	Jodi Solomon Mel Flores	jodi.s.solomon@gmail.com floresurbina3112@gmail.com
LS Class Rep Coordinator	Danielle Daria	Dmdaria5@yahoo.com
MS Class Rep Coordinator	Kim Masibay	kymasibay@gmail.com

Committee Chairs

Community Service	Tina Chang Ayumi Sakamoto	drtinac@gmail.com ayumi.sakamoto@gmail.com
Events	Lia Blake Elizabeth Salem	Lia.blake@yahoo.com lizdlucas@hotmail.com
Green	Jay Simpson	jessandjay@gmail.com
Kaleidoscope	Shanti Ifill	shantiifill@livenation.com
Library		
Store	Lori Funk Ethan David Kent	lorifunknyc@gmail.com ethan@ethandavidkent.com

The Academic Program at Speyer

Speyer's curriculum focuses on the acquisition of knowledge, mastery of essential concepts, and engagement with knowledge in a variety of forms at a profound level. Fundamental to that approach is a high level of engagement in content along with attention to each individual learner.

Our approach is grounded in the philosophy and practice of both Leta Stetter Hollingworth, who isolated and documented the critical need of accelerated learners to have an appropriately challenging curriculum, and Lev Vygotsky, who posited that vibrant, meaningful learning is a social construct in which students learn from capable classmates as well as from teachers. This dynamic synergy between the individual and the learning community infuses our intellectual work at Speyer.

The guidance of knowledgeable and fearless teachers who inspire, assess, and support students provides the structure for Speyer's learning environment. Our inquiry-based, cross-curricular approach provides numerous opportunities for students to think critically across disciplines, express themselves creatively, and make personal connections to academic content.

Some examples of how Speyer's approach manifests itself in the curriculum include:

- Inquiry-based rather than textbook instruction beginning in Kindergarten
- Differentiated math instruction that supports both acceleration and enrichment
- Emphasis on fluent written and spoken communication through debate and the development of presentation skills
- Integration of technology and STEAM in classrooms, as well as a Middle School Creative and Computational Thinking curriculum
- A chess program beginning in Kindergarten that is integral to the Lower School curriculum and helps students to develop higher-level critical thinking skills
- The development of deep musical literacy achieved through composition, theory, performance, and appreciation

Sustained focus on social and emotional skills that are critical to present and future success

Lower School Academic Program

The Two-Teacher Model

Speyer students thrive in an environment in which they learn with like-minded colleagues and in which both teaching and learning are collaborative activities. Speyer students work well when they have the opportunity to explore topics in depth. In the Lower School, each classroom is led by two head teachers, each of whom gets to know students well and is trained in methods for working with accelerated learners.

Co-teaching allows for differentiation of instruction, in which separate groups of students are working on the same topic at different instructional levels. Teachers can also explore different aspects of a topic with smaller groups of students. The two-teacher model also allows one teacher to present material while the other circulates through the group of students, checking for understanding and helping students to stay focused on the discussion at hand. In addition, teachers may present material together or may facilitate independent work periods, providing more individualized attention for students.

Content Area Teachers (C.A.Ts.)

In the Lower School, students work with teachers in Science, Spanish, Dance, Chess, Debate, Music, Art, and Physical Education. While students study Humanities, Reading and Writing, and Mathematics with their classroom teachers, Speyer encourages interdisciplinary work in all grades. For example, a collaborative science project such as designing and building a bridge may have originated in a Humanities unit architecture and engineering in the urban environment. We encourage teachers to collaborate because learning itself is interdisciplinary.

Specialists in Reading, Writing, and Mathematics

One important characteristic of some accelerated learners is that the pace of their progress may vary from subject to subject. Differentiated instruction provides teachers with the opportunity to meet students “where they are” and help them to achieve content mastery at their own rate. A dedicated Lower School Learning Specialist works with students in specific areas of instruction in reading and writing to facilitate differentiated learning in an accelerated context. The Lower School also has a full-time Mathematics Specialist who works with both students and faculty members to provide differentiated instruction and mathematics challenges for students at various levels of mathematical achievement.

Middle School Academic Program

Humanities in the Middle School

In the Middle School, students study units in history and literature in an integrated curriculum rather than in disciplinary “silos.” Integrated study allows for more-in-depth inquiry and deeper questioning. Most Humanities classes are structured to allow for discussion and project-based learning. Humanities teachers are free to specify course content within the following instructional rubrics:

5th grade	Human Origins, Migration, and Settled Ancient Societies
6th grade	Empires
7th grade	Revolutions
8th grade	The United States in the world in the 19 th -21 st centuries

Skills and Writing

Building on the foundation laid in skill development in the Lower School, Middle School students acquire learning and organizational skills in an intentional program that begins with a class in Study Skills in the 5th grade. In the 6th grade, students study Writing Mechanics. 7th and 8th grade students take a graded class dedicated to writing. Middle School students may work with a Learning Specialist to solve particular challenges relating cognitive and executive functioning issues. The Learning Specialist also collaborates with other teachers to assist students in the organization and preparation of specific projects.

Differentiation in Middle School

In addition to heterogeneous homeroom groupings, students are placed in differentiated groups in Spanish and Mathematics, which are themselves differentiated. Spanish and Mathematics groups are determined by past performance in class, teacher recommendations, standardized tests, and Speyer placement tests, where applicable. The purpose of differentiated groups is to promote an appropriate level of instruction and enrichment for student with similar demonstrated performance.

Differentiation sometimes takes the form of dividing students into small groups for more individualized instruction. The curriculum itself can vary in groups in the same grade, based on the needs of the students. In all cases, the goal is to provide an optimal educational experience for students.

Assessment

Methods of Assessment

Student progress is assessed in a systematic, ongoing basis using the following methods:

- **Performance-based assessment:** A portfolio is a purposeful collection of a child's work in which samples that reflect a child's typical creative work. A portfolio may include photographs, writing and math projects, artwork, or projects in other disciplines.
- **Standardized assessment:** A variety of standardized tests provide information about a child's content knowledge and mastery of specific skills.
- **Teacher-designed tests:** Teachers design tests based on learning goals and objectives.
- **Focused observations:** These are brief descriptive summaries of students' interactions in class or notes of behavioral events in a specific situation.
- **Conferences:** Focused conversations occur between teachers and children or among students about a work activity. Conferences allow children to set goals for future work.
- **Works in progress:** These are incomplete projects for which the creator has a vision of completion. Formative assessments may take place as a project progresses.
- **On-going projects and extended assignments:** These are assignments purposefully planned in support of specifically targeted areas of development.

Tutoring

Speyer teachers are professional educators who focus on the academic instruction and emotional well-being of our students. **Teachers may not tutor or instruct students or any members of Speyer families outside of school.** This policy is in effect from the 2018 year onward. Pre-existing instructional relationships between Speyer teachers and families may continue with careful efforts made to avoid possible conflicts of interest in situations where grades are involved.

The faculty and staff telephone directory is accessible on Speyer's Family Access Module and is only for personal use. Directory information may not be shared beyond the Speyer community.

Learning Beyond the Classroom

Learning at Home – Extended Assignments

Extended assignments serve a variety of purposes. They provide an opportunity to review and practice concepts and skills introduced over time in class; they can be used to introduce a new topic in a way that gives the teacher(s) information about how much prior knowledge students bring to the topic; and they can offer a new challenge for students who are ready to stretch beyond concepts discussed in class. The Speyer curriculum includes projects or assignments that can be started during class and completed outside of class.

Extended assignments are intended to be:

- Meaningful
- Aligned with classroom curriculum
- Carefully and purposefully planned
- Utilized by teachers as one measure of student learning
- A glimpse into classroom activities for parents
- Clearly and thoroughly explained to the students
- Reviewed by the teachers in a timely fashion
- Used as an opportunity to provide feedback to students

The time required to complete these assignments will vary according to the age of the student and the complexity of the project. Parental involvement should be limited to support and supervision with the work being completed by the student. Teachers will provide more specific guidelines for assignments and are available to answer questions.

Grades – Middle School

Students in grades five through eight will receive feedback on their progress in the form of grades on an ongoing basis in each subject as well as narrative reports from their teachers at the end of each semester. Narrative reports and grades provide feedback to students and parents. These reports also help to identify areas where supplemental instruction would help.

Teachers assign homework and conduct in-class assessments. Homework assignments are communicated in class and on Speyer's learning management system, Schoology. Every student has access to Schoology, and parents may receive access to the system on request. Students are expected to learn over time to organize their time effectively. Organizational skills are a critical element of the Middle School curriculum. Students needing additional support will have the opportunity to work with the Learning Specialist to create an individual plan.

Students are required to have and use a homework planner to note and track extended assignments. This is an important process to develop strong organizational skills. Teachers in the Middle School are required to post extended assignments and test dates Schoology.

In an effort to present a balanced portrait of our students and to avoid the perpetuation of grade inflation, Speyer will no longer post grades of A+.

Progress Reports

Speyer teachers assemble and maintain a broad range of information on each student in the form of grades and narrative reports. Reports and conferences are designed to inform parents and students about academic and social and emotional progress at school. Parents will receive twice-yearly Progress Reports.

Reporting Periods

The academic year is divided into two reporting periods, the first ending in late January, the second running from early February through early June.

Fall Semester	September 5, 2018 – January 18, 2019
Spring Semester	January 22, 2019 – June 6, 2019

CTP-5 Testing

The Speyer Legacy School administers the CTP-5 tests (the newer version of the CTP-4 test) to students in grades one through eight each spring. The tests help faculty members to evaluate student progress and to plan adjustments to future curriculum and teaching practice. While we are proud of our students' accomplishments as standardized test-takers, the CTP-5 test is a measure of results on only a single day rather than a comprehensive measure of learning.

The results of the CTP5 testing administered in the spring are shared with parents. Reports contain private and confidential information to help support the growth and development of each individual student. Standardized assessment results inform our practice, help teachers to differentiate instruction, and shape the delivery of the curriculum.

Parent/Teacher Conferences

Communication with parents is extremely important to their children's academic success. A student's advisor is the primary contact between a student's home and school. Parents may initiate a conversation via email or phone or in person at any time during the academic year. Teachers may also initiate such a conversation with parents to discuss developments in the classroom.

Formal conferences are held twice a year and are intentionally not tied to academic reports or grades. The purpose of these meetings is to share ideas about a child's progress and to develop a partnership between parents and teachers that will help a child to thrive at Speyer. Ours is a community built on and sustained by ongoing conversation in support of our passionate learners and their families. Parents and teachers may initiate conversations about student progress at any time. Middle School students are required to participate in conferences with their teachers and parents.

Regularly scheduled conferences in 2018-19 will take place on the following dates:

Thursday and Friday, November 1 (half day) and 2 (full day)
Thursday and Friday, March 7 (half day) and 8 (full day)

Daily Timetable 2018-19

	Lower	Middle	
7:45	Teacher meetings	Teacher meetings	7:45
8:15	Arrivals	Advisory	8:15
8:30	Morning Meeting	Period 1 8:30-9:15	8:30
9:00	Flexible Class Time		
9:30	Period 2	Period 2 9:15-10:00	9:15
10:15	Period 3	Advisory with Snack	10:00
11:00	Lunch period 4	Period 3 10:30-11:15	10:30
12:00	Flexible Class Time	Period 4 11:15-12:00	11:15
12:15	Period 5	Lunch period 5	12:00
1:00	Period 6	Period 6 1:00-1:45	1:00
1:45	Period 7	Period 7 1:45-2:30	1:45
2:30	Period 8 (K / 1 no CATS)	Period 8 2:30-3:15	2:30
3:15	Dismissal starts at 3:15	Advisory, dismissal @ 3:30, bus kids leave ASAP	3:15
	Blue Snack		
3:30	buses depart 3:30-3:35		3:30
	BLUE 3:30-4:45	MSAS 3:30-4:45	
4:45	Blue Dismissal	MSAS Dismissal	4:45

Arrival and Dismissal

Starting at 8:00am, students may gather in the Syms lobby before they go to their classrooms. Children who ride the morning bus should enter the building as soon as they arrive. A timely start to the school day is an important element in establishing good learning habits. Parents are responsible for the prompt arrival of their children.

8:00am	Doors open, and students gather in the Syms Lobby.
8:05am	Middle School students go upstairs via the back staircase.
8:10am	Lower School students proceed upstairs with their teachers. Kindergarten students proceed upstairs with their parents via front staircase.
8:15am	Middle School day begins with Advisory and the taking of attendance.
8:30am	Kindergarten and Lower School day begins with the taking of attendance.

Arrival and Dismissal Locations

Kindergarten: Kindergarten students use the marble staircase to the right at the building entrance. They are dismissed from the landing at the top of the marble staircase.

First-Fourth Grades: Students in grades 1-4 use the main staircase to the left of the lobby to reach the tower level. They are dismissed from the lobby.

Fifth-Eighth Grades: Students in grades 5-8 use the staircase at the rear right corner of the lobby to reach the tower level. They are dismissed from the lobby.

Attendance

At Speyer, we expect all children to come to school on time every day that school is in session. Parents are responsible to ensure that children arrive promptly and ready to travel to their classrooms. Parents should help their children to separate effectively and be ready for school activities by the beginning of the school day. Parents of kindergarten students may accompany their children to their classrooms from 8:10am to 8:30am. Parents are required to depart the instructional areas of the school by the beginning of the school day at 8:30am.

During the school day, students are required to remain in the building and may be dismissed only to a parent or guardian or self-dismissed with the explicit permission of a parent or guardian and the approval of the division head.

Students who are not present in school may not participate in after-school activities or games.

Absence for a Minor Illness or Injury

If a student is ill or suffering from a minor injury necessitating a brief absence, his or her parent must email attendance@speyerschool.org. Email notification must be received by 9:00am. Students are responsible to make up work missed in their absence from school.

Brief Absences for School-Related Activities

Students who participate in school sponsored activities such as national chess tournaments will be excused with the permission of the Division Head and an email from their parents to attendance@speyerschool.org. Such absences do not extend beyond one day before or after the tournament for travel.

Extended Absences

If a student is injured or ill for an extended period, Speyer requires written documentation from a hospital, family doctor, or other medical professional. Students are responsible to make up work missed during their absence, and teachers will help to facilitate this process. If an extended absence is the result of a psychological illness, the Director of Psychological Services may require that students receive clearance to return to school from their physician or another medical professional in order to ensure the student's safe return to school.

Excused and Unexcused Absences in the Middle School

Excused absences are those that have been documented in advance through the appropriate email, as indicated above. Parents may not retroactively request that an absence be excused, except in extraordinary circumstances as approved by the Registrar or Head of School. Unexcused absences are those that have not been documented in advance by a parent.

There are no excused absences the day before or the day after a school break, with the exception of illness or family emergency. Attendance records are reported to secondary schools, which take excessive absences, both excused and unexcused, into account in making their admissions decisions.

Punctuality

Students are responsible for ensuring that they arrive on time, fully prepared so that no learning time is lost. Those who show a pattern of lateness to school or to classes will be supported with strategies to manage their time better. Middle School parents should be especially aware of the importance of attendance and punctuality. Secondary schools take patterns of excessive lateness into account when considering applications for admission.

Dismissal

Students are dismissed from the Syms Lobby. Parents and caregivers must pick up children on time. Arrival prior to 3:00pm for regular dismissal is not recommended. Students may be picked up from school only by parents, caregivers, and others authorized by prior permission from parents to pick up their children. Prior authorization for pick-up must be made via dismissal@speyerlegacyschool.org.

Program B.L.U.E. (Build, Learn, Understand, and Explore)

B.L.U.E. is Speyer's afterschool program for students in Kindergarten through fourth grade. Classes take place on Monday through Thursday, from 3:30pm to 4:45pm. Information and schedules are emailed to Speyer parents before the beginning of each term. All registration and enrollment for B.L.U.E. takes place online. Any questions regarding Program B.L.U.E should be directed to BLUE@speyerschool.org.

Students attending Program B.L.U.E gather in a designated area along the Kindergarten Lawn for snack and transition to their classes. Students in the Middle School Afterschool Program (including athletics) gather at a designated assembly point and proceed to classes, practices, or games.

Middle School Afterschool Program

The Middle School Afterschool Program is designed and supervised by Speyer faculty members and runs between 3:30 and 4:45pm on Monday through Thursday. Children register each semester (or season, for athletic teams) and can change their activities at each registration period.

The Afterschool Program allows children to spend more time with one another and their teachers, building skills that include teamwork, creativity and the ability to dig deep into something that is challenging but rewarding. Clubs are an extension of the curriculum, and students are expected to show the same level of commitment, self-direction, and behavior as in any other element of school life. Participation in after school activities is a privilege, and students are expected to adhere to the same standards of decorum and behavior as during the school day.

Speyer coaches accompany players to scheduled games. Coaches will accompany students back to Speyer. Parents who wish to pick up their children or allow them to self-dismiss must provide the required permission form. Parents are not covered by Speyer insurance when transporting anyone other than their own children and should be careful to have permission to transport other children.

After school, children are released only to individuals on the authorized pick-up list submitted at the beginning of the school year. This list may include up to 5 people to whom a child can be released. Changes to the authorized pick-up list must be emailed to dismissal@speyerschool.org **no later than noon** on the day of the change to ensure a safe and smooth dismissal. Teachers may not make changes to dismissal plans. There are no exceptions to this safety policy.

The Whole Child

We believe that the emotional development of our students is interwoven with their intellectual development. Support for healthy development is the business of all constituencies that is guided by the expertise of the School's Director of Psychological Services. The Director supports the emotional health of our students through individual interventions and training for teachers and families. The Director, Division Heads, and Head of School invite parents to support children's social and emotional development by participating in grade-level and other conversations at school and by having individual conversations about their own children.

Second Step Curriculum in the Lower School

Students in grades K through 4 participate in conversations and group activities based on the Second Step social and emotional learning curriculum. Under the guidance of their classroom teachers, students learn about concepts such as empathy, sharing, active listening, and strategies for becoming a constructive group member. Utilizing conversation, videos, and scenarios, the Second Step curriculum helps students to recognize their own feelings and those of others;

regulate expressions of emotion in a positive way; develop the skills needed to collaborate with classmates; understand their own learning (metacognition); make responsible decisions; and solve problems.

Just as important, teachers in all subjects help students to use the skills learned in the Second Step curriculum in everyday interactions with each other. By interweaving the “lessons” of a social and emotional curriculum into class conversations in morning meeting and throughout the day, faculty members can help students to reflect on their responses to the challenges they face both in and out of school. Students have many opportunities to model the behaviors learned in class in their interactions with teachers and classmates.

Social and Emotional Curriculum in the Middle School

Adapting the principles and techniques of the Second Step curriculum, Middle School students are exposed to a social and emotional learning curriculum in Middle School Advisory. Starting in the fifth grade, students are expected over time to develop positive values and exhibit constructive behaviors based on their own experience and the lessons learned through discussions, assembly programs, and specialized lessons. This metacognitive approach provides guidance and opportunities to grow.

Middle School Advisory meets for three distinct purposes every day. Between 8:15am and 8:30am, students meet with their advisors, gather materials they will need for the day, and hear announcements in the morning greeting. After the first two academic periods, advisory groups meet for 30 minutes each day for snack and conversation. This is the time for Middle School assemblies, grade level meetings, and advisory conversations. Students discuss current events and school issues, social and emotional lessons, and strategies for academic success. Prior to dismissal, students return to their advisory groups to pack up for the trip home and to ensure that they are prepared for afterschool activities and extended assignments.

Middle School Advisors

The Middle School advisor is an important point person for the students in his or her group. Frequently, the advisor will also teach his or her advisees. Advisors are expected to get to know the students in their group and to communicate effectively with parents.

Health Education

Health education is part of the curriculum in every grade. Nutrition, personal care and hygiene, the importance of sleep and exercise, and making good choices related to personal health are important topics that are integrated into the academic curriculum. From learning about the basic skeletal structure of the human body in the Lower School to instruction on good decision-making with regard to alcohol, drugs, and sexual activity, Speyer students receive intentional instruction in health topics.

Sex Education

Beginning in the Lower School, students learn developmentally-appropriate lessons and engage in conversations about how their bodies work. The following elements of sex education are introduced in Middle School Science:

- 5th grade - rudimentary anatomy, reproduction
- 6th grade - basic reproduction review with respect to gender differences
- 7th grade - the brain, its systems (pituitary gland, limbic system, prefrontal cortex) and the effect of the brain on puberty and hormones
- 8th grade – the development of the brain during adolescence, the fully developed adolescent body

In faculty-guided health conversations, students continue to learn about anatomy and sexuality; nutrition and health; technology and good decision-making; and other general health topics. Our school nurse, the Director of Psychological Services, and other faculty members teach lessons in the Health curriculum.

Service Learning and Community Service

We acknowledge our responsibility to give back to our community. Our families and students participate in community service through the Parents Association and of service learning in the curriculum. We begin locally by exploring our immediate neighborhood to identify opportunities for meaningful student–designed service projects. Our students are eager activists who thrive on making a positive impact on the world.

Our connection to and support of the Caroline Wambui Mungai Home in Wangige, Kenya provides our students with opportunities to respond to global need through activism at home. Learn more about our sister school at <http://www.cwmf.org/>

Communication

Open, vibrant communication is essential to the health and vigor of any community. At Speyer, we envision an ongoing conversation that begins as soon as a family joins Speyer. We are accessible by phone and e-mail, and we will meet with you as individual families and as a school community on a regular basis.

Our expectation is that a steady exchange of relevant information will inform our support of each student. We urge you to let us know about events or circumstances at home that might have an impact on your child at school. Please share information that will enhance our ability to care for your child. Communication is a two-way street that we hope will be well travelled during our time together. The school website will serve as a major source of current information. Teachers will communicate regularly concerning curriculum, classroom activities, and events.

The View from the Boulevard, Facebook, Twitter, Instagram, and the Speyer Website

Stay in touch with current school events, schedule changes, PA news, and the school lunch menu on Speyer’s social media platforms.

Contacting Teachers

Each faculty member has an email box that he or she checks daily. Teachers will generally respond to parent emails within 24 hours. Please do not expect faculty members to respond to you late at

night or on weekends, except in an emergency. We do not permit teachers to give out personal email or phone information.

Day-to-day concerns or information about children should be directed to the Lower School classroom teacher or Middle School advisor, while content-specific questions should be directed to the appropriate Division Head, with a copy to the content specialist. Broader concerns may be directed to the Head of School. Speyer email addresses are constructed as follows:

[first initial] [last name]@speyerschool.org

For example, Dr. Tischler's email address is btischler@speyerschool.org.

Contacting Students

The Speyer Legacy School does not deliver messages to students during the school day, except in an emergency.

Creating Culture at the Speyer Legacy School

At the Speyer Legacy School, we recognize the power of shared experiences in the creation of a cohesive school culture and have created school-wide celebrations with great thought and care. School celebrations are designed to strengthen community ties. In general, our approach is "the more the merrier" for all-school festivities. Guest lists for individual classroom events reflect the nature of the event and will be at the discretion of the teachers.

Assemblies

One way we communicate internally is through regular assemblies. These gatherings strengthen relationships among students and teachers and help us define ourselves as a school. They provide opportunities for recognition of accomplishment by teams and individual students. In addition to all-school assemblies, the divisions occasionally gather for special programs that feature guest appearances and performances by student groups.

School Trips

Our explorations and investigations of New York City and environs range from walks in the immediate neighborhood to trips to destinations that support curricular studies. Teachers carry a travel bag that includes first aid supplies and emergency medical treatment authorization forms. Class parent representatives will provide advance notice of trips and will recruit adult chaperones, if needed. The cost of most trips is included in the cost of tuition.

International Breads & Spreads Fair (K)

As an affirmation of the fact that all cultures create unique dishes from the resources that are available to them in the area they inhabit, our International Breads & Spreads Fair invites each family to contribute a favorite bread and spread from one of their countries or regions of origin.

Grandparents/Grandfriends Day (K-1)

Once a year, we invite grandparents and other special friends to experience a slice of life with a Speyer scholar and to have the attention and focus of that student.

Harvest of Thanks (K-1)

An acknowledgment of the bounteous blessings we all enjoy, this event involves students and teachers preparing a simple soup for their families. Served on the last day before Thanksgiving break, the modest meal also launches a food drive for a local food pantry. An all-school initiative, the Staples Food Drive serves as a way to focus on our responsibility, as people of privilege, to provide for those less fortunate than we.

Winter Celebration/Celebration of Lights/Holiday Assembly

In the bleak midwinter, we gather as a community to share the ways in which our various cultures and celebrations feature an element of light. We seek to embrace all that makes us human, all aspects of the experience of a mindful, meaningful life.

Classmate Appreciation/Affirmation Day

Valentine's Day rolls around every year. Here at Speyer, we celebrate Affirmation Day. This observance gives us the opportunity to validate and support each member of our community with an expression of appreciation for others. The form and specific content of the celebration may vary from class to class.

Speyer Talent Showcase

The Speyer Showcase is our version of a talent show and provides a venue for the many talents represented by the members of our school community. At the Showcase, we see our students shine, each with an inspired light.

Field Days

Terrace, gym, or park, group games, and reveling...what better way to unwind and enjoy our last all-school event before parting for the summer! The Physical Education staff provides theme-related games and a fun experience for students in both the Lower and Middle Schools.

Parent Participation

Parent participation falls into two categories. One is participation in the Speyer Parents Association and the other is support of school activities and functions.

Parents Association

The Speyer Parents Association (PA) works to cultivate and nurture a strong, positive, and thoughtful community among Speyer parents and families and to support and advance the School's goals, mission and vision. Every Speyer parent is a member of the Parents Association. The PA welcomes new ideas and is committed to organizing events that meet the interests of our community. PA meetings are held monthly and provide an opportunity for parents to learn about school news and events, hear from school administrators and faculty, and to come together as a community.

The PA is led by a six-member Executive Committee (President, Vice President, Treasurer, Secretary and Class Representative Coordinators) and currently has six standing committees (Community Service, Events, Green, Kaleidoscope, Library, and School Store). Within each committee, there are opportunities to lead and organize events and even more opportunities to lend a hand. Current committees and activities include:

- The **Community Service Committee** organizes and supports events and initiatives that provide Speyer students and families with opportunities to make a difference in our community and our world.
- The **Events Committee** organizes social, cultural, and community-building events, including guest speakers, parent coffee hours, cultural and social events, and Speyer's annual Family Skating Party.
- The **Green Committee** provides myriad opportunities for students and families to understand, recognize, and get involved in efforts to support the natural world, both inside and outside the school.
- The **Kaleidoscope Committee** supports interaction among families of various backgrounds and plans events to support the broader Speyer community. We work to ensure that our growing community continually embodies the values of friendship, inclusion, openness, and support that are uniquely Speyer.
- The **Library Committee** provides ongoing support for the school's library operations and supports literacy efforts by coordinating author visits, book fairs, and more.
- The **School Store** sells Speyer merchandise and generates much of the PA's revenue.

Support for School Activities and Functions

In addition to direct involvement in Parents Association activities, other opportunities to participate include:

- Serving as a **Class Representative**: Class representatives help to build community in each class and across each grade; assist teachers to recruit chaperones for field trips; and assist teachers and administrators in communicating key school and classroom policies.
- **Supporting Fundraising Efforts**: Parents with expertise or interest in various aspects of fundraising are invited to support the school's Advancement efforts. Parents who participate in fundraising are trained and supported by the Advancement staff.

- **Supporting the Admissions Office:** Parent volunteers assist with Open Houses and other events. Admissions volunteers are trained and scheduled for service by the Director of Admissions.
- **Supporting School-wide Events:** Parents may be asked to assist with planning and implementing special events.
- **Sharing Expertise:** From time to time, parents with specialized experience or training that relates to an element of the curriculum are asked to share their knowledge with students.

Parent Volunteer Guidelines

We are fortunate to have an eager, active parent body full of talent and energy. Parents participate in many aspects of the daily life at Speyer. As you anticipate pitching in, please consider the following volunteer guidelines:

Our first priority is to preserve instructional time and to ensure that our students have the space they need and our teachers are allowed the focus and concentration they need to attend to learning. While you are on site for volunteer assignments, please refrain from going to your child's classroom. If you need to speak to any teacher on a matter relating to the work you are carrying out, please contact him or her in advance and make an appointment. We trust you understand the importance of adhering to these guidelines.

Parents must adhere to regular school policies and go through regular school channels regarding securing rooms or access to technology, room set-up, or photocopying. Please do not ask teachers or administrators to make copies or set up equipment for you at the last minute.

School-sponsored parent meetings or social gatherings such as Curriculum Night are "**adults only**" unless otherwise indicated in information relating to a specific meeting.

PA-Sponsored Events that Include Students

- Events promoted or advertised by the PA are considered school-sponsored events.
- All PA-sponsored events are approved in advance by the Head of School.
- Waivers are required for many school-sponsored events. Waivers may be included in on-line registration forms, but paper waiver forms must be distributed to and returned by families who register in other ways and pay for events by check or cash.
- If there is no Speyer Legacy School employee present at PA-sponsored overnight events, all children attending the event must be accompanied by their own parent or legal guardian. (An employee presence is strongly recommended.)
- Parents have the primary responsibility for supervising students at PA-sponsored events.

Caregivers

Our children are fortunate to have many caring adults in their lives! We recognize caregivers as important participants in our community and feel it is crucial that they be informed and included as valued members of the support team for the children. Caregivers must be authorized to pick up children from Speyer. Please be sure they are aware of school events, changes in schedule, and safety regulations.

Lunchtime

Lower School students eat lunch in the Dining Room with their classes between 11:00am and 12:00pm in two 30-minute time slots. This extended period provides time for students to relax or play in the gym or on the terrace. Middle school students have lunch between 12:00pm and 1:00pm, also divided into two time periods. Appropriate dining room decorum is required.

Nutrition

Good nutrition plays an important role in our focus on optimal health at Speyer. Meals and snacks are provided by our kitchen staff and by JC Foods. The kitchen manager has all food allergies and dietary restrictions on file and prepares each day's meals in accordance with those detailed nutritional profiles. Parents should ensure that their children eat a healthy breakfast prior to coming to school. They should also educate their children as to how to make healthy eating choices at lunch. The lunch menu is posted at <http://lunch.speyerschool.org>.

School lunch is included in student's tuition payment and is non-refundable. Students may not bring individual lunches or snacks from home. Requests for an exemption to the lunch policy must be made to the Head of School, who will review requests in collaboration with the School Nurse.

Speyer's Nut Aware Policy

At Speyer, we strive to avoid nuts and nut oils in the snacks we provide for the children, and educators also avoid nuts and nut oils in their classroom activities. Outside food must be approved by the School Nurse. Food sent to school for a class-sponsored event must be nut and nut oil free.

Birthdays

For our younger students, parents may come in to share a song, story, or other family birthday tradition. Food is not allowed as part of birthday celebrations in school. Invitations to parties outside of school may not be distributed at school, as they cause a distraction.

Gift Giving Policy

The giving of individual gifts to members of faculty or staff is limited to homemade cards or small homemade items.

Celebrations Outside of School

Speyer faculty members often develop close connections with students and their families. In order to maintain an appropriate professional relationship with families, faculty members are not permitted to attend out of school celebrations with students or the parents of the students whom they currently teach. We ask that parents use discretion in including faculty members in family celebrations or adult gatherings once their children are no longer in a teacher's class.

The same policy of discretion applies to the inclusion of members of the staff or administration in family celebrations or adult gatherings.



SPEYER
SCHOOL

Speyer Community Code of Conduct

All members of the Speyer community are expected to display self-regulation, respect for others, and appreciation for the importance of a safe learning environment. Members of the Speyer community support each other's individual academic, artistic, athletic, and personal pursuits. Community members also value our shared projects, passions, and community space. Each of us is responsible for a positive, enthusiastic, and safe environment. One way we create that environment is to follow rules and procedures designed for the community as a whole. Actions that violate such rules, in letter or in spirit, are a detriment to the whole community.

The Community Code of Conduct does not represent an exhaustive list of rules. Rather, it establishes common community norms and standards in many areas of student life. Members of the Speyer faculty are responsible for implementing community standards with fairness, transparency, and consistency. Students are expected to take responsibility for transgressions of the Code of Conduct, sincerely reflect on their individual and community impact, and accept restorative or corrective consequences with respect.

Some aspects of the Community Code of Conduct apply equally to students in the Lower and Middle Schools, while others are more developmentally appropriate to students of a particular age. We hope that families will become familiar with the entire Code of Conduct to develop a sense of the values and expectations of the Speyer Legacy School. We ask that parents work with the school to support the values that underlie the principles of the Code.

The Speyer Legacy School uses the following questions to guide our expectations within our community to maintain a safe and nurturing learning environment.

- Do my words and actions demonstrate respect for my own thoughts, ideas, beliefs, and body as well as those of others?
- Do my words and actions help to create an environment where others feel accepted and appreciated?
- Do my words and actions show care and respect for the physical environment?
- Do I uphold standards of honesty and integrity?
- Do I take responsibility for my behavior?
- Have I learned from my mistakes?
- Do my words and actions demonstrate that I am listening to others and being patient?
- Do I treat others as I would want to be treated?

Everyone in the Speyer community is expected to:

- Respect the rights and feelings of all community members
- Contribute to the academic and social environment in a positive way

- Demonstrate a commitment to the school's values
- Be courteous, respectful, and inclusive towards all members of the Speyer community
- Use appropriate language at all times
- Respect the property of others
- Use school office equipment (including phones) at the discretion, and under the supervision of, an adult
- Arrive on time to class with the appropriate materials to work
- Respect all classroom rules, teacher directions, and materials used in class
- Demonstrate a commitment to learning
- Exhibit academic honesty
- Utilize technology as a tool to support learning

The Speyer Legacy School will not tolerate verbal or physical aggression within our community, either on school grounds or any other location where members of the community gather for any reason. Students who exhibit a pattern of such behaviors will be subject to appropriate responses by the Division Heads or Head of School.

Academic Honesty

While many Speyer projects are collaborative in nature, it is also often the case that students are asked to prepare their own assignments or work individually on a project or assessment. Faculty members need to be confident that individual student work represents original effort. When a student hands in work that he or she did not complete or on which he or she received an inappropriate degree of help, it constitutes a lie.

Cheating is an obvious form of academic dishonesty. Copying from a classmate's paper, using notes for a closed note test, or receiving help on a take home test, are all examples of cheating. Students who help classmates cheat or allow classmates to cheat are equally guilty of being academically dishonest.

Plagiarism is a less obvious but equally serious form of academic dishonesty. Plagiarism occurs when a student intentionally or unintentionally takes credit for another person's words, ideas, or work. Copying ideas or quotes from a source without proper attribution is an example of plagiarism.

Students who engage in academic dishonesty can expect, at the discretion of the Division Head, to receive no credit for the assignment in question. Individual teachers may provide an opportunity to make up work appropriately. Parents will be advised of incidents of academic dishonesty. Subsequent occurrences will be handled according to specific divisional policies. Repeated instances of cheating or plagiarism will result in a suspension at the discretion of the Division Head. As a result, Speyer may be required to report instances of cheating or plagiarism to secondary schools to which a student has applied.

Assemblies

All-school and divisional assemblies are a time for the student community to come together. At all assemblies students are expected to treat student, faculty, and guest presenters with appropriate

respect and attention. This includes following presenter instructions, refraining from side conversations, and acknowledging and respecting the limited personal space of those around you.

Bathroom Behavior

Students are expected to spend time in school bathrooms only as necessary. Bathrooms are not to be used for cell phone communication, texting, or extended conversations. Students will be permitted to leave class for the bathroom at the discretion of their teachers. Students who use bathrooms inappropriately may be required to limit their bathroom visits.

The Boulevard and Hallways

The Boulevard is a common meeting place and is also a route for travel. Hallways provide access to classrooms and student lockers. These shared spaces add value to our community. Travel between locations should be orderly. Running, yelling, and other disruptive behaviors affect students and teachers still in classrooms and disturb others moving through the hallways. Conversations on the Boulevard must be kept at a low volume. Hallways should be kept clear of personal objects such as coats, jackets, and bags. Personal supplies and books should not be left unattended in communal areas.

Students should not linger in the hallways or on the Boulevard between classes. Lower School students always travel in groups led by their teachers. Students in the Middle School have a 3-5-minute passing time between classes.

When using the Boulevard for a class, group meeting, or lunch choice area, students should respect the communal space by cleaning up supplies, personal objects, or school games that they have been using.

In order to respect and assist our hardworking facilities staff, food is not allowed on the Boulevard or in the hallways. Students may not use electronic devices on the Boulevard or in hallways without the explicit permission and under the supervision of a faculty member.

Bullying

Bullying involves repeated physical, verbal, or written threats by an individual or group of students over another. Bullying will not be tolerated. Students are encouraged to discuss incidents with their teachers and with parents. Everyone is responsible for contributing to a school climate of mutual respect. Our social and emotional learning curriculum is designed to help students and faculty members address issues of bullying in school.

Cell Phones and Personal Electronics

Cell phones and other personal electronic devices limit students' engagement with the school community. To encourage Speyer to be a social space, the use of cell phones and other personal electronic devices, including personal laptops and tablets, during the school day is not permitted. Cell phones brought to school by Lower School students must be turned off and placed in the student's backpack. Cell phones owned by Middle School students are collected by advisors at the beginning of the day and stored in the office of the Division Head. They will be returned at the end

of the school day. Cell phones may be used to confirm matters of dismissal only with the express permission of the Division Head and only in the Division Head's office or at the Security Desk.

Classroom Behavior

Each classroom has its own norms and standards that suit the needs of the particular group and subject. It is the responsibility of the teacher to make sure that these standards are established clearly and purposefully. It is the responsibility of students to abide by these classroom standards and to respect other students' right to a productive learning environment.

School-Issued Digital Devices

The academic and creative use of technology adds immense depth to our curriculum and opens doors in the areas of creating and making, research and discovery, and communication and collaboration. Each student in grades 3 through 8 is issued a school device to aid in individual and collaborative learning. These devices are to be treated with care and respect. Students are responsible for bringing their computer to school and to classes that require their use.

Computers are academic and creative tools. Students are expected to use them appropriately. Computers may be used only in study hall or in class as directed by a teacher. Students using computers for non-academic purposes are violating the trust of the community and undermining the spirit in which the devices have been distributed. Distracting or inappropriate use of academic technology is a violation of our school value of mutual respect. Mean-spirited or disrespectful communication among students also violates this Code of Conduct, regardless of whether the communication has taken place over an electronic device.

Students may not interact with devices other than their own without the explicit permission of the person to whom the device was distributed. Students must make every effort to keep their passwords and information private and should make no attempt to violate the privacy of others.

All electronic devices distributed by Speyer are the property of the School and are subject to monitoring and review. Students do not have an expectation of privacy with regard to faculty members or administrators.

Computers that are left unattended may be confiscated and returned to the Division Head. Detailed technology policies are found in the "Digital Device Pledge," which is signed by Middle School students and parents each year.

Dress

Apparel choices can express students' personal identity and creativity. At Speyer, there are a few community standards that apply to dress. Clothing should be comfortable and safe. Dress appropriate for a learning environment precludes excessive make-up, graphic images, and offensive words or messages. Clothing must provide a level of body coverage that is comfortable for the wearer and community. A teacher may request that a student remove a hat in his or her class, and make-up should be minimal. At the discretion of the Division Head, a student may be required to change inappropriate clothing.

The Physical Education department establishes appropriate dress for class. This is necessary for reasonable hygienic standards, and students should be prepared with the appropriate attire. This includes comfortable clothing in the Lower School and gym shorts, shirts, and reasonable footwear in the Middle School. Students wear Speyer PE shirts beginning in the sixth grade.

Drugs and Medications

Drug and alcohol use are counter to our community's educational mission. Possession or use of these substances is not permitted under any circumstances. Misuse of prescription medication is strictly prohibited. Over-the-counter medication is dispensed through the School Nurse's office only.

Drills

Fire drills, shelter-in-place drills, and lockdown drills are important preventive safety procedures. Students should take all drills seriously by following all directions given by faculty members during drills, including remaining quiet and orderly.

Dining Room

Lunch is an important part of our daily routine because it is our opportunity to recharge, both nutritionally and socially. Lunch provides a relaxing time to eat and talk with friends. It is important to keep dining room noise to a reasonable level. It is also important that students stay seated unless they are going to or from the serving area or bathroom. Students should follow instructions from faculty members and must wait until they are dismissed before leaving the dining room.

During lunchtime, students should make sure that their table and area are completely clean before they leave. Garbage and recycling should be disposed of, spills should be cleaned up, and crumbs should be swept. We can also show members of our community respect by being polite and courteous in the serving area and by not wasting food or dining room supplies.

Fighting and Roughhousing

Members of our community have the right to feel safe and secure. Instances of physical fighting are strictly prohibited and will be dealt with seriously. Any physical contact, regardless of intent, that results in a member of the community being put at risk will be treated seriously. As it is difficult to establish or prove intent, and because there is often a gap between intended feelings and perceived feelings, roughhousing of any kind is prohibited.

Harassment and Inappropriate Behavior

The goal of Speyer's harassment policy is to empower community members to speak up when something is making them uncomfortable. Freedom of speech and expression are important concepts, however, in our school they are not valued above the well-being of the community.

Innuendo, inappropriate humor, any form of unwanted touching, explicit or suggestive comments regarding a person's physical appearance, and unwelcome personal questions are all forms of

inappropriate behavior. This is equally true if the medium is verbal, written, or takes place over electronic communication.

Harassment may include both physical and verbal behaviors. Verbal behaviors that fall under the definition of harassment include repeated or severe obvious insults, stereotypes, and demeaning or offensive speech. It especially includes any speech meant to intimidate, degrade, or coerce. Derogatory references to gender, race, nationality, ethnicity, religion, orientation, identity, or disability, are considered as harassment even if members of a group are not present.

Although events and communication taking place outside of school are generally the disciplinary responsibility of parents, Speyer maintains the prerogative to address these matters if they affect the school community.

Library Behavior

Speyer students are natural readers, and the Library is an important locus of school activity. Students are expected to respect their colleagues by maintaining quiet in the Library during free reading periods. Regular classroom behavioral norms apply to classes held in the Library. Students are encouraged to check out books for the collection and to return all library books at or before their due date.

Lunch Time and Recess

Students have the opportunity to choose from a variety of activities during recess. Lower School students are encouraged to use the time before or after lunch to play. Students may not go back and forth between recess areas. Students should choose one area and remain there for the duration of the period.

Personal Property

Each member of our community carries, stores, and uses a variety of personal property throughout the day. Personal property should not be taken, borrowed, moved, hidden, or handled by any student other than its owner without explicit permission. Such actions will be considered as theft. This feeling of trust is also undermined by the destruction or damage of private property. Students should not open or explore any locker that is not their own.

Students should take reasonable care of their personal property by not leaving it in communal areas.

School Property

Each member of Speyer School interacts with our shared space and property every day. Some examples of public property include school furniture, board games, lockers, exhibited art, technology equipment, restroom supplies and facilities, books, and classroom supplies. Destruction, damage, or a lack of care for school property shows a lack of respect for the community itself.

Intentional or negligent damage to property are both unacceptable, so care should be taken with all public property. Showing respect for common areas extends to active care as well. Students

should make their best effort to leave all public spaces clean, throw away litter, and remind other students when they fail to do this.

Serious Offences

Dealing with any issue of discipline is, at its core, an attempt to support the healthy development of the child. However, some offences are so serious or a pattern of unacceptable behavior so unrelenting that suspension or expulsion is the only viable outcome. Examples of offences that may result in suspension or expulsion include, but are not limited to:

- Using drugs, alcohol, or tobacco in school
- Possessing weapons in school
- A pattern over time of fighting, bullying or verbal aggression
- Stealing
- Instances of cheating or plagiarism
- Hacking

Violence and Verbal Aggression

Inappropriate physical, verbal, or written interactions between students may include, but are not limited to, pushing, slamming locker doors, or using racist, homophobic, anti-religious or gender-based slurs. Such activities are a serious violation of our community values and Code of Conduct. Students who engage in serious physical altercations may be sent home for the day.

Weapons

Fear of violence or intimidation is anathema to the educational process and to the emotional well-being of community members. Therefore, no weapons of any kind are to be brought into school or to any school related function. Faculty members and administrators reserve the right to determine if an object is a weapon. Toy, prop, imitation, or otherwise non-functional weapons or component parts of weapons similarly have no place in school.

Discipline in the Middle School

In a community based on mutual respect, disciplinary policies should be restorative rather than punitive. When students violate agreed upon community standards, they will be subject to appropriate corrective or restorative action.

A teacher who observes that a student is not behaving in accordance with community expectations will speak with the student to help him or her learn from the experience. We will include parents as partners in the character growth of their children and will strive as a team to modify problematic behavior that persists. If behavior is disruptive and interferes with the learning of others the child will be required to spend time with the Division Head.

Disciplinary consequences are accompanied by opportunities to reflect on one's actions and how a situation might have been handled more effectively. Students are encouraged to consider the following as they consider their actions:

- I violated the Speyer School guidelines by . . .

- I chose my actions because. . .
- I was feeling _____ before I acted because . . .
- A more appropriate choice could have been . . .
- My feelings about what happened are _____ because . . .
- My plan for the future to prevent a recurrence of my actions is . . .
- My teacher can help me implement my action plan by . . .

Academic Honesty Violations

Violations of academic honesty will result in a grade of zero for the assignment in question. The Division Head may determine additional consequences as appropriate. Parents will be notified of any violation of Speyer’s policy that students are required to do their own work on individual projects and assessments.

Lunch Detention

Students who engage in disruptive or inappropriate behavior will be required to serve a lunch detention. Lunch detentions take place during the Middle School recess choice period on the day of an infraction or as dictated by the Division Head, who will notify parents of a student’s lunch detention. Failure to appear for a lunch detention will result in an additional infraction.

Formal Probation

If a student’s behavior constitutes a serious breach of community standards, he or she may be placed on formal probation at the discretion of the Division Head. Parents are always notified of student probation.

Loss of Privileges

A student who shows chronic or serious disregard for Speyer’s community values or is on formal probation may lose school privileges. These privileges include the right to represent Speyer on athletic or academic teams or to attend after school programming. Students may lose the chance to attend school social functions.

In-School Suspensions

In-school suspensions are serious consequences reserved for flagrant violations of our code of conduct. In school suspensions require students to be present in school, but they are not permitted to attend normal classes or school activities. In school suspensions do not excuse students from work assigned during their suspension.

Out of School Suspensions

If a student’s behavior presents a seriously detrimental effect on the school community, he or she may be suspended from school. Out of school suspensions do not excuse students from assigned work. Out of school suspensions may be reported to prospective high schools as a normal part of the admissions process.

Expulsion

Expulsion for the Speyer community is a serious measure of last resort. This action is taken only by the Head of School in consultation with the division head, faculty members, and other parties as appropriate.

Financial Responsibility and Collection Procedures

The Speyer Legacy School uses FACTS Tuition Management to manage tuition payments. Payment of tuition may be made in 1, 2 or 10 monthly payments. Late charges are incurred and posted after 2 consecutive attempts by FACTS to collect the payment due.

Accounts that are past due are reviewed prior to the December break. Accounts that are deemed to be of questionable collection are contacted. The student will not be allowed to return to school after December break and will not receive a re-enrollment contract for the following school year until the account is paid up to date or other arrangement are made with the business office.

Accounts that are past due are reviewed again prior to Spring Break. Accounts that are deemed to be of questionable collection are contacted and the student will not be allowed to return to school after Spring Break until the account is paid up to date or other arrangements are made with the business office. Eighth grade accounts that are of questionable collection receive letters stating the student will not be allowed to participate in final exams, graduation ceremonies, or receive a diploma if the account is not paid up to date. In addition, final transcripts and student records will not be released to ongoing schools.

All accounts are reviewed at the end of the school year prior to release of report cards. Accounts that are deemed to be of questionable collection are sent notifications in lieu of report cards stating the report card will not be released until the account is paid up to date or other arrangements are made with the business office.

All accounts are reviewed prior to the start of the new school year. Accounts of returning students that have an outstanding balance and are deemed to be of questionable collection are contacted and the student will not be allowed to return for the new school year until the account is paid up to date or other arrangements are made with the business office.

Accounts of students who are leaving prior to the end of the school year are reviewed prior to releasing records and transcripts. The account must be paid in full prior to release of any materials or records.

All school property, including school-issued electronic devices, library books, and other school-owned items must be returned in good condition to the appropriate school representative prior to the end of the school year. Lost or damaged property must be replaced or repaired at the family's expense. Speyer will repair all damaged equipment through its pre-selected vendors. All expenses associated with lost or damaged property will be included in Family Accounts and treated in the manner described above.

Financial Aid

It is the policy of the Speyer Legacy School to offer need-based financial aid as determined by the submission of required financial information. Financial aid cannot be extended or applied to an account for a subsequent year if there is a current past-due balance. Financial aid awards offers must be signed before the award may be applied to the account. Applicants for financial aid must observe the deadlines stated in material created by the school.

Questions relating to financial aid policies and procedures should be directed to the Office of Admissions and Financial Aid.

Immunization Policy

Speyer Legacy School students must be vaccinated in accordance with the rules established by the New York City Department of Health. In the interest of the health of the Speyer community, the School allows exemptions from the vaccination requirement **only** for children whose physical condition (such as a compromised immune system) does not permit them to be vaccinated.

The most recent guidelines from the New York City Department of Health for independent schools are as follows:

- Students entering grades K through 12 are required to have 2 doses of measles- and mumps-containing vaccines, and 1 dose of rubella-containing vaccine.
- Students entering grades K, 1, 6, and 7 are required to have 2 doses of varicella (chicken pox) vaccine. One dose of varicella vaccine is required for all other grades.
- Students entering grades K, 1, 6, and 7 are required to have 4 doses of polio vaccine, unless the 3rd dose was received at 4 years of age or older, in which case only 3 doses are required. Three doses of polio vaccine are required for all other grades.
- Students entering grades K-5 who are less than 7 years of age are required to have 5 doses of DTaP. Four doses are acceptable if the 4th dose was received at 4 years of age or older and 3 doses are acceptable if the series was started at age 7 years or older. Because DTaP cannot be administered to children after age 6 years, children age 7 years and older who are not complete should receive a single dose of Tdap and, if additional doses are needed, Td until series completion.

Medication Policy

The Speyer Legacy School will allow self-administration only of asthma inhalers under the New York State Law: Education: S 916. The School Nurse will administer all other over-the-counter (OTC) medications.

Prescription Medications

If a child needs to take any prescribed medication during school hours, we must have a prescribed medication consent form (available in the School Nurse's office) signed by your doctor. Forms must be filled out completely. Medication must be brought to the School Nurse by the parent/guardian in its original container, with the pharmacy label on it, indicating your child's name, the medication name and strength, your child's dose, frequency, and route. Please also

indicate if the medication should be refrigerated. Please do not give medications to your child's teacher. All medications must be given to the

School Nurse

If your child requires an Epi-pen at school, please provide 2 sets so that one may remain on site and the other be kept in the travel bag used for field trips. Please also supply any additional equipment necessary to administer medication or perform medical procedures, such as a medicine dropper/spoon, nebulizer tubing, syringes, glucose meters, etc.

Over-the-Counter Medications

The school keeps on hand and is authorized to administer a limited number of OTC medications. These medications include Children's formula acetaminophen (Tylenol), ibuprofen (Motrin/Advil), Tums, topical and oral Benadryl. We may stock generic equivalents or other brands of these medications. We do not stock other OTC medications. OTC medications are only administered to those children whose parents have given prior written consent. These medications will not be given to mask symptoms. If your child has symptoms in the morning requiring one of these OTC meds, a day at home is in order.

A student who stays home for illness must be fever and contagion-free prior to returning to school.

Lost and Found

Items lost at school or on school-sponsored trips are initially stored in a Lost and Found basket behind the Security Desk in the Syms lobby. Members of the Speyer community are asked to turn in any items they find to a teacher or to a member of the security staff. The best way to ensure that lost items can be returned is label your child's clothing and other items clearly.

A parent volunteer will review the contents of the Lost and Found basket each week. Items that are labeled will be returned to their owner. Unlabeled items will be moved to the main Lost and Found cabinet in the Syms lobby. Parents or caregivers who wish to look in the Lost and Found closet for missing items may do so after first checking in with the security desk. Items that remain unclaimed after Winter Break will be donated to local charitable organizations.

Lockers

Students in the fourth grade and Middle School students have lockers situated outside their homeroom for mandatory storage of books, papers and notebooks. Valuables such as cell phones or wallets must be kept in this locker. These items should not be left unattended. Speyer Legacy School is not responsible for loss or damage to personal belongings.

Transportation to School

The Department of Education Office of Pupil Transportation provides free school bus service OR a free student MetroCard to eligible students, based on the student's grade and distance from home to school. MetroCards are distributed as soon as the school receives them. If there is a delay and

MetroCards arrive late, students will have to pay their own fares until MetroCards are distributed. Please visit schools.nyc.gov/offices/transportation to learn more about this service and to see if your child is eligible. Inquiries about school transportation may be directed to the Attendance and Dismissal Officer.

Safety at Speyer

As much as we emphasize intellectual challenges, joyful engagement in learning, and academic rigor, our primary responsibility is the safety of our students. Guided by our Head of Security, Speyer complies with all required emergency procedures. During the year, we conduct drills to address and prepare for a variety of emergency situations.

Security

The Speyer Legacy School Security staff executes our security plans. Security personnel monitor entry and exit from the building through the Syms building. The doors to the building are always closed and locked, with the exception of arrival and dismissal. During transition time, Security personnel are on duty to monitor entry into and exit from the building.

Visitors

Everyone who enters the building must sign in at the Security Desk in the Syms building and receive and wear a visitor's pass. This practice ensures the safety of students and adult members of the Speyer community. Sign-in sheets may be checked during drills and in emergency situations. Prior arrangement must be made for visitors to the classrooms with classroom teachers and must be confirmed with the Security staff.

Parents attending meetings, performances, and culminating events must follow the instructions of the Security staff with reference to when they are permitted to go to instructional areas of the school. In most circumstances, parents are not permitted to linger in the instructional areas of the school during school hours.

Students may not leave the school without an authorized adult. The only exception to this rule is Middle School students who are permitted to self-dismiss after checking in with a member of the Security staff.

Street Smarts

Students should be vigilant and appropriately cautious when travelling to and from school. They should be aware of and practice safety precautions, such as:

- Do not display iPads, smartphones, money, or other valuables
- Stay on busy streets where there are other pedestrians
- Do not use headphones while travelling
- Cross streets only at corners with a pedestrian signal and only when that signal tells you to cross
- Do not run across streets
- Travel with other students

All incidents of theft, mugging, other street violence or any injury should be immediately reported to the police AND to the Head of Security.

Emergency Procedures

In the event of an emergency, we will follow this protocol:

- We will assemble all students to ensure all are accounted for while we assess the situation. Administrators have cell phones and walkie-talkies.
- The school will activate the emergency calling system.
- If we can establish that the streets are safe, students will be dismissed after consultation with individual parents.
- Speyer administrators will remain on site until every student has been confirmed at a safe location.

Emergency Evacuation Procedures

The Director of Security conducts regular fire drills, evacuation drills, and sheltering-in-place exercises so that the school community will be prepared to respond safely and efficiently in the event of an emergency. Students, teachers and staff participate in these drills.

Shelter-in-Place/Lockdown

A shelter-in-place/lockdown occurs when it is not safe to exit the building, whether due to a toxic environment, or an aggressive/armed individual such as an active shooter. Teachers and members of the administration and staff are trained in the following procedures:

- Everyone in school must remain inside and be prepared to stay inside until the area is cleared, staying away from windows and doors.
- If a toxic environment exists outside, the HVAC system will be turned off and building sealed. Families will be alerted and provided with additional information by one or more of these methods:

Telephone/voicemail/email/text

Public address system

Security Team member

Emergencies Outside the Building

Speyer faculty members take every precaution to ensure student safety at school and all out of school events. They have been trained in the following procedures to be followed in the event of an incident when students are out of the building as part of a school sponsored activity.

Violent Incidents

If students or faculty members observe violent activity, they will move the students out of the area as soon as possible, call 911, and then report the incident to Security.

Bus Problem/Vehicle Collision

In the event of a vehicle incident involving a Speyer bus, the driver will call the appropriate authorities and then notify Security. The school will notify parents.

Individual Emergencies

In the event of illness or an accident resulting in injury to a student, the School nurse will evaluate the situation. The school will first contact the child's parents, and then call designated emergency contacts in the order listed on Emergency Contact Form if neither parent is reachable. Emergency information is kept on file for each child and an emergency card for each child is kept in a travel bag that accompanies the class when they leave the building. Should the situation require it, the student will be taken to the Emergency Room at Mt. Sinai West (Roosevelt) Hospital, located at 1000 10th Avenue NY, NY.

Inclement Weather Closings

In case of inclement weather, the Speyer Legacy School administration will make the decision regarding school dismissal or cancellation. Immediately after the decision is made, we will activate the emergency call system, sending a call, email and text message to all families. If school is in session and weather conditions require an emergency closing, parents will be notified by telephone, email and text message of the expected time of closure and when to arrive to pick up their child.

The Speyer Legacy School in the Media

As a relatively young school in New York City, we generate a good bit of curiosity and are often called upon to explain ourselves to the wider community. It is important that we project a positive image of the School as a member of New York City's Independent School community. Communication with the press and other media should happen only through the agency of the Head of School.

If you are approached by a member of the media for comment about the mission, philosophy, or history of the school, we ask that you refer him or her to the Head of School.

Use of the Speyer Name and Logo

The Speyer Legacy School name must be protected and used with discretion and fairness and only with permission from the Head of School. The Advancement Committee of The Speyer Legacy School must approve all external fundraising events, and the Head of School must approve all in-house fundraising events. By setting a professional standard, we protect the Speyer brand and avoid conflict of interest situations with potentially competitive commercial interests. This policy also applies to domain names including the word "Speyer."

Photography and Privacy

Exclusive permission for the school to photograph students for program documentation and/or inclusion in promotional materials is designated in the enrollment contract. Photographs of students taken by families at school celebrations, gatherings and events may be shared online only with current Speyer families. Inclusion of any image of one of our students in any other format, including blogs, social networking sites such as Facebook, or any other online means that are accessible to non-Speyer individuals, must be approved in writing by the parents of any and all students photographed

We Are All Admissions

Each member of the Speyer Legacy School community represents the school to the world. Many inquiries and applications come our way by word of mouth from current families. If you are interested in sharing your experience of Speyer with families at your child's former preschool, please contact the Admissions Volunteer Coordinator.

Technology

Responsibility

Middle School students and students in grades three and four receive a digital device as a learning tool. Starting in grade five, this device may travel to and from school. Each student is responsible for keeping their device safe and charged, and for bringing it to school each day. Students also receive email accounts and access to the Internet. These devices, access and accounts are strictly for educational use. Inappropriate actions can lead to loss of the digital device, Internet privileges, suspension, or other consequences.

Each student is responsible for all actions undertaken on his or her digital device or using his or her email account. Passwords should be carefully protected and students must understand that using another person's device or email account is considered a serious offence, analogous to breaking into a locker.

Device Collection

As part of our belief that academic breaks should truly be just that, the Speyer Technology department collects all Middle School student devices and chargers three times a year for safe storage:

- Prior to Winter Break
- Prior to Spring Break
- Prior to Summer Break

Families and students will be notified of the collection day for each of these breaks via email from the Technology Office or the Middle School Head approximately a week before the collection day. Advisors will also announce these collection days and collections will happen during morning advisory periods. Students must have their device and charger available for collection on the

designated day. If the student does not plan to be in school on the designated day, families should plan to have their device and charger in school prior to collection for early return. Students will be re-issued the same device upon their return from these breaks.

If devices are not returned on the designated day prior to summer break, Speyer may withhold report cards, test scores, and may charge parents for the full value of the missing device and charger.

Device, Account, and Digital Resource Policies

- Students in grades three through eight and parents must sign and return the Digital Pledge to use Speyer accounts, devices and other digital resources.
- It is the responsibility of each student to ensure that his or her equipment is safely carried, used only when permitted, and used only for purposes approved by the school and consistent with Speyer policy.
- Damaged or lost devices and chargers must be replaced or repaired at the family's expense. Speyer will determine the extent of damage and will arrange for necessary repairs.
- Technology may not be used unless a teacher expressly authorizes it during an educational period.
- Devices may NOT be used during break or at lunchtime. During faculty-supervised study hall, devices may be used only if the homework specifically states that computers are required.
- Devices must be stored in lockers, backpacks, or classroom device cabinets unless a teacher specifically requires their use.
- Students are to ensure that their devices are properly charged at all times. To facilitate this, students must have their chargers available at school. Speyer does not provide loaner chargers to students.
- Downloading or playing unauthorized games or using other unauthorized digital materials is strictly forbidden.
- Students agree to keep their device in a protective case.
- Students agree to have their device closed and secured when they travel with their device – this includes short walks within the classroom, as well as commutes home.
- When they are using their device, they should have it placed on a stable, flat surface large enough to support their device.
- Students agree to abstain from decorating their school-issued device. Students may decorate their protective cases.
- Students agree to keep Speyer Asset tags and name labels intact. If their Asset tag or name label is missing from their device, they should let a Technology Department member know so that they may receive a replacement tag.
- Using someone else's device is not permitted without the express approval from a teacher.
- The use of Speyer's network services such as Internet access, is a privilege and students must only use these services for School-approved activity. Attempts to undermine the integrity of these services, circumvent restrictions, or modify systems as implemented are strictly prohibited.
- Violations of this policy may result in limitation, suspension or termination of technology privileges or other consequences.

- In the case that a student has misplaced their Speyer-issued device and efforts such as searching lockers and classrooms, asking peers and faculty, and re-tracing steps are not fruitful, they must notify the Division Head and Technology Office immediately.

Social Networking

Much communication occurs on social networks, apps, blogs, and websites such as Facebook, SnapChat, and Instagram. Participation in such sites by students and parents must be appropriate and respectful of all Speyer community members. We reserve the right to restrict or prohibit actions taken online where they affect the morale or integrity of the learning community.

Speyer Digital Pledge

Speyer students are expected to be respectful of others and to accept responsibility for their actions in all aspects of our community, including our digital learning and communication. Speyer students and their families read and sign the Speyer Digital Pledge. It is not an exhaustive list of dos and don'ts and may be supplemented by specific requirements or recommendations if situations demonstrate the need for greater clarity.

Internet and Digital Device Use Pledge

I UNDERSTAND THAT IT IS MY RESPONSIBILITY TO CARE FOR THE DEVICES THAT HAVE BEEN LENT TO ME AT SCHOOL - I will make sure my equipment is safely carried, used only when permitted by a teacher and used only for purposes approved by the school. (see page 33) I recognize there are times when using my equipment is inappropriate. Those times include lunch and break times, as well as any other times set forward by my teachers and parents/guardians. I will make sure my device is in my possession or stored safely in a place such as my locker or my backpack. There will be no times that my device is left out or unattended. I will make sure that my device is charged when I arrive at school and it is my responsibility to ensure my charger is available during the school day if I need it.

I WILL NEVER RESPOND TO ANY ONLINE COMMUNICATION THAT MAKES ME FEEL HARASSED, UNCOMFORTABLE OR THREATENED - I will tell a trusted adult if I come across anything that makes me feel scared, uncomfortable, or confused. I will never respond to any messages that are rude or offensive in any way. I will show the message to a parent, guardian or teacher right away. I understand that the adults at Speyer have my safety at heart and that they will respect my feelings and help me.

I WILL RESPECT OTHER PEOPLE'S RIGHTS WHILE ONLINE AND WHILE USING DIGITAL DEVICES - The Internet is a large community and digital devices have broad capabilities; my behavior on the Internet and my use of digital devices affects others. Integrity is a concept of consistency of actions, values, methods, measures, principles, expectations, and outcomes. I will conduct myself in all realms of digital life with integrity, and realize that I represent my family and community while doing so. I will not use someone else's device without the approval from the device's owner, a teacher or a school administrator.

I WILL KEEP IDENTITIES PRIVATE - I will never share personal information such as names, mailing addresses, telephone numbers, the name of my school, or any other information that could help someone determine my identity. I will not reveal any personal information about my friends, family or any person. I will never send or post media (pictures, video, audio etc.) or any personal information, my own or that of others in my community, without first checking with my parents, teachers or guardian. I will never meet in person with anyone I have first "met" online without discussing it with my parents or guardian or teacher.

I WILL TALK WITH MY PARENTS/GUARDIAN AND TEACHERS ABOUT THEIR EXPECTATIONS AND GROUND RULES FOR GOING ONLINE (parents please go over guidelines with your children) - The rules will include (but are not limited to):

The time of day that I may be online: _____

The length of time I may be online: _____

Whom I may communicate with while online: _____

Appropriate areas for me to visit while online: _____

I recognize that my parents/guardians have the right to access my accounts:

Student initial: _____ Parent/Guardian Initial: _____

We encourage parents and students to work out additional digital device guidelines for home, especially surrounding non-school devices and services (i.e., texting, or online media and games).

Student Signature _____ Printed Name: _____

Speyer Signature _____

Parent/Guardian Signature(s) _____