<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword</td>
<td>p.1</td>
</tr>
<tr>
<td>Portledge School Mission Statement</td>
<td>p.2</td>
</tr>
<tr>
<td>Portledge School Philosophy</td>
<td>p.2</td>
</tr>
<tr>
<td>The History of Portledge School</td>
<td>p.3</td>
</tr>
<tr>
<td>Correspondence and Inquiries</td>
<td>p.5</td>
</tr>
<tr>
<td>School Closings</td>
<td>p.6</td>
</tr>
<tr>
<td>Portledge School Abbreviated Calendar 2019-2020</td>
<td>p.7</td>
</tr>
<tr>
<td>Driving on Campus</td>
<td>p.8</td>
</tr>
<tr>
<td>Lower School Hours</td>
<td>p.8</td>
</tr>
<tr>
<td>Morning Arrival Procedures (PK-5)</td>
<td>p.8</td>
</tr>
<tr>
<td>Dismissal Procedures</td>
<td>p.8</td>
</tr>
<tr>
<td>Instructional Time</td>
<td>p.8</td>
</tr>
<tr>
<td>Bus Transportation</td>
<td>p.9</td>
</tr>
<tr>
<td>Car Transportation</td>
<td>p.9</td>
</tr>
<tr>
<td>Attendance</td>
<td>p.9</td>
</tr>
<tr>
<td>Vacations/Extended Holidays and Make-Up Work</td>
<td>p.10</td>
</tr>
<tr>
<td>Extended Program Options</td>
<td>p.10</td>
</tr>
<tr>
<td>After 3:30 Club</td>
<td>p.10</td>
</tr>
<tr>
<td>After School Adventures</td>
<td>p.10</td>
</tr>
<tr>
<td>Lower School Academics</td>
<td>p.10</td>
</tr>
<tr>
<td>Home Work</td>
<td>p.10</td>
</tr>
<tr>
<td>Individual Help</td>
<td>p.11</td>
</tr>
<tr>
<td>Academic Support</td>
<td>p.11</td>
</tr>
<tr>
<td>Tutoring</td>
<td>p.11</td>
</tr>
<tr>
<td>Child Study Team</td>
<td>p.11</td>
</tr>
<tr>
<td>Evaluations</td>
<td>p.11</td>
</tr>
<tr>
<td>Conferences and Reports</td>
<td>p.11</td>
</tr>
<tr>
<td>Grading Policy</td>
<td>p.12</td>
</tr>
<tr>
<td>Student Assessment</td>
<td>p.12</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>p.12</td>
</tr>
<tr>
<td>Child Placement</td>
<td>p.12</td>
</tr>
<tr>
<td>If Portledge is not the right fit...</td>
<td>p.13</td>
</tr>
<tr>
<td>Student Life</td>
<td>p.13</td>
</tr>
<tr>
<td>Lunch and Snack</td>
<td>p.13</td>
</tr>
<tr>
<td>Social Invitations</td>
<td>p.13</td>
</tr>
<tr>
<td>Off-Campus Party Policy</td>
<td>p.13</td>
</tr>
<tr>
<td>Special Occasions</td>
<td>p.13</td>
</tr>
<tr>
<td>Lost and Found</td>
<td>p.13</td>
</tr>
<tr>
<td>Cell Phones and Personal Devices</td>
<td>p.14</td>
</tr>
</tbody>
</table>
Field Trips p.14
Assemblies p.14
Dress Code (K-5) p.14
Dress Code Enforcement p.15
Athletics (5th Grade) p.16

**Early Childhood Handbook**

The First Days of School p.18
Reggio Emilia p.19
Staying Informed p.19
Early Childhood Transportation p.19
Arrival and Dismissal p.20
Arrival/Dismissal Procedures p.20
Attendance p.21
Extended Day p.21
Special Occasions p.21
Health and Nutrition p.22
Toilet Training p.22
Dress Code Early Childhood p.22
Biting Policy p.23

Appendix p.24

- Health Information p.24
- Prescription Drugs p.25
- General Health and Communicable Diseases p.25
- Life Threatening Allergies p.26
- Policy Prohibiting Discrimination, Harassment, Hazing and Bullying p.26
- Sexual Harassment p.27
- Reporting Procedures p.28
- Mandated Reporting p.28
- Investigation Procedures p.29
- No Retaliation p.29
- Social Media Policy p.29
- Eligibility for Promotions Policy p.30
- Dogs on Campus p.33
- Security Video Footage p.33
- Child Abuse in An Educational Setting p.33
Foreword

Dear Lower School Family,

Welcome to Portledge School! Portledge Lower School is a warm, inclusive learning environment that offers a joyful learning environment. Our students develop a love of learning and look forward to coming to school each day. Our faculty and staff are committed to knowing and understanding each child and his/her academic, social and emotional strengths and needs, to best support a positive educational experience.

We encourage positive citizenship, responsibility, pride in academics and, as a small school, we are able to encourage individuality and independence in our students while, at the same time, teaching collaborative skills and the importance of positive community membership. We value diversity and invite opportunities to embrace multicultural perspectives within our curriculum and community. Our beautiful campus provides a stimulating setting for learning; we count on everyone to maintain as well as appreciate it.

Whether you are a new or an established Portledge family, we encourage you to read the Lower School Handbook. It addresses both general information and expectations as well as practical considerations. Collaborative working relationships between families and the school, ultimately contribute to student success and we depend on your partnership to create the most optimal learning experience for your child. To this end, we invite and encourage parents to set up a parent conference, or meeting, at any time if you want to discuss your child’s needs and/or progress. We expect our students to understand that hard work and respectful behavior are the foundation for good scholarship and citizenship, and even our youngest students will become aware of their responsibilities to themselves and to their school. We look to you as partners in the dynamic and exciting process of educating your children and appreciate your support of our mission and core values.

We look forward to another exciting year together as we cultivate the intellectual, emotional, social and physical development of your children.

Educationally yours,

Saralyn S. Lawn
Head of Lower School
(516) 750-3134
slawn@portledge.org

Simon Owen-Williams
Head of School
(516) 750-3201
sowenwilliams@portledge.org
Portledge School Mission Statement
Portledge School offers a competitive college preparatory experience in a warm and inclusive community. Students are inspired to realize their individual potential by developing the critical thinking skills and moral courage necessary for life-long learning in an increasingly complex world.

Philosophy (Updated 2019)
The Portledge School educational philosophy addresses a child’s personal, emotional, social, physical, and intellectual development. This integrative approach empowers students to develop self-awareness through reflection and introspection while recognizing the vital role of guidance and instruction provided by the teacher. A careful balance of support and challenge encourages students to engage with rigorous academics while developing a love of learning and appreciation for knowledge. Students are expected to be self-motivated and collaborative in the learning process, inside and outside the classroom. We aspire for students to develop the ability to think critically about themselves, what they are learning, and the world around them.

In accordance with these principles, Portledge School aspires to:
- develop in students a strong foundation of academic skills across the humanities, social sciences, and quantitative and life sciences, encouraging them to continually seek out and engage with increasing challenges as they progress through the curriculum;
- support students’ social and emotional development by promoting moral courage and the Portledge pillars of kindness, honor, purpose, respect;
- provide a strong sense of community with trusting partnerships among students, families, teachers, and administrators;
- foster aesthetic appreciation and individual talent with robust programming, facilities, and academic courses in a wide range of visual and performing arts;
- promote physical fitness, athletic excellence, sportsmanship, teamwork, and leadership through programs in physical education and interscholastic athletics;
- demonstrate a commitment to diversity, equity, and inclusivity through purposeful curricular and extracurricular programming and intentional hiring practices;
- offer a wide range of extracurricular activities that promote character development, enhance leadership opportunities, and encourage and maximize student participation within every division.
- guide students to make appropriate and healthy decisions in all areas of their lives, and especially when confronted with difficult situations and ethical dilemmas, through well-crafted and age-appropriate health and wellness education;
- promote faculty excellence by continually evaluating and reflecting on current teaching practices and pursuing education and professional development in current pedagogy and methods.

To these ends, Portledge encourages in each student the lifelong fascination for learning and the development of character, intellectual courage, and global awareness which are the hallmarks of a truly educated citizen.
The History of Portledge School

In May 1965, the trustees of the Alice K. Coffin Fund, Inc. gave 63 acres of the Alice S. Coffin estate, Portledge, and all the buildings on this land, to the adjoining Miss Stoddart’s School for Very Little People for the purpose of establishing a coeducational college preparatory day school.

Portledge found its early mission aiming at “providing an atmosphere of warmth and friendliness where the joy of learning and excitement of discovery are encouraged, shared and emphasized equally with the acquisition of knowledge, academic skills and the rigor of intellectual discipline.” The main residence was renovated during the summer, and Portledge School opened in September under the guidance of Headmistress Mary F. Jonathan with 100 children in nursery, kindergarten, first and second grades. A grade was added each year until the first senior class graduated in 1976.

The next two decades marked an era where Portledge established strong foundations, as the school expanded enrollment and facilities, broadened the academic programs, and identified educational leaders who would direct the school during the formative years.

By 1970, the Lower School had been completed with a library, dining facilities, a gymnasium/auditorium, and additional classrooms. At the same time, the original Miss Stoddart’s School building had been transformed into the headmaster’s residence, Stoddart House. Also, in that same year, David S. Staples, who taught at Exeter and had been the assistant headmaster at the Key School, became the school’s headmaster. Mr. Staples was instrumental in seeing the school through its early expansion, as he oversaw the creation of both the Middle and Upper School divisions, and their respective buildings that provided classrooms, a library, science laboratories, and gymnasium. While the campus was growing in its physical plant during the 1970s, the latter part of the decade was highlighted by the hiring of Huson R. Gregory as the school’s third Head of School.

In 1977, Huson R. Gregory, who had been Director of Guidance and an English teacher at Princeton Day School in Princeton, New Jersey, joined the Portledge community. His leadership would span almost three decades, leaving an imprint on the school that will be forever felt. Mr. Gregory’s first charge handed down by the school’s Board of Trustees was to take his prior experience in private schools and help build a college preparatory curriculum at Portledge. Mr. Gregory’s effort to create a rigorous academic program that was vertically integrated through all divisions was a shared venture with two of his early hires. David Hoyler was named the Director of Middle and Upper School in 1980, serving in that post until 2010, and Lisa Cermak was appointed Director of Lower School in the same decade. The three would collaborate in the construction of Portledge’s academic “blueprint” that focused on preparing students for entrance into the elite colleges and universities of the nation while maintaining the community feel that Mary Jonathan established during the school’s inception.

Curt Sawyer was added to the faculty in the early 1980s, taking on the responsibility of Director of Athletics. Mr. Sawyer was instrumental in building an athletic program that provided Portledge students with competitive interscholastic sports. He was critical to the creation and maintenance of the school’s athletic fields and facilities which would grow to include a Lower School gym, Middle and Upper School gym, three full-scale fields, and five tennis courts. This core administrative group was supported by the faculty who worked at the school during the late 20th century, further establishing the school as a competitive college preparatory school and allowing the name and recognition of Portledge to expand throughout the independent school and collegiate communities.

The more recent history of Portledge has witnessed continued institutional growth as the school celebrated its 50th anniversary. The trustees of the late 1990s focused on raising capital for the school endowment and campus restorations. The school invested the raised capital into the Middle School building and in summer of 2000
completed Phase I of the Carriage House expansion that included new classrooms and Bahnik Hall, an all-purpose auditorium. The groundbreaking for Phase II of the Carriage House expansion occurred in August 2002, and the construction was completed by early fall 2003. The expansion provided outstanding facilities for the Middle School, including eight new classrooms and two new science labs, as well as dedicated space for instruction in music, studio arts, and computer science. The new building, dedicated as the Huson R. Gregory Carriage House in recognition of the 29 years of service that Headmaster Gregory gave to Portledge, would also have a new leader.

Susan Edwards-Bourdrez came to Portledge in 1983 and helped to shape the foreign language department serving as both teacher and later department head. She was appointed as the Middle School Division Head in 2005 and in that capacity has worked to strengthen the intellectual and social atmosphere while nurturing and challenging students as they transition from childhood to young adulthood. In that same year, Mr. Gregory was succeeded by Steven L. Hahn, who had served for 19 years as the head of Lawrence Academy in Groton, Massachusetts. Under Mr. Hahn’s first year of stewardship, the community undertook a review of the school’s strategic plan and collaborated on the creation of a new mission statement that helped to highlight key institutional qualities as well as establish both long and short-term goals. Mr. Hahn worked closely with the trustees, helping them to fully understand the scope of their leadership and what makes good independent school governance. The cooperative endeavor has allowed for critical growth in the past several years focusing on the expansion of Upper School enrollment, curricular development at the Lower School level, a strengthening of athletics and identifying “next generation” divisional leaders.

On July 1, 2012, Simon Owen-Williams officially became Portledge's fifth Head of School. Prior to Portledge, Simon was Head of the Carlisle School in Martinsville, Virginia. Since his arrival, Mr. Owen-Williams has overseen a re-evaluation of our educational goals as we prepare our students for college and life in the 21st century; and he has sought to align all three divisions behind a set of guiding principles and teaching models to bring Portledge to the forefront of modern education. Mr. Owen-Williams also guided the school through a successful three-year strategic plan, 2014-2017, and has collaborated with members of key Portledge constituencies in the creation of 20/20: A Clear Vision, Portledge School's next three-year strategic plan. Under the guidance of Mr. Owen-Williams, Portledge School has been accredited as an International Baccalaureate Diploma Programme School, further cementing the school’s commitment to providing a first-class college preparatory education to our students.

At the beginning of the 2017-2018 school year, Portledge School opened our latest capital project - the Portledge Commons. This 28,000+ sq. ft building provides Portledge with an enlarged dining hall, black box theatre, and additional classroom space.

At present, Portledge is a community of more than 500 students in pre-nursery through twelfth grade. Through all three divisions, Portledge prides itself on strong student-teacher relationships, awareness of the development of young children and adolescents, and the structure and support that enable students to take risks and build confidence to meet high expectations of scholarship and citizenship. Against this backdrop, we are continually re-examining and refining our programs to meet the needs of our families.

Portledge is a member of the National Association of Independent Schools, the New York State Association of Independent Schools, the Green Schools Alliance, and the College Board. Portledge has its absolute charter granted by the Board of Regents of the University of the State of New York, is accredited by the New York State Association of Independent Schools, and is registered as an approved, accredited secondary school by the Board of Regents of the University of the State of New York.
## Correspondence and Inquiries

Inquiries should be directed as listed below.

<table>
<thead>
<tr>
<th>Mailing Address:</th>
<th>Portledge School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>355 Duck Pond Road</td>
</tr>
<tr>
<td></td>
<td>Locust Valley, NY 11560-2499</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Head of School:</th>
<th>Simon Owen-Williams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Patricia Rooney - Administrative Assistant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upper School:</th>
<th>Harry Grzelewski - Director of Upper School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Susan Simon - Associate Director of Upper School, Registrar, Yearbook Advisor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle School:</th>
<th>Susan Edwards-Bourdrez - Director of Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Albert Intreglia - Faculty Administrative Dean</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lower School:</th>
<th>Saralyn Lawn - Director of Lower School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leigh DeMaria - Director of Early Childhood</td>
</tr>
<tr>
<td></td>
<td>Fay Martin - Lower School Administrative Assistant, Attendance, Bus Coordinator</td>
</tr>
<tr>
<td></td>
<td>Lauren Domaradzki - Assistant Dean of Students for Lower School/Hiring Coordinator</td>
</tr>
</tbody>
</table>

| Dean of Students: | Jon Sandos ’03 - Dean of Students |

### Departments

<table>
<thead>
<tr>
<th>Admissions:</th>
<th>Michael Coope - Director of Admissions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leigh DeMaria - Assistant Director of Admissions, Director of Early Childhood</td>
</tr>
<tr>
<td></td>
<td>Kim Baratoff - Assistant Director of Admissions/International</td>
</tr>
<tr>
<td></td>
<td>Amanda Slinger - Assistant Director of Admissions, Director of Financial Aid</td>
</tr>
<tr>
<td></td>
<td>Caryl Shapiro - Admissions Assistant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Athletics:</th>
<th>Michael O'Donoghue - Interim Director of Athletics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ceci Mulry ’13 - Assistant Athletic Director</td>
</tr>
<tr>
<td></td>
<td>Jane Larkin - Assistant Athletic Director</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business Office:</th>
<th>Richard Fleck - Chief Financial Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Zoe Schwam - Director of Human Resources</td>
</tr>
<tr>
<td></td>
<td>Carol Luzynski - Accounts Receivable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Counseling:</th>
<th>Karen Crowley - Director of College Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Daniel Naftalis - Assistant Director of College Counseling</td>
</tr>
<tr>
<td></td>
<td>Shoshana Krieger-Joven - Assistant Director of College Counseling/Learning Pathways</td>
</tr>
<tr>
<td></td>
<td>Jane Zisa - College Counseling Assistant</td>
</tr>
</tbody>
</table>
School Closings
During the winter months, school closings due to unsafe driving conditions are announced on the school website (www.portledge.org), by email, and on the phone answering machine (516) 750-3100. If you live in Nassau or Suffolk County, you will also be able to see school closings on News Channel 12. If you live outside of Nassau or Suffolk County, you can access News 12 on the internet, and check for Portledge School. SMS (short messaging system) is used to text message families on their cell phones in the event of an unanticipated school closing as well. Should parents have any doubts about the advisability of driving, do not hesitate to keep children at home, even if school is open. In the event of a school closure, or a national or local emergency where the school is forced to close or make alternate plans to operate, tuition will not be refunded and will remain due in full.
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2019</td>
<td>Mon 19</td>
<td>US Boys/Girls Soccer Pre-Season Practices Begin</td>
</tr>
<tr>
<td></td>
<td>Mon 26</td>
<td>US Girls Tennis Pre-Season Practices Begin</td>
</tr>
<tr>
<td>September 2019</td>
<td>Mon 2</td>
<td>School Closed - Labor Day</td>
</tr>
<tr>
<td></td>
<td>Tue 3</td>
<td>Orientation Day</td>
</tr>
<tr>
<td></td>
<td>Wed 4</td>
<td>School Begins (PK - 12)</td>
</tr>
<tr>
<td></td>
<td>Thu 5</td>
<td>First Day of School Pre-Nursery &amp; Nursery</td>
</tr>
<tr>
<td></td>
<td>Sat 21</td>
<td>Founders Day</td>
</tr>
<tr>
<td></td>
<td>Mon 30</td>
<td>School Closed - Rosh Hashanah</td>
</tr>
<tr>
<td>October 2019</td>
<td>Tue 1</td>
<td>School Closed - Rosh Hashanah</td>
</tr>
<tr>
<td></td>
<td>Wed 9</td>
<td>School Closed - Yom Kippur</td>
</tr>
<tr>
<td></td>
<td>Mon 14</td>
<td>School Closed - Columbus Day</td>
</tr>
<tr>
<td>November 2019</td>
<td>Wed 6</td>
<td>No Classes - Middle/Lower School - Parent/Teacher Mtgs</td>
</tr>
<tr>
<td></td>
<td>Mon 11</td>
<td>School Closed - Veterans Day</td>
</tr>
<tr>
<td></td>
<td>Wed 27  - Fri 29</td>
<td>School Closed - Thanksgiving Holiday</td>
</tr>
<tr>
<td>December 2019/January 2020</td>
<td>Mon 2</td>
<td>No Classes - Professional Development Day</td>
</tr>
<tr>
<td></td>
<td>Mon 23  - Fri 3</td>
<td>School Closed - Winter Break*</td>
</tr>
<tr>
<td>January 2020</td>
<td>Mon 6</td>
<td>School Resumes</td>
</tr>
<tr>
<td></td>
<td>Mon 20</td>
<td>School Closed - Martin Luther King, Jr. Day</td>
</tr>
<tr>
<td>February 2020</td>
<td>Wed 5</td>
<td>No Classes - Parent/Teacher Meetings</td>
</tr>
<tr>
<td></td>
<td>Fri 14</td>
<td>No Classes - Professional Development Day</td>
</tr>
<tr>
<td></td>
<td>Mon 17  - Tue 18</td>
<td>School Closed - Presidents Day</td>
</tr>
<tr>
<td>March 2020</td>
<td>Mon 16  - Fri 27</td>
<td>School Closed - Spring Break*</td>
</tr>
<tr>
<td></td>
<td>Mon 30</td>
<td>School Resumes</td>
</tr>
<tr>
<td>April 2020</td>
<td>Fri 10</td>
<td>School Closed - Good Friday</td>
</tr>
<tr>
<td>May 2020</td>
<td>Mon 25  - Tues 26</td>
<td>School Closed - Memorial Day</td>
</tr>
<tr>
<td></td>
<td>Fri 5</td>
<td>Blue/White Day</td>
</tr>
<tr>
<td></td>
<td>Mon 8</td>
<td>Upper School Athletics Awards (evening)</td>
</tr>
<tr>
<td></td>
<td>Tue 9</td>
<td>Middle School End of Year Assembly - 9:30 a.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last Day of Middle School - Regular Dismissal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Dinner &amp; Ring Ceremony (evening)</td>
</tr>
<tr>
<td></td>
<td>Wed 10</td>
<td>Upper School Awards Ceremony - 9:00 a.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fifth Grade Moving Up Ceremony - 1:30 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last Day of Upper/Lower School - Regular Dismissal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upper School Prom (evening)</td>
</tr>
<tr>
<td></td>
<td>Thu 11</td>
<td>School Closed - Faculty on campus</td>
</tr>
<tr>
<td></td>
<td>Fri 12</td>
<td>Graduation - 10:00 a.m.</td>
</tr>
</tbody>
</table>

*Winter & spring varsity athletes should confer with coaches about practices & games prior to making vacation plans.*
Driving on Campus
The safety of our students is our number one priority. Please cooperate fully with on-site staff as we work together to keep our students safe. Adults should model appropriate behaviors for children to emulate. With that in mind, parents and students are reminded that the speed limit for the entire campus is 15 mph. Always yield to pedestrians. Please do not talk or text on your cell phone while driving. In order to avoid congestion or bottlenecks, please do not park or stand in the cut-outs by Wellington Gym. Questions may be addressed to Rich Fioto at 516-750-3138 or rfioto@portledge.org.

Lower School Hours

<table>
<thead>
<tr>
<th>Grade</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-nursery</td>
<td>8:25 a.m. - 11:25 a.m.</td>
<td>Three, four, or five days available on request</td>
</tr>
<tr>
<td>Nursery</td>
<td>8:25 a.m. - 12:00 p.m.</td>
<td>Lunch Bunch - 12:00-1:00 p.m. extended Day Option:</td>
</tr>
<tr>
<td>Pre-K - 5th Grades</td>
<td>8:25 a.m. - 3:15 p.m.</td>
<td>extended Day - 12:00-3:20 p.m.</td>
</tr>
</tbody>
</table>

Morning Arrival Procedures (PK - Grade 5)
(For information on Pre-Nursery and Nursery Arrival Procedures, please refer to p.24)

A designated teacher, and/or the Division Head, greets children each morning at the curb of the drop-off area beginning at 8:00 a.m. Children who arrive at school prior to 8:15 are supervised by a designated faculty member and, weather permitting, the children go outside to play on the playground. At 8:15 students proceed to their advisory homeroom. The school day officially begins at 8:25 AM. Students who arrive after 8:25 a.m. are considered tardy and must sign in at the reception desk.

- Drop-off times: 7:40-8:25 a.m.
- A faculty member and/or the Head of Lower School will greet your child and assist your child from the car to the building from 8:00-8:25 a.m.
- The speed limit for the entire campus is 15 miles per hour.
- When dropping children off by car, please pull up as far as possible to allow multiple cars/buses to unload at one time.
- Children should exit from the curbside of the car.
- Absolutely no parking is permitted on the inside drop-off lane or against the building. Parents who wish to accompany their child into the building are asked to find a parking spot.
- Two parking spots are reserved for Early Childhood drop-off (grades Pre-Nursery-Kindergarten.)

Dismissal Procedures
(For information on Pre-Nursery and Nursery Dismissal Procedures, please refer to p.24)

Students are supervised by faculty during dismissal. Please input any changes in your child’s transportation plan into ‘School Pass’ before 1:00 p.m. Last minute changes result in confusion during dismissal and make it challenging for faculty to make sure each student is where he/she needs to be during this critical time of day.
Instructional Time Around Drop Off/Pick-Up Times
Our students participate in a robust schedule of both core academic and special classes which makes for a busy
day. We value our instructional time with your children and aim to get started each morning on time, by 8:25.
We also find that children benefit from routine, structure, and consistency at the end of the day and we make
a point of ending our days with a routine “pack-up” time during which we ensure all the students have what
they need for the evening. We kindly ask parents to respect these critical instructional times of the day by
dropping off your children no later than 8:25 and picking up no earlier than 3:15.

To encourage independence and promote the greatest use of our instructional day, we ask that parents allow
their children, Kindergarten and up to proceed upstairs to their classrooms independently in the morning.
Parents should not be upstairs during the school hours of 8:25-3:15 as it is disruptive to the learning of all
students. Should you need to pick up your child early, someone in the main office will be happy to assist you
in getting your child from his/her class.

Bus Transportation
- Children who take a bus are escorted to the cafeteria and then taken to the front circle at 3:30. In
  inclement weather, children wait in the lobby and will be escorted to their buses.
- Buses pull up to the front circle and assigned faculty call students by bus and check off each student in the
  ‘School Pass’ system as he/she boards the bus.
- Questions regarding district transportation should be directed to Fay Martin in the Lower School Office.
  (fmartin@portledge.org or 516-750-3225)

Car Transportation
- Registration with School Pass is essential to a smooth and efficient dismissal process.
- Homeroom teachers escort children to the front circle at 3:15 p.m.
- Cars form a single-file line beginning at the front circle and proceeding along the side of the parking lot. A
  security person will be present to direct traffic from 3:10 p.m. - 3:45 p.m.
- Designated faculty members call students by name when their car arrives and escorts them to the vehicle.
  Students should enter the car on the curb side only.
- Please note: If the faculty members on dismissal duty do not recognize the person picking up a child, they
  will ask for identification. Please notify the main office or make the appropriate change in ‘School Pass’ if
  someone different is picking up your child.
- Absolutely no parking is permitted on the inside drop-off lane or against the building. Please find a
  parking spot if you wish to enter the building.

Attendance for Lower School
Class attendance is critical to support the ongoing academic progress of the students. For this reason, we ask that
students attend school daily, unless ill, and arrive on time. Students, who arrive tardy, after 8:25 a.m., impact the
learning of all students by disrupting the routines of getting the day started.

Students are expected to attend school every day unless they are ill or have a medical appointment. Absences
related to vacations or extended holidays are not considered “excused” as per New York State compulsory
attendance laws.

The reason for a child’s absence should be reported to the school before 9:00 a.m. by calling the Lower School
office at (516) 750-3225.
Students who need to leave early or who arrive late, must sign in/out at the Lower School reception desk. In the event of an emergency, accurate attendance at all times is essential.

**Vacations/Extended Holidays and Make-up Work**

Extending vacations and holidays for dates beyond those which are indicated on the calendar is discouraged. Because we value collaborative problem-solving, project-based learning and hands-on, active learning, much of the student work is not easily captured in a simple worksheet format. For example, in math, students often use manipulative materials and in spelling, students often need to be present for the lesson to understand the phonetic concept. Teachers are not able to compile a week’s worth of work for students who chose to take an extended holiday. If families chose to extend their holiday or take a trip outside of the scheduled school vacations, we encourage students to complete two tasks daily in lieu of the regular class work: (1) read each day and compose a written reader response and, (2) keep a daily written journal that details their experiences on their trip. These are due upon the student’s return to school. Teachers will provide the template for these responses. Make-up math work will be provided upon the student’s return to school.

**Extended Program Options**

**Early Childhood Extended Day Options**
*Please refer to p.25 in the Early Childhood section*

**After 3:30 Club – available year round**

The After 3:30 Club is available to working families five days a week from 3:30 p.m. to 6:00 p.m. Lower School students in grades pre-Kindergarten to fifth grade will have time for supervised play, homework, and afternoon snack. Space in this program is limited. Please contact Melissa Worth, Director of Summer and Supplemental Programs, for more information at (516) 750-3104 or mworth@portledge.org.

**After-School Adventures**

Throughout the year, after-school clubs and classes are available. Notices regarding the course offerings and sign-up opportunities occur throughout the year. After-School Adventure Programs run from 3:30 p.m. - 4:30 p.m. Monday through Thursday and are organized on a trimester basis. Examples of activities offered in the past include: Cake, Bake and Decorate, Chess, Minecraft, Coding, Tennis, and Soccer.

Information about the various programs is available on the website, or by contacting Melissa Worth, Director of Summer and Supplemental Programs, for more information at (516) 750-3104 or mworth@portledge.org.

**Lower School Academics**

In keeping with our mission, our goal is to challenge each student to reach their greatest potential, while preserving the student’s love of school and learning. Lower school students are encouraged to question, probe, solve problems and demonstrate their thinking through verbal and written expression. Our warm and inclusive environment provides an environment in which children feel comfortable taking risks to achieve deep thinking and learning.

**Home Work (Home Learning)**

Home learning has value when it provides practice and reinforcement of lessons taught in the classroom. It also offers the opportunity for students to gradually take increasing responsibility for organization, due dates and materials. The amount of home learning varies from grade-to-grade; approximately ten minutes of homework per
night, per grade, is typical (e.g. 3rd grade = 30 minutes.) All students are encouraged (required) to read each night.

Children benefit from completing their homework independently so that they develop confidence in themselves as a learner. Our goal is to ensure that the homework assigned is at a student’s independent level. If your child requires significant support with their homework, please communicate with the teacher so that he/she can support your child at school to enable work on assignments to be done more independently. Parents are encouraged to set a homework routine and provide a quiet, well-lit setting, free of distractions and to establish a routine for students to complete their home-learning.

**Individual Help**

Teachers make every reasonable effort to give students individual help as needed. Teachers may ask a student to stay after school or come in early for extra help and will arrange this directly with the parent(s).

**Academic Support**

For students requiring additional support, or enrichment, we have a learning specialist and reading specialist on staff. For an additional fee, the learning specialist teachers work with students who have been identified as having the need for additional support. For more information on Academic Support, please contact Alison Brush at abrush@portledge.org, or Elaina Schroeder at eschroeder@portledge.org

**Tutoring**

Teachers are not permitted to tutor their own students as this would be a conflict of interest; however, we will be happy to assist you in finding a tutor should your child need one. Our goal is that your child’s academic needs are met within the school day and therefore a tutor is not necessary. If a child is being tutored, it is essential to inform the classroom teacher, so that the tutor and teacher can collaborate to support your child.

**Lower School Child Study Team**

The Child Study Team, which meets on a monthly, or as-needed basis, reviews academic and guidance issues. The work of the Child Study Team is confidential and designed for teachers to discuss educational and behavioral concerns regarding students who may be struggling. The team meets with faculty and parents and makes recommendations to support the student(s).

**Educational Evaluations**

Occasionally, the School will recommend to parents that a student would benefit from a comprehensive educational evaluation. The recommendation usually arises as a result of academic, social, or behavioral issues that have been discussed with the Child Study Team. Evaluations may be done in conjunction with the Locust Valley School District, or the School can provide a list of qualified educational psychologists/neuro-psychologists who can conduct an educational evaluation. Such an assessment may include tests that consider cognitive processing and academic achievement, developmental and behavioral norms, speech-and-language skills, and/or sensory integration abilities. At the conclusion of any assessment the evaluators, parents, and the school will meet to discuss the recommendations. All evaluations are confidential and designed to support students in reaching their full potential.

**Conferences and Academic Reports**

Parents are invited to meet with homeroom teachers during the first few weeks of school for an initial, “Hopes and Dreams” conference, which is scheduled at a mutually convenient time. During this initial meeting, parents
are encouraged to share information they’d like the teacher to understand about their child as well as their hopes and aspirations for the year ahead.

Two formal parent-teacher conference days are scheduled each year; these dates are noted on the school calendar. Parents are welcome to request a conference with any teacher, at any time if they have questions or concerns.

Written evaluative reports (report cards) are available through the parent login on the school website at the end of each trimester. Parents are emailed when the reports are available for viewing.

Grading Policy 2019-2020
The assessment of student work and the assignment of grades are the responsibilities entrusted to the Portledge School faculty. Faculty members endeavor to be fair and consistent in their assessment of student work and to provide students with sufficient opportunities to demonstrate learning and progress. Parents are welcome to discuss student learning and progress with teachers, but conversations about grades (in the Upper and Middle School) are encouraged to take place between students and their teachers. Should a question or concern remain unresolved, parents may then consult the teacher and, if they still have questions, the appropriate Department Head. Parents should understand, however, that in all cases, the teacher retains the sole right to assign grades to the teacher’s students. Under no circumstances should students or parents endeavor to have a grade changed.

When a teacher anticipates assigning a failing trimester grade, the teacher apprises the student’s parents and advisor of the student’s academic difficulty prior to the end of the trimester. This communication takes the form of an email, phone, or in-person conversation with the above parties at a time when the student still has the opportunity to improve the student’s standing for the trimester.

Student Assessment
Student progress is assessed using formal and informal assessments throughout the school year. The Fountas and Pinnell Assessment is used to inform student instructional goals in literacy several times each year. The Lower School Math Program includes unit assessments that provide details of each student’s mathematical understanding. Cumulative math assessments are given at the end of each school year. Science, social studies, world languages, art, and physical education are assessed using a variety of tools such as quizzes, tests, projects, and daily observation. Students in grades 3-5 take the standardized ERB assessment each spring which is mandatory for fifth graders and optional in grades three and four.

Confidentiality
Confidentiality plays a vital role in promoting respect for every individual and fostering a strong community. Portledge takes confidentiality seriously and makes every effort to protect each family’s privacy. Communications among faculty/staff and parents about children should be kept confidential at all times. If you have a question or concern, we suggest that you first contact the teacher via email, or in person to arrange a time to discuss.

Child Placement
When determining each child’s placement in a class, a variety of factors are taken into consideration. Teachers spend considerable time thinking about each individual child and what grouping would make for the most ideal education environment based on both social and academic needs. While we are always willing to listen to factors related to a child’s personality or learning style that may warrant consideration during class placement, we do not accept specific teacher requests for a variety of reasons.
We have found that allowing parental requests to influence class-composition decisions can seriously impact grouping decisions and ultimately be a detriment to the class make-up in unforeseen ways. When working with a small group of students, even a few requests can impact things like the gender balance and distribution of academic abilities as well as other social dynamics that we need to keep in mind when placing students in class groups. Please be assured that the teachers and Lower School Division Head know the students well and we make every effort to compose the classes based on the academic, social, and emotional needs of all the students.

If Portledge is not the right fit...
Despite our best attempt to meet every child’s social and emotional needs, on occasion, a child’s best interest may not be best met within the Portledge School environment. In such case, Portledge School professionals will work with the family to the extent possible to assist in the transition to a school setting that can better meet a child’s needs.

Lower School Student Life

Lunch and Snack
Culinart, our food service provider, supplies a healthy daily selection of nutritious lunch choices for all children from pre-Kindergarten through fifth grade. Our chef also provides a healthy snack for all children each day. We discourage families from sending in their own snack, unless discussed with the teacher, to avoid complications due to allergies in the class.

Please refer to Life Threatening Allergy sections regarding any outside food on p.14

Social Invitations
Our Mission Statement notes that we are an inclusive community. With that in mind, and because we are a small school, we encourage parents to include all children within the grade level at birthday parties. To invite all but a few children often leads to hurt feelings that can be devastating to a young child, and this is not in the spirit of the Portledge community. Please mail invitations rather than distributing them during the school day.

Off-Campus Party Policy
Any off-campus party not organized by the school (both during the school year and after closing exercises) is therefore not school sanctioned or school supervised in any way. The school does not take responsibility for the parties or sponsor them. Attendance at such parties is the sole responsibility and right of the individual participant as these are not school events.

Special Occasions
Each grade level will share the plan for birthday treats and celebrations with parents. Healthy treat choices are encouraged due to the number of birthdays celebrated throughout the year. Parents who wish to be more elaborate are asked to do so at private parties, not during the school day. All birthday treats must be peanut/tree-nut free.

Lost and Found
The Lower School maintains a Lost-and-Found closet located on the first floor near the stairs to the gym. Parents are encouraged to label all clothing and check the closet periodically for lost clothing and equipment. Clothing is donated to a charity on a quarterly basis.
Cell Phones and Personal Devices
Students are allowed to bring cellphones to school but may not remove them from their backpack or use them during school hours. In the Lower School office, there is a designated telephone for students to use with permission to contact parents. Digital devices may not be used during before-care in the morning or during dismissal at the end of the school day. Portledge School is not responsible for lost, stolen, or damaged devices. Students who chose to bring phones to school do so at their own risk.

Field Trips
Field trips related to the curriculum are arranged each year as a valuable part of the children’s learning experience. Parents will be asked to sign individual permission slips for field trips and are informed about each specific trip well in advance of the planned date. Fees incurred for trips will be billed to student accounts. Credit toward field-trip costs cannot be issued due to a student absence. Students are transported by bus for all field trips.

Assemblies
Lower School assemblies are held on specified Wednesdays at 8:45 a.m. as noted on the school calendar. The schedule of programs and dates is available via the online school calendar. From time-to-time during the year, students may participate in a play, informal musical presentations, poetry readings or other informative presentations. Occasionally, students will be asked to wear specific clothing, i.e. khaki pants or knee-length khaki skirts with a white-collared shirt when participating in an assembly program or special event. Parents are welcome at every assembly but may not be notified specifically if their child’s class will be participating in those involving music. If you have a question regarding whether your child is performing in an assembly, please contact your child’s homeroom teacher/advisor.

Lower School Dress Code and Guidelines
The Portledge Pillars of Kindness, Purpose, Respect and Honor provide the framework for student conduct expectations. As such, students are expected to dress each day in clothing that respects and supports the purposeful work of a serious academic community. Clothing should be neat, clean, and in good repair. It is important to note that acceptable attire outside of school can differ from what is deemed appropriate for the school environment.

Kindergarten - Fifth Grade
Students may wear:
- Short or long-sleeved collared, button-down shirt or polo shirt.
- Sweater vests, cardigans, sweaters and ¼ zip pullovers with a collared shirt underneath; with or without the Portledge logo.
- Approved, Portledge Lower School blue sweatshirt or ¼ zip pullover. These can be purchased at the Panther Den.
- Solid-colored dress pants or casual pants, defined as pants that are fastened by a button or clasp and/or that have functional pockets.
- Short or long-sleeve dresses (no bare shoulders, spaghetti straps, halter or racer-back style dresses permitted.)
- Solid-colored, Bermuda-length, or similar dress shorts may be worn in September, October, May, and June.
- A belt is strongly recommended.
- Boat shoes, loafers, sneakers, flats, dress sandals, and dress boots (no higher than the base of the knee). We recommend closed-toe shoes for safety on the playground.
When snow or other inclement weather is present or forecast:

- Snow or other weather-specific boots are permitted

Monthly Dress-Down:

- The first Friday of each month that school is in session is a dress-down day. The dress code is relaxed on dress-down days to permit Portledge athletic gear and other more casual attire. Clothing, however, must be in good repair as well as reflect a positive regard for the school.

Students may not wear:

- Leggings are not permitted at any time
- Flip flops intended for the beach or pool
- Blue denim
- Cargo or jogger-style pants, skin tight and other similarly relaxed pants
- Athletic attire including sweatpants, mesh shorts or yoga pants designed for use in a gym setting or in athletic or recreational activity or competition
- Shorts rompers/pant jumpsuits
- Pajamas or other loungewear-style attire
- Hats, visors, or any type of headgear
- Hooded clothing of any kind
- Excessive or distracting jewelry

Pre-Nursery - Pre-Kindergarten:

- Pre-Nursery through Pre-Kindergarten children do not have to strictly adhere to the above dress code; they are encouraged to wear comfortable clothing appropriate for play-based learning. We recommend closed-toe shoes for safety on the playground.

The school reserves the right to use judgement in individual cases based on the needs or religious beliefs of the student or other special circumstances.

Please note: The Panther Den will be open by late August and carries many dresscode approved items for purchase. Please call the school for specific hours. The following stores also carry clothing that meet dress-code requirements: J. Crew, Lands’ End, LL Bean, Ralph Lauren, Vineyard Vines, Gap, Old Navy, Children’s Place, and Target.

Early Childhood (Pre-Nursery - Pre-Kindergarten)

Please refer to the Early Childhood section

Dress Code Enforcement Procedures

LS Procedures

Classroom teachers, as well as Administrators, evaluate the appropriateness of student’s dress daily. The school will communicate home if a student is out of dress code. Students who fail to abide by the dress-code regulations will be given the following consequences:

Consequences for Dress Code Violations:

- First offense: Verbal warning, communication home, loaned clothes if necessary
- Second offense: Phone call home, loaned clothes if necessary
- Third offense: Assistant Dean of Students or Division Head will determine course of action
Athletics Program for Fifth Graders
Athletic programs in grades five through eight are a required and important part of the student experience at Portledge School. They occur every Monday, Tuesday, Thursday, and Friday from 2:15 pm - 3:20 pm. Athletic competitions (games) occur after school beginning anytime between 3:30 pm and 4:00 pm, normally on Tuesdays or Thursdays. All students in grades 5 - 8 must participate in an athletic program to fulfill the NY State mandated PE requirement. The policies and choices for each grade are listed below:

5th and 6th Grade:
Team sports support the development of many valuable life skills, such as cooperation and teamwork, while enhancing skills such as resilience and leadership, valuable in the classroom and beyond. Team participation also develops good sportsmanship, which builds character. To this end, the school strongly encourages all students to choose a team sport in their 5th and 6th grade years with the understanding that an emphasis is not placed on the specific outcome of contests. The goal of being a student athlete in the 5th and 6th grades is learning to be a positive member of a team and to work alongside others.

The following team sports are offered for 5th and 6th grade students:

**Fall Season (September through the end of November)** - Coed Cross Country, Boys Soccer, Girls Soccer

**Winter Season (end of November through end of February)** - Boys Basketball, Girls Basketball, Coed Ice Hockey

**Spring Season (beginning of March through June)** - Boys Baseball, Boys Lacrosse, Girls Lacrosse, Girls Softball

If a student or family strongly opposes choosing a team sport listed, a physical education class is available to students. Along with promoting an active and healthy lifestyle, the physical education class will teach the students enrolled in the necessary skills to feel more comfortable participating in the sports offered within that particular season. Students who are unable to commit to attending at least 50% of the team games in a sport should choose Physical Education for that particular season as well.

Academic Exemptions: In limited cases, student-athletes may apply for an academic exemption from participating in an athletic season due to a significant athletic commitment outside of school that would impede students from completing their homework and preparing for assessments. Most students who receive such exemptions dedicate twelve or more hours per week to their training program (not including commuting time) in an athletic pursuit that is competitive in nature, at a significant or elite level, and that takes place under the supervision of a professional instructor or coach. Normally, exemptions are granted for only one athletic season per year, typically the season in which the student’s athletic endeavor creates the greatest time restraints. However, multiple season exemptions may be granted on a case-by-case basis at the discretion of the specific Division Head. Students wishing to apply for an exemption must complete and submit the Portledge School Academic Exemption Form, with proper documentation and signatures, by the beginning of the season. They must turn in a fully logged training schedule by the end of the season. The process will also require consultation with the Academic Exemption Committee, which consists of the specific Division Head, the Dean of Students, and the student’s advisor / homeroom teacher. Students who are approved for an exemption must attend a faculty-proctored study hall during each sports period.
Early Childhood
Student Parent Handbook
2019-2020
Portledge School Early Childhood Program

The start of school often brings many questions for this age group: Is my child ready for school? Am I ready for school? Will my child separate well? What if my child cries?

It is normal for many young children to cry when they have to separate from their parents when they enter a new environment. The Early Childhood team is prepared for this and have a process for working this out. It may take some time, but the children do adjust and grow to enjoy and look forward to their new learning environment. Children usually stop crying within minutes of the separation and, in general, within a few weeks the drop-off time goes much more smoothly. Please know, we will not allow a child to cry all day. If a child is not able to be consoled, the parent will be notified. The classroom teacher will send you a picture as assurance your child is happy and engaged.

Most importantly, if you are experiencing difficulty with separation, please speak with the classroom teacher or Early Childhood Director. We can help and will work with you to either offer suggestions or create a personalized separation plan for your child.

Is there something you can do to make this important transition easier for you and your child? While there are no guarantees that everything will go smoothly, and that your child won’t cry, there are many things you can do together to prepare for these first days of school, no matter what your child’s age.

Here are some suggestions:

- Talk with your child about whether there is a special object (blanket, toy) he or she would like to bring to school for comfort.
- Send a family picture that your child can keep in their backpack or cubby so they may look at it during the day for comfort. The classroom teacher may also ask for a family picture to display in the classroom.
- Try some pretend play with your child about how you will go to school and how you will say good-bye. Imagine waking up, having breakfast, getting in the car or bus, walking in the door, kissing good-bye. Routines and predictability are very helpful to students experiencing some anxieties.
- Agree on a good-bye ritual: how many kisses, hugs, etc. and try to make it a brief, concrete routine that is consistent.
- Make sure you always say goodbye to your child, even if he/she is playing quietly and not paying attention to you.
- Make sure your child is clear on who will pick him/her up and when.
- Talk about the schedule for the rest of the day after school is out.
- Allow enough time. Make sure you awaken early enough to have a relaxing morning, with time to dress and eat a good breakfast.
- Avoid lingering after saying goodbye to your child. If your child sees that you are reluctant to leave, he/she is likely to begin the separation process all over again.
- Bring tissues! Separation is often harder for the parent than the child.

A few books that you may enjoy reading with your child to help with the separation process: The Kissing Hand by Aubrey Penn; The Invisible String by Patrice Karst; I Love You All Day Long by Francesca Rusackas, Owl Babies by Martin Waddell.
The Reggio Emilia Philosophy on Projects and Documentation
As inspired by the Reggio Emilia philosophy, projects and works of art that the students produce come from their own inspiration and interests. Teachers aim to influence student work at a minimum and only guide when necessary and in documenting the student’s words related to their work. Student work and projects will generally remain in school and are added to a collective portfolio that your child will take home at the end of each year. This portfolio will allow the parents to see their child’s transformation and progress throughout the entirety of a year.

How can parents stay informed and involved?
It is of great importance to the Early Childhood team that parents are collaborative partners in their child’s education. The team strives to keep parents informed and involved in what is happening in the classroom. To that end, we welcome parent ideas and even involvement in certain activities. We always welcome “experts” to help us to learn more about a project of interest and we welcome our parents and family friends to help us do this.

There are several ways in which you can expect to stay informed
Weekly newsletter: Each Friday you will receive an emailed newsletter from your child’s homeroom teacher that will highlight events from the week; always chock full of pictures. Additionally, the Lower School Division Head will send a weekly newsletter highlighting important announcements and upcoming dates and events.

Documentation in the classroom: In our Reggio Emilia inspired classrooms, the teachers act as researchers in the frequent documentation of the student’s ideas, wonderings, and activities. Once the school session has begun, the classroom walls will become filled with pictures of the children, their direct quotations, and their projects. This is a great way to stay to see what your children are engaging in throughout the year. Please take time to look around the classroom and at the hallway displays.

Project Glimpses and Morning of Reflections: At least twice a year, parents will be invited into the classroom in the morning for a brief presentation from the classroom teacher, and often the students, to present a recent class project and how it unfolds. The Morning of Reflections, held in the spring each year, presents a reflection of a project or /projects engaged in throughout the school year.

Early Childhood Transportation
Pre-Nursery, Nursery, and pre-Kindergarten children are transported by private cars and car-pools. Please remember that all children under four must be in infant car seats. Children in Kindergarten through fifth grade either come by car or public-school buses. Parents who would like bus transportation for Kindergarten must apply for it in writing to the school district in which they live prior to April 1st of the preceding year. Car pools are arranged by parents as desired. While the School takes no formal part in such arrangements, it is willing to help put parents in any given area in touch with each other.
Lower School Hours

<table>
<thead>
<tr>
<th>Grade</th>
<th>Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Nursery</td>
<td>8:25 a.m. - 11:25 a.m.</td>
<td>Three, four, or five days available upon request.</td>
</tr>
</tbody>
</table>

Extended Day Option:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery</td>
<td>8:25 a.m. - 12:00 p.m.</td>
</tr>
<tr>
<td>Lunch Bunch</td>
<td>12:00-1:00 p.m.</td>
</tr>
</tbody>
</table>

Extended Day - 12:00-3:20 p.m.

Pre-K and K     8:25 a.m. - 3:15 p.m.

Consistency in Arrival and Dismissal

At this very young age, consistency and routine are important to students and allow them to feel safe and comfortable in their environment. For this purpose, we ask that you do your best to drop off and pick up your child at a consistent, on-time arrival time each day. This not only helps your child, especially those experiencing separation anxiety, but it also allows for a routine to be established for the classroom teacher and the other students. Of course, there are always exceptions and your classroom teacher will work with you to create the best schedule, but consistency is key.

Morning Arrival Procedure

Many Early Childhood parents prefer to park in the morning and walk their child to the classroom. We welcome this, especially in the beginning of the year as your child is transitioning. As your child grows more independent (PK and K), parents may choose to pull up to the curb of the drop-off area in the morning and have a faculty member or Division Head walk your child inside the building. The school day officially begins at 8:25 am. A designated faculty member will supervise children who arrive early in Kindergarten through Fifth Grades. A separate faculty member will be designated for students in Nursery and Pre-Kindergarten arriving prior to 8:25 am.

- Drop-off times: 7:40-8:25 a.m. for Pre-Kindergarten through Grade Five
- A separate morning care option is available for nursery students based on space availability. Please speak to Leigh DeMaria if you are interested in a drop off time prior to 8:25 am.
- The speed limit for the entire campus is 15 miles per hour.
- When dropping children off by car, please pull up as far as possible to allow multiple cars/buses to unload at one time.
- Children should exit from the curbside of the car.
- Absolutely no parking is permitted on the inside drop-off lane or against the building. Parents who wish to accompany their child into the building are asked to find a parking spot.
- There are two designated parking spots for Pre-Nursery through Pre-Kindergarten. These are 10-minute parking spots and we ask that you use them when dropping off or picking up quickly.

Dismissal Procedures

Half-Day Students

Dismissal for Pre-Nursery students is at 11:25 am. Dismissal for Nursery students is at noon unless the student is signed up for Lunch Bunch with a dismissal at 1:00 pm or for a full day with a dismissal at 3:15 pm. Parents pick up students outside of the classroom. Weather permitting, the classes often end their days outdoors on the playground and the classes will be coming back indoors in time for pick up.
Full Day Students
Pre-Kindergarten, Kindergarten, and Nursery students who have extended the day will be dismissed at 3:15 pm.

Car Transportation for Full Day Dismissal
- Homeroom teachers escort children to the front circle at 3:15 p.m.
- Cars form a single-file line beginning at the front circle and proceeding down the parking lot. A security person will be present at the intersection to direct traffic from 3:10 p.m. - 3:45 p.m.
- Designated faculty call students by name when their car arrives and helps them to the vehicle. Students should enter the car on the passenger side only.
- Please note: If the faculty member(s) on dismissal duty do not recognize the person picking up a child, they will ask for identification. Please notify the main office if someone different is picking up your child.
- Absolutely no parking is permitted on the inside drop-off lane or against the building. Please find a parking spot if you wish to enter the building.

Bus Transportation- Kindergarten through Fifth Grade Students
- Children who take a bus are escorted to the cafeteria and then taken to the front circle at 3:30. In inclement weather, children wait in the lobby and will be escorted to their buses.
- Buses pull up to the front circle and assigned faculty call students by bus and check off each student in the ‘School Pass’ system as he/she boards the bus.
- Questions regarding district transportation should be directed to Fay Martin in the Lower School Office. (fmartin@portledge.org or 516-750-3225.)

Attendance for Early Childhood
Class attendance is critical to support the ongoing academic progress of the students. For this reason, we ask that students attend every school day and arrive on time. Students, who arrive tardy after 8:25 a.m., impact the learning of all students by disrupting the routines of getting the day started. Students are expected to attend school unless they are ill or have a medical appointment. Absences related to vacations or extended holidays are not considered “excused” as per New York State compulsory attendance laws.

The reason for a child’s absence should be reported to the school before 9:00 a.m. by calling the Lower School office at (516) 750-3225.

Students who need to leave early or who arrive late, must sign in/out at the Lower School reception desk.

Early Childhood Extended Day Options
The School offers extended/additional day programs in Early Childhood for Pre-Nursery and Nursery classes. Parents may take advantage of adding these options from the beginning of the school year or add on, based on space ability, one or more days as the maturity and needs of their children dictate. If you would like to choose one of these extension options, please complete an extended day enrollment form available in the Lower School office, and in the Appendix. This allows us to plan appropriately.

Special Occasions
Each grade level will share the plan for birthday treats and celebrations with parents. Healthy treat choices are encouraged due to the number of birthdays celebrated throughout the year. Parents who wish to be more elaborate are asked to do so at private parties, not during the school day. All birthday treats must be peanut/tree-nut free.
Health and Nutrition
During the Early Childhood years, we recognize and value the importance of a balanced and nutritional diet and the important impact that it has on learning. With the help of our food service provider, Culinart, the children are offered many healthy choices for both snack and lunch. When bringing in a snack or treat of any kind for either individuals or the class we ask that you be mindful of any allergies that children in the class may have and consult with your classroom teacher. Please be mindful of serving size and added sugar when bringing in outside food for the class. Fruits and vegetables are always encouraged for class parties or snacks. To ensure the safety of our students, all outside food must be nut-free. Absolutely no baked goods containing nuts or processed in a facility with nuts may be brought on campus, including birthday or celebration treats. All food items brought to school should have an ingredient label attached.

Toilet Training
All children entering Nursery are expected to be toilet trained. Teachers at this level are not expected to change diapers. In the event of an accident, parents may be called to come and change their children.

Dress Code for Early Childhood
Dress for children in Pre-Nursery through Pre-Kindergarten is more flexible. Children should wear comfortable play clothes. Clothing should be suitable for engaging in a variety of activities using materials such as paint, glue, sand, soil, etc.

- Closed-toed shoes or sneakers are required for safety reasons as the children engage in active play indoors and out.
- Please make sure your child has a complete extra set of clothes at school at all times.

Winter Dress
- Students go outside for recess daily, weather permitting.
- Snow pants, boots, hats, and mittens are required during the winter months to go outside.
- Many families find it easier to leave a set of these items at school during the winter so that items are not lost or accidentally left at home.
- Boots (rain/snow) are required to play on the playground during wet weather, but may not be worn in the building; students must always have shoes at school in addition to their boots.

Kindergarten - Fifth Grade
Students may wear:
- Short or long-sleeved collared, button-down shirt or polo shirt.
- Sweater vests, cardigans, sweaters and ¼ zip pullovers with a collared shirt underneath; with or without the Portledge logo.
- Approved, Portledge Lower School blue sweatshirt or ¼ zip pullover. These can be purchased at the Panther Den.
- Solid-colored dress pants or casual pants, defined as pants that are fastened by a button or clasp and/or that have functional pockets.
- Short or long-sleeve dresses (no bare shoulders, spaghetti straps, halter or racer-back style dresses permitted.)
- Solid-colored, Bermuda-length, or similar dress shorts may be worn in September, October, May, and June.
- A belt is strongly recommended.
• Boat shoes, loafers, sneakers, flats, dress sandals, and dress boots (no higher than the base of the knee). We recommend closed-toe shoes for safety on the playground.
• Kindergarten students only may wear leggings under skirts or dresses

When snow or other inclement weather is present or forecast:
• Snow or other weather-specific boots are permitted

Monthly Dress-Down:
• The first Friday of each month that school is in session is a dress-down day. The dress code is relaxed on dress-down days to permit Portledge athletic gear and other more casual attire. Clothing, however, must be in good repair as well as reflect a positive regard for the school.

Early Childhood Biting Policy
Biting is a natural developmental stage that many children go through. The safety of the children at Portledge School is our primary concern. The school’s biting policy addresses the actions the teachers will take if a biting incident occurs. Toddlers bite other toddlers for many different reasons. A child might be teething or overly tired and frustrated. The child might be experimenting or trying to get the attention of the teacher or their peers. Sometimes biting occurs for no apparent reason. The teachers will encourage the children to "use their words" if they become angry or frustrated, and they will maintain a close and constant supervision of the children at all times.

The following steps will be taken if a biting incident occurs at Portledge School:
• The biting will be interrupted with a firm "No...we don't bite people!"
• Teachers will stay calm and will not overreact.
• The bitten child will be comforted.
• Teachers will remove the child who bit from the situation.
• The child that has bitten will be redirected to a new activity. The wound of the bitten child shall be assessed and cleansed with soap and water and ice applied. If necessary, the child will be brought to the nurse. If necessary, an incident report will be filed with the confidentiality of all children maintained.
• The parents of both children will be notified of the biting incident.
• The teachers will maintain consistent in their reaction and in following the policy.
• If a recurring event, a personalized plan will be discussed with the parents/guardians of the child who has bitten to appropriately deal with the situation and prevent further biting.
Appendix

Physical Examination

Annual physical examinations are required for all students who attend Portledge School.

NEW STUDENTS: All new students must provide a completed physical examination form and immunization record before the start of the new academic year.

RETURNING STUDENTS: Physicals for returning students are valid for one calendar year from the day the exam was performed (for example, a physical exam completed on 11/1/18 will expire on 11/1/19). All returning students must submit an updated physical exam form and immunization record before the expiration date of their current physical exam (this date may not coincide with the start of the school year and a copy is not necessary as all current physical exam forms are kept on file in the Health Office.)

No student will be permitted to attend class or practice on an interscholastic team or participate in physical education unless the school has received the completed health certificate.

Immunization

Portledge School follows the New York State immunization requirements for school entrance/attendance.

New York State (NYS) Public Health Law Section 2164 and New York Codes, Rules and Regulations (NYCRR) Title 10, Subpart 66-1 require every student entering or attending public, private or parochial school in New York State (NYS) to be immune to diphtheria, tetanus, pertussis, measles, mumps, rubella, poliomyelitis, hepatitis B, varicella and meningococcal in accordance with Advisory Committee on Immunization Practices (ACIP) recommendations. As of the 2019-20 school year, meningococcal immunization is also required for grades 7, 8, 9 and 12.

Additionally, every child in nursery school or pre-kindergarten in NYS must be immune to diphtheria, tetanus, pertussis, measles, mumps, rubella, poliomyelitis, hepatitis B, varicella, Haemophilus influenzae type b (Hib), and pneumococcal disease.

Public Health Law Section 2164 provides for medical exemptions to immunization.

Full details on immunization requirements are available at New York State Immunization Requirements for School Entrance/Attendance (PDF).

As a result of this law, no child will be admitted to school or allowed to attend school more than fourteen days without appropriate certification of immunization against the aforementioned communicable diseases unless otherwise medically exempt.

Parents will need to demonstrate that their children have received the first dose of vaccines required for their age group before their children can attend school. Moreover, parents must present documentation that their children have age appropriate appointments scheduled to complete the immunization series.

Please be sure the necessary documentation is received by the Health Office prior to your child beginning their new school year.
During the first trimester, students may be asked to visit the nurse for state-mandated vision and scoliosis testing. Parents will be notified if any follow up is necessary.

Students entering kindergarten, grade 1, grade 2, and grade 3, for the 2019 - 2020 School Year will require a record of:

<table>
<thead>
<tr>
<th>Immunization</th>
<th>Number of Doses Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polio</td>
<td>3-4 doses</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>3 doses appropriately spaced</td>
</tr>
<tr>
<td>Diphtheria/Tetanus/Pertussis</td>
<td>4-5 doses</td>
</tr>
<tr>
<td>Measles/Mumps/Rubella</td>
<td>2 doses</td>
</tr>
<tr>
<td>Varicella (Chicken Pox)</td>
<td>2 doses</td>
</tr>
</tbody>
</table>

If you have a child entering kindergarten, grade 1, grade 2, or grade 3 in the next school year or who is of comparable age, please contact your child’s physician to ensure that your child is in compliance with the new current New York State immunization requirements for school attendance.

**Prescription Drugs**

The School’s policy on prescriptions require a form authorizing either the Nurse to administer the prescription, or the student to bring the medicine to School and to take it on the appropriate, individual schedule. First and foremost, we need this information in the event of a medical emergency so that any attending physician may know if an injured student is taking medicine. Second, as some over-the-counter and prescription drugs have become popular, the unauthorized or purposeful misuse of these drugs has become a concern. Some use these drugs for “recreational purposes” and we know that the abuses can be significant, habit-forming, and destructive. Some use these drugs for weight-loss purposes – a use that can be injurious. The proper use of prescription drugs must be every parent’s concern, as it is ours.

With these issues in mind, our regulations for those not using the Nurse require that students bring to School only the supply of a prescription necessary for one day. As in the past, any prescription medicine must be brought to School in the prescription container identifying the prescription, the recipient, and the authorizing physician. For safety’s sake, we must have on file information about prescription drug use for all students and authorization from parents for the self-administration of any drug by any student. Failure to comply with these regulations could lead to significant disciplinary action, if, for example, a student should be found with a supply of pills in an unmarked container.

If your child is to receive or self-administer a prescription drug at School, contact the Nurse’s office for the necessary forms, or visit [www.portledge.org/forms](http://www.portledge.org/forms) and download the Medication Permission Request Form (Phone: (516) 750-3229 Fax: (516) 750-3296)

**General Health and Communicable Diseases**

Parent cooperation is of great importance in helping the school maintain the best conditions for the health and safety of the children. Children who demonstrate symptoms of illness should stay at home for the day.
who have a fever, persistent cough, or sore throat should remain at home for at least 24 hours after all symptoms disappear. A child who feels ill at school will visit the school nurse or the main office to be evaluated and parents are notified and, if necessary, asked to pick the child up.

The Health Office is responsible for reporting the following illnesses to the Nassau County Department of Health Bureau of Infectious Diseases on a monthly basis: lice, conjunctivitis, chickenpox, strep throat, scarlet fever, fifth disease, ringworm, mononucleosis, scabies, and flu-like illnesses. Parents will receive a letter from the Health Office if any of the above illnesses are reported in your child’s class. Certain other illnesses, that are diagnosed by a physician, require additional information. These illnesses are: diphtheria, pertussis, measles, mumps, rubella, haemophilus influenzae (HIB) and polio (all children are immunized for these diseases). Also included are hepatitis, Lyme disease, meningococcemia and meningitis. Please notify the health office right away if your child is diagnosed with any of these aforementioned illnesses.

Life-threatening Allergies
For the protection of the growing number of Portledge students with serious peanut/tree-nut allergies, we do not serve peanut butter or nut products in our cafeterias. While other foods - for example, dairy products or seafood - can also cause life-threatening allergic reactions, nuts present a special problem for two reasons: they are the most common culprit in severe food allergies, and they are an oily substance. To ensure the safety of our students, every effort should be made to ensure that all outside food must be nut-free. Baked goods containing nuts or processed in a plant with nuts may not be brought on campus, including birthday or celebration treats. All food items brought to school should have an ingredient label attached.

The elimination of nut products from the school is one part of a broader school-wide program that includes teacher and staff education in responding to allergy emergencies, written medical treatment protocols for highly allergic students at Portledge, and availability of emergency information throughout the campus. All teachers are informed before the start of the school year when a child in their classroom is allergic. While we strive to do all we can to protect our students with allergies, all eventualities cannot be covered. We are therefore a nut aware, not nut free campus.

Portledge School Employee & Student Policy Prohibiting Discrimination, Harassment, Hazing and Bullying
Portledge School is committed to providing a safe, positive learning and working environment. The School will not tolerate discrimination against or harassment of our applicants, faculty members/employees or students by another employee, supervisor, vendor, student, family member or any third party. Moreover, the School will not tolerate any verbal or physical conduct by an employee, supervisor, vendor, student, family member or any third party which harasses, disrupts, or interferes with the work/learning environment of a School employee or student or which creates an intimidating, offensive, or hostile environment. This policy includes discrimination and/or harassment of any kind, but particularly discrimination/harassment based on race, creed, citizenship, religion, color, sex, sexual orientation, national origin, age, disability, genetic information, marital status, victim of domestic violence status, veteran status, prior conviction record, or any other classification protected by federal, state, and local laws and ordinances.

Hazing is a form of harassment often involving intimidating banter, criticism or ridicule and is frequently but not always associated with excluding an individual from a group. Portledge will take strong disciplinary steps, up to and including discharge or expulsion, against any employee or student who engages in any type of hazing activity.
Harassment as defined in this policy is unwelcome verbal, visual, or physical conduct generally based on protected characteristics which creates an intimidating, offensive, or hostile work/learning environment that interferes with work/learning performance. Harassment can be verbal (including slurs, jokes, insults, epithets, or teasing), visual (including gestures, offensive posters, symbols, cartoons, drawings, computer displays, text messages, social media postings or e-mails) or physical conduct (including physically threatening another, blocking someone’s way, etc.) that denigrates or shows hostility or aversion toward an individual. Such conduct violates this policy, even if it is not unlawful. Because it is difficult to define unlawful harassment, employees and students are expected to behave at all times in a professional and ethical manner.

**Sexual Harassment**

Portledge School's general policy against harassment includes a prohibition against sexual harassment. The law defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communication of a sexual nature when either:

1. Submission to or rejection of such conduct or communication by an individual is used as a factor in decisions affecting that individual's hiring, employment, or status within the School; or

2. Such conduct or communication has the purpose or effect of substantially interfering with an individual's employment/participation in school or creating an intimidating, hostile, or offensive school environment.

The policy requires each employee and student to exhibit, in conduct and communications, sound judgment and respect for the feelings and sensitivities of every other employee and student. The expectations are the same for all members of the student body in their interaction with each other, the faculty, and the staff.

Even when they do not violate the law, harassing or discriminatory conduct violates our policy and is prohibited. Examples of conduct that violates this policy include:

- unwelcome sexual advances, flirtations, advances, leering, whistling, touching, pinching, assault, blocking normal movement
- requests for sexual favors or demands for sexual favors in exchange for favorable treatment
- obscene or vulgar gestures, posters, or comments
- sexual jokes or comments about a person’s body, sexual prowess, or sexual deficiencies
- propositions, or suggestive or insulting comments of a sexual nature
- derogatory cartoons, posters, and drawings
- sexually explicit text messages, social media postings, e-mails or voicemails
- unwelcome sexual related comments
- conversation about one’s own or someone else’s sex life
- conduct or comments consistently targeted at only one gender, even if the content is not sexual
- teasing or other conduct directed toward a person because of the person’s gender

All such conduct is unacceptable in the work/learning place and in any work/learning related settings such as a school trip, extra-curricular activity or school social functions, regardless of whether the conduct is engaged in by a faculty member, employee, student, family member or other third party.
Reporting Procedures
The following steps have been put into place to ensure the work and learning environment at Portledge is respectful, professional, and free of harassment. If an employee or student believes someone has violated this policy, the employee or student should promptly bring the matter to the immediate attention of the department head, the Faculty Liaison, the Head of School or any person in administration with whom he or she feels comfortable. Failure to report any known discrimination, sexual harassment, hazing or bullying (“improper conduct”) shall be a violation of this policy for which discipline may be imposed. If the employee or student makes a complaint under this policy and has not received a satisfactory response within five (5) business days, he or she should contact the Head of School immediately.

Mandated Reporting
A top priority at Portledge is the safety of all those within our community, specifically our students. All school officials must abide by New York State Mandated Reporter Laws. According to the NYS Office of Children and Family Services, the law says “Mandated reporters are required to report suspected child abuse or maltreatment when they are presented with a reasonable cause to suspect child abuse or maltreatment in a situation where a child, parent, or other person legally responsible for the child is before the mandated reporter when the mandated reporter is acting in his or her official or professional capacity. “Other person legally responsible” refers to a guardian, caretaker, or any other person 18 years of age or older who is responsible for the care of the child. Maltreatment can also include neglect.”

Investigation Procedures
The School will promptly investigate the facts and circumstances of any report of improper conduct. To the extent possible, the School will endeavor to keep the reporting employee’s or student’s concerns confidential. During the investigation, the School generally will:

- interview the complainant and the alleged harasser
- conduct further interviews as necessary
- document the School’s findings regarding the complaint
- document recommended follow-up actions and remedies, if warranted
- inform the complainant of the School’s findings

Every employee in a supervisory capacity, who learns of any employee’s or student’s concern about conduct in violation of this policy, whether through a formal or informal communication, immediately must report the issues raised to the Head of School.

Upon completion of the investigation, the School will take corrective measures against any person who has engaged in conduct in violation of this policy, if the School determines such measures are necessary. These measures may include, but are not limited to, counseling, suspension, expulsion or immediate termination. Anyone, regardless of position, title or standing, whom the School determines has engaged in conduct that violates this policy will be subject to discipline, up to and including termination and expulsion.

No Retaliation
No employee or student will be subject to any form of discipline or retaliation for reporting perceived violations of this policy, pursuing any such claim, or cooperating in any way in the investigation of such claims. If an employee or student believes someone has violated this no-retaliation policy, the employee or student should bring the matter to the immediate attention of the Head of School. Anyone, regardless of position, title or
standing, who the School determines has engaged in conduct that violates this policy against retaliation will be subject to discipline, up to and including termination or expulsion.

Portledge cannot remedy claimed harassment or retaliation unless claims are brought to the attention of School administration. Failure to report claims of harassment and/or retaliation prevents the School from taking steps to remedy the problem.

Social Media Policy
The use of computers and other communication technology is a privilege, not a right. Regardless of what technology students use, they are expected to conduct themselves appropriately and abide by the School’s Honor Code. Inappropriate use will result in disciplinary action.

The following guidelines provide a foundation for how to use technology as a tool to enhance each student’s education and the overall learning community at Portledge. Always keep in mind that unkind behavior may lead to consequences.

- Portledge’s use of technology follows expectations of mutual respect and kindness and encourages positive behavior. The Honor Code applies to the use of school technology, accounts, and internet content at all times, even when students are not on campus.
- Model kind behavior online and on social media. Some examples of unkind behaviors are bullying, harassing, humiliating, or upsetting anyone online or with a phone/electronic device – which includes, but is not limited to sharing photos, videos, or screenshots, spreading rumors or gossip, or setting up fake profiles. Stand up to those who act unkindly, telling them that their behavior is unacceptable at Portledge School and beyond.
- Know that the photos, videos, text comments can be saved and shared at random, therefore do not post anything online that students would not want family members, teachers, college admissions officers, or future employers to see.
- Respect for others and oneself is fundamental to our inclusive and warm environment. To that end, the privacy of everyone in our community should be paramount. Get permission before filming, photographing, or otherwise recording anyone in the community while on or off campus. Get permission again before posting any recordings online for any reason. This includes the postings of any student(s) or faculty members.
- Choose healthy online relationships, and if you ever feel uncomfortable with an online interaction, talk to a trusted adult about your feelings. You have the right to choose your relationships, both virtual and in real life.
- Posing as anyone else online, whether as a joke or to gain an advantage is fundamentally wrong and dishonest. Knowing anyone else’s password without telling them – even if you do not use it – falls into this category.
- Other people’s devices are to be treated as you would like them to treat your devices. Return them to their owners when you find them out of place. Leave the information on them alone. If you see others violating the Honor Code, speak to them about it.

Under any circumstances Portledge School, if it so chooses, may exercise its right to protect its reputation by taking disciplinary measures whenever it deems necessary where conduct is unbecoming of a Portledge student either online or in real life. All violations of the Social Media Policy could result in disciplinary consequences when brought to the school’s attention.
Eligibility for Promotion Policies

Portledge School offers contracts to individual students on a yearly basis. It does not offer multiple year contracts and maintains its right to non-renewal of a contract at its discretion (as outlined in the wording of the contract itself). While Portledge aspires to do all it can to meet the academic and social and emotional needs of an individual child, there are times when we come to recognize that the student would be better or best served in a different educational environment, or that the student and/or family consistently behave in a way that is out of sympathy with our community and our pillars (kindness, purpose, honor, and respect).

Under these circumstances, the School deems it necessary to withhold a contract or not offer a contract for the upcoming year as it determines that the student may be ineligible for promotion to the next grade.

When becoming ineligible for promotion is even a possibility, Portledge School will strive to inform a family of this possibility by way of personal phone call/conference meeting by the end of the first trimester (if not before then), to outline the nature of the concerns and areas to be addressed, and then follow up with a recap of this notification in writing. If difficulties continue or have not been rectified for whatever reason, then the school will meet in person with the family in January/February to inform the family that a contract will not be offered for the following year. This timeline enables families sufficient time to create alternative plans.

Contract ineligibility could be related to but is not limited to the following scenarios:

- Academic performance, ability or effort (division specific, as defined in the handbook)
- Behavioral problems that result in serious or ongoing disciplinary infractions or that are disruptive to the learning of the child in question or that of other children in the learning environment (including but not limited to peer cruelty and bullying)
- Criminal activity (resulting in prosecution) that is known to have taken place outside school
- Chronic and persistent attendance issues (as outlined in the handbook)
- Significant social, learning and/or emotional needs that the school is not able to meet or accommodate with its current resources
- Any other reason deemed sufficient to result in a child being required to transition out of Portledge.

In addition, a student’s success at Portledge requires strong positive collaboration between the student’s parents/guardians and the school’s administration and faculty. There are rare occasions when it is the parents, not the student, who are unwilling or unable to meet the basic requirements of the expected Parent Partnership document. This scenario, if unresolved or ongoing may also result in non-renewal of contract for an individual student. Failure to sign, or refusal to sign the aforementioned Parent Partnership document does not negate the fact that basic tenants of respect and courtesy form the non-negotiable cornerstone of how we conduct ourselves in the Portledge community and will therefore always apply.

Re-Enrollment Committee (REC)

The purpose of the Re-Enrollment Committee (REC) will be to monitor and enforce the standards created by the school for student eligibility for promotion.

When reviewing a student’s eligibility for re-enrollment the REC will be evaluating the individual’s academic and behavioral performance, attendance patterns, and compliance with the parent-student-school partnership. At various times the Committee will be made up of the following members:

- Directors of Lower, Middle and Upper School
- Dean of Students
• Director of Admissions
• Director of Financial Aid
• Educational Psychologist
• Homeroom Teacher or Advisor

**Academic Standards**

Criteria for review:
A student's academic standing will be reviewed at each interim and marking period. The Committee will consider the academic marks the student receives, narrative reports, effort marks and be looking to identify students who are performing in a marginal relationship to grade level standards.

In the Lower School, the focus of the review will be Math and English language arts. As the student moves into the departmentalized program of the Middle and Upper school all core courses will be considered.

For Lower and Middle School students, standardized tests that the school conducts in grades three through six will also be utilized for additional objective data to determine a student's performance and aptitude in relation to grade level norms.

For the Middle School, all grades must be passing, and there must be no marks of F.

The Upper School review will utilize the Quality Credits procedures, where three quality credits are needed to be eligible for grade promotion.

An additional review will occur in the year in advance of a student's matriculation from one division to the next to ensure the appropriateness of program and also to provide families ample time to consider placement. Portledge offers reasonable accommodations to those with documented needs. Our Educational Psychologist, Learning Specialist, and Learning Needs Committee meets to coordinate accommodations and is involved in monitoring performance.

**Process of Student Academic Review**

If REC deems a student in poor standing in relation to the above, the student will be placed on Academic Warning, the family will be notified directly both via phone and email correspondence that clearly identifies the reason for placement on Academic Warning.

The communication will also provide a detailed list of the supports the school will be putting in place to help the student raise performance, along with identifying a timeline for updating along with a date for a formal review of status.

The REC will be responsible for conducting all student reviews at the interim and end of marking periods, with the largest review taking place after the first trimester in order to give the student time for improvement and the family time to consider alternative placement options.

Updates on performance will happen at the next academic reporting period, either an interim or end of the trimester.

Final decisions will be made on an individual basis.
Behavioral Standards
Criteria for Review:
A student’s behavior will also be a component of a student’s review to be eligible for the promotion. Portledge is guided by our character code and the pillars of citizenship that include Kindness, Honor, Purpose, Respect.

A student with persistent infractions of any sort, or who accumulates 3 or more detentions within a trimester or has been suspended would be in jeopardy of being placed on Disciplinary Warning and thus be subject to review by the REC.

Additionally, any student whose behavior within the learning environment that is deemed consistently disruptive, and thus inhibiting others from learning, would also be seen in violation of the behavioral standards for promotion and would be placed under review by the Re-enrollment Committee.

Process of Student Behavioral Review
A student’s behavior is evaluated daily. Any major deviation and or major breach of conduct can place a student under immediate review by this committee. Minor infractions that either accumulate or develop a consistent frequency will also be deemed in violation of the code of conduct.

Placement on Disciplinary Warning may occur at any moment based on student behavior and will be reviewed at each marking period.

When a student is placed on Disciplinary Warning the family will be notified directly both via phone and email correspondence that clearly identifies the reason for placement on Disciplinary Warning.

The communication will also provide a detailed list of the support the school will be putting in place to help the student raise performance, along with identifying a timeline for a formal review.

The REC will conduct these reviews at the interim and end of marking periods, with the largest review taking place after the first trimester in order to give the student time for improvement and the family time to consider alternative placement options.

Updates on performance will happen at the next academic mile marker, either an interim or end of the trimester.

Final decisions will be made on an individual basis.

Attendance Standards
The school’s Truancy Policy states that students whose unexcused absences total more than 16 days (10% of school), or its equivalent in terms of lost instructional time (repeatedly missing part of a day or consistently missing a class), face the possibility of being denied academic credit for the entire school year in one course or multiple courses. Students in this unusual situation will be required to meet with the Head of School and/or other school administrators to address the situation or appear before the Administrative Disciplinary Committee to have the attendance record reviewed.

Attendance is monitored daily and reviewed at marking periods. If a student’s attendance pattern projects the possible accumulation of unexcused absences at the volume that would break from attendance policy, the family will be notified in writing, asked to clarify any discrepancies, and reminded of attendance requirements.
for promotion eligibility.

**Compliance with Parent-Student-School Partnership**
Portledge School believes that a positive constructive working relationship between the school, the student and the school and a student’s parents/guardians is essential to the fulfillment of the school’s mission. Thus, the school reserves the right not to continue enrollment or not to re-enroll a student if the school reasonably concludes that the actions of a student or parent/guardian make such a positive and constructive relationship impossible or otherwise seriously interfere with the school’s accomplishment of its educational purposes.

**Dogs on Campus:**
For the safety and wellbeing of our community, Portledge School does not permit dogs when students are on campus as dogs may constitute real or perceived health issues to others. Such issues may include allergies, fear, falls and bites and our younger students may be especially susceptible.

**Security Video Footage Use:**
Portledge School takes the safety and security of all of the community members extremely seriously. Indeed, it is a fundamental expectation that students (and adults) should come to school knowing that we are aspiring to do all we can to create a “warm and inclusive community” as our mission statement says.

To this end, Portledge operates a monitoring system using exclusive indoor and outdoor cameras. These cameras are able to capture almost all areas of the campus. The footage that is captured is kept for a period of 30 days, and then (unless deemed necessary to save by security personnel) is erased from our server. The content of this material is solely in the possession of the school and will not be made available to parents or other potentially interested parties for any reason or under any circumstances (unless required to do so by law). This measure is taken to protect the privacy of all individuals and grants our school the ability to maintain this footage for its sole use.

Please be advised that video surveillance is only used in common areas and not in areas where there is a reasonable expectation of privacy, such as restrooms, locker rooms, etc.

**Child Abuse in An Educational Setting**
Please [click here](#) for the linked policy