

DWIGHT SCHOOL

Igniting the spark of genius in every child

PARENT-STUDENT HANDBOOK | 2016-17

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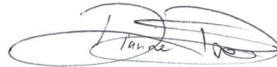
Dear Students and Parents,

Welcome to the 2016-17 academic year at Dwight School. The year ahead should be an exciting time filled with great memories and experiences. Dwight faculty and staff are dedicated to your success and we hope that you take the opportunity to make new friends, challenge your learning, and explore new horizons.

This handbook clearly outlines the policies, procedures, and organization of your school. It is your responsibility as Dwight students to read, understand, and abide by this handbook.

We believe that well-informed parents promote a positive school environment. Please take the time to become acquainted with the guidelines outlined here, so that together we can ensure a successful and memorable 2016-17 school year for all of our students and the entire Dwight community.

Sincerely,



Dianne Drew
Head of School

----- INTRODUCTION -----

The foundation for a Dwight education can be found in the School's mission, vision, and three pillars. When viewed together with the IB Learner Profile and IB mission statement, they provide a rich set of operating principles that underpin Dwight life.

MISSION

Dwight is dedicated to igniting the spark of genius in every child. Kindling their interests, we develop inquisitive, knowledgeable, self-aware, and ethical citizens who will build a better world.

VISION

Dwight's vision is to foster the next generation of global leaders who can thrive anywhere in the world.

THREE PILLARS

Personalized Learning

Dwight embraces the individuality of each learner, as no two students are the same. Dwight supports these student journeys through a robust academic curriculum and after-school programs. Dwight makes it a priority to focus on and develop each child's spark of genius. Whether connecting a student with an exceptional mentor, designing tailor-made enrichment, crafting a special study abroad opportunity, or providing an innovative program or tutorial, Dwight recognizes and fosters each student's gifts and talents.

Community

Dwight's community is a family of diverse individuals whose collective goal is to build a better world. The power of our learning environment is enhanced by connecting and valuing the different contributions and talents of all members. Through unlimited service, leadership, programmatic, and scholarship opportunities, we inspire students to find their own unique paths to action.

Global Vision

Dwight's mission, vision, and pillars extend globally across our network of schools and is supported by the International Baccalaureate ethos. Students develop a sense of themselves, as well as the world around them. Dwight opens students' hearts and minds through challenges and opportunities, inviting students to build bridges within and between cultures.

GLOBAL-MINDEDNESS STATEMENT

Our students understand that education transcends geographical boundaries — that while our school is situated in Manhattan, their learning experiences are designed to help them become citizens of not only New York City but also, indeed, the world. The International Baccalaureate Program, with its emphasis on inquiry and the learning through the study of global contexts, provides a rich framework for this to occur.

Dwight values the importance of language acquisition while still honoring the students’ development of their mother tongues. By reducing barriers created by language and broadening our understanding of cultures inherent in the languages our students study, our community members can better participate in a more global dialogue. At Dwight, the study of language is designed to be one of inclusiveness.

As we are a network of global International Baccalaureate schools, our students and teachers have countless opportunities to collaborate on curricular experiences and service opportunities, as well as participate in exchange programs, with our other campuses. To be exposed to the cultures and insights of others — and to have the opportunity to share one’s own culture — should not be undervalued. Our students understand that it is possible for experiences to be shared with, as well as be unique to, our international counterparts. As an International Baccalaureate World School we strongly advocate the mission of “encouraging students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.” It is through the refinement of empathy and international understanding that our students will further develop a more global perspective.

DIVERSITY STATEMENT

Dwight values an inclusive and diverse community. Our rich and long-standing New York presence, combined with an international focus, has allowed us to develop our community and celebrate diversity in all its forms. We understand that our School’s community is enriched by its members’ varying backgrounds, including those of age, cultural tradition, ethnicity, gender, nationality, physical ability, race, religion, sexual orientation, and socio-economic position.

We seek to enroll families who will work in partnership with the School to embrace the challenging — yet rewarding — situations borne from diversity; furthermore, we will support and advocate for our community, recognizing that different perspectives are valued. We recognize that our community includes our families, faculty, staff, and alumni — all of whom contribute to the tapestry of Dwight.

As an International Baccalaureate World School, Dwight is committed to a strong sense of global understanding. We recognize that diversity as a concept continues to evolve, and that we — as a community — will evolve with it. Our dedication to this effort shall be ongoing.

THE INTERNATIONAL BACCALAUREATE MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

THE IB LEARNER PROFILE

IB learners strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Open-Minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Balanced

We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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HOUSES AND DIVISIONS

There are four coeducational divisions at Dwight School – Preschool and Kindergarten (N-K), Lower School (grades 1-5), Middle School (grades 6-8), and Upper School (grades 9-12). Honoring various aspects of Dwight’s history, our Lower School is called Timothy House, our Middle School is called Bentley House, and Upper School is divided into Franklin House (grades 9-10) and Anglo House (grades 11-12). Each house is a small group within the larger School community that fosters pride, responsibility, and respect for the contribution of others.

PRESCHOOL AND KINDERGARTEN

Our preschool and kindergarten classes are housed on our Riverside Campus, located on Riverside Boulevard between 66th and 69th Streets. It is comprised of 19 classrooms, three children’s gyms, a library, a music room, and a newly designed science and art studio.

TIMOTHY HOUSE (GRADES 1-5)

Timothy House is comprised of our Lower School (grades 1-5). It was named after Timothy Dwight, President of Yale University, who in the early years of our history, encouraged our School to pioneer a math and science program to replace traditional Greek and Latin as an entrance requirement. The School was later renamed Dwight School in 1888 in honor of that historic partnership. The Lower School is located on the Main Campus and occupies a building at 17 West 88th Street and space in the brownstone at 22 West 89th Street.

BENTLEY HOUSE (GRADES 6-8)

Bentley House is comprised of our Middle School (grades 6-8) and honors the Bentley School, whose elementary and middle schools joined forces with Dwight in 1974. The Middle School is located on the Main Campus, primarily using the buildings at 18 West 89th Street and 291 Central Park West, as well as the brownstone at 22 West 89th Street.

FRANKLIN HOUSE (GRADES 9-10) AND ANGLO HOUSE (GRADES 11-12)

Franklin House is made up of grades 9-10 and honors the tradition of the Franklin School, originally founded in 1872 as the Sachs Collegiate Institute, which became the Anglo-American International School in 1980 upon adopting the International Baccalaureate curriculum. Anglo-American joined forces with Dwight School in 1993.

Anglo House honors the Anglo-American International School, which was the 58th school in the world to offer the International Baccalaureate Diploma Program.

Together, Franklin House and Anglo House comprise the Upper School, located on the Main Campus, primarily using the buildings at 18 West 89th Street and 291 Central Park West, as well as the brownstone at 22 West 89th Street.

---- ALL-SCHOOL POLICIES ----

ASSESSMENT POLICY

PURPOSE OF ASSESSMENT

At Dwight, we believe that assessment is a vital part of the School's teaching and learning program. It provides information about student learning and development, as well as a framework for curriculum planning, self-reflection, and collaboration. We aim to support and promote effective teaching and learning in the classroom by offering a variety of assessments. We realize that children learn in different ways, at different rates and at different times. Assessment should be a supportive and positive process. It should help students to improve their learning, teachers to improve their teaching, and parents to follow up on their children's achievements and provide support where necessary.

The aim of this assessment policy is to inform, instruct and guide all members of the Dwight community (students, teachers, and parents) in their knowledge and understanding of the School's process and procedures of recording and reporting student progress. It outlines a common, collaborative understanding of why and how we assess, record, and report on a student's progress. It also highlights expectations we have for the Dwight community in relation to assessment and how it applies across the continuum of our various IB programs. This assessment policy will guide the Dwight community through each program's assessment requirements and expectations. For each program, it will clarify the assessment process pertaining to:

1. IB principles and requirements
2. Grading
3. Testing and reporting
4. Self-reflection
5. Homework

INTERNATIONAL BACCALAUREATE - ASSESSMENT AND THE CONTINUUM

Dwight School offers three IB programs from N-12: PYP (Primary Years Program, 3s-grade 5), MYP (Middle Years Program, grades 6-10), and the DP (Diploma Program, grades 11-12). The IB sets out key principles of assessment that are common to all programs:

- Assessment is integral to planning, teaching, and learning.
- The assessment system and assessment practices are made clear to students and parents.
- There is a balance between formative and summative assessment.
- Opportunities for peer and self-assessment are planned for.

- Opportunities for students to reflect on their own learning are planned for.
- Students' current knowledge and experience are assessed before embarking on new learning.
- Students are provided with feedback as a basis for future learning.
- Reporting to parents is meaningful.
- Assessment data is analyzed to provide information about the teaching and learning, and the needs of individual students.
- Assessment is used to evaluate the effectiveness of the curriculum.

Dwight's purpose of assessment and the IB assessment principles apply to all three programs. There are key differences in the assessment systems, in order to:

- Meet the needs of students at particular ages and stages of development.
- Meet the requirements of higher education institutions around the world.

There is a progression from wholly internal assessment in the PYP to largely external final assessment in the DP, with the MYP bridging the gap by keeping final assessment internal but ensuring that it is externally validated by the IB.

CHARACTERISTICS OF EFFECTIVE ASSESSMENT

Assessment is aimed at determining the learners' level of knowledge and understanding. It is essential that teachers determine from the beginning what types of assessment will allow learners to show that understanding. A distinction can be made between:

- **Pre-assessment:** Occurs before embarking on new learning to uncover prior knowledge and experiences.
- **Formative assessment:** Woven into the daily learning process, formative assessments aim to identify the learning needs of students. It provides teachers and students with information about how the learning is developing.
- **Summative assessment:** Aimed at determining a student's achievement level, generally at the end of a course of study or unit of work.

There is a range of assessment tasks that can be used by faculty to enhance the learning of students:

Tests	Group work/class activities
Unit tests/exams	Short exercises/discussions
Quiz	Portfolios
Lesson reviews	Homework
Investigations	Standardized testing
Essays	Practical/experimental work
Research projects	Field work
Journal writing/design	Oral presentation

Dwight faculty will gather evidence and information from ongoing formative assessment, summative assessment tasks, previous summative records and portfolios, parent consultations, and the student as a learner to determine appropriate curriculum goals.

ASSESSMENT EXPECTATIONS FOR THE DWIGHT SCHOOL COMMUNITY

Students should:

- Have a clear idea of the knowledge and/or skills that are being assessed and the criteria against which they are being assessed.
- Be aware of the weighting of each assessment in the overall assessment scheme.
- Receive clear and timely feedback regarding assessment outcomes.
- Be given advance warning of any assessment for which preparation is necessary and be clear about the date of the assessment.
- Be aware that failure to meet set deadlines could result in reduced effort and achievement grades.
- Engage in self-reflection to identify challenging goals for their own learning.
- Keep track of their own performance and learning goals.

Teachers should:

- Clearly define common assessment benchmarks within subjects for each grade level.
- Use student performance as a feedback mechanism to initiate development or changes to the curriculum and its delivery.
- Be aware that assessment instructions can be culturally biased and therefore use a variety of assessment strategies to thoroughly evaluate student progress.
- Agree to deadlines in light of the students' other workload and give adequate time for the completion of out-of-class assignments. See "Grades 6-12 Major Assignments Grade Level Calendars" below.
- Engage in self-reflection on their own practice in order to enhance effectiveness.
- Seek input from families on ways of developing informal assessment strategies.

The School should:

- Monitor a master calendar to ensure an even distribution of assessment tasks with enough notice for students.
- Ensure a periodic review of the curriculum master map and the assessment benchmarks to ensure student progress.
- Keep records of achievement.

Parents should:

- Support all policies of Dwight and the IB, particularly those that relate to learning.
- Support student adherence to set deadlines for work.
- Help motivate their children.
- Help create an informative environment that is to the benefit of their children.

Grades 6-12 Major Assignments Grade Level Calendars

Hoping to avoid unreasonable academic loads for our students each day, teachers list all major assignments on a calendar for internal use, and they check this calendar in their unit planning. The definition of a “major assignments” is, of course, contextual, and varies by department, but, generally speaking, these include tests, formal essays, oral presentations, lab reports, and other tasks that will take our students more than a single night’s worth of time. These are the kinds of assignments for which students have over a week’s notice in advance. Teachers will typically take a “first-come, first-served” approach to scheduling major assessments and try to cap a student’s number of major assignments per day at two. Furthermore, Upper School teachers, where possible, will assign major assessments for set days of the cycle to help avoid unreasonably challenging days. These things said, the purpose of this system is to encourage planning and collaboration across departments, and the students’ learning should be paramount in these discussions.

ASSESSMENT AND SPECIAL NEEDS REQUIREMENTS

Internal Testing Accommodations for Students

Dwight School’s policy for access and implementation of assessment accommodations has been written in accordance with United States Federal law, the State of New York, and International Baccalaureate (IB) policy. Dwight School believes that all students should be assessed under conditions that are fair and appropriate. The external test bodies, SAT, ACT and IB, all have their own separate application process. Qualifying for accommodations on internal assessments does not guarantee approval for the same accommodations from any external testing bodies. The Director of Quest will provide support to families seeking accommodations on external tests. For more information about qualifying for accommodations on external tests, please see the Guide to External Accommodation posted on MyDwight.

Internal Extra Time and Accommodations Protocol for Students

For more information about qualifying for accommodations on internal tests, please see the Guide to Internal Accommodation posted on MyDwight.

1. **Qualifying for Accommodations in School.** Dwight School will honor the recommendations for accommodations made in a student’s psychoeducational evaluation or IEP/504 Plan. Dwight School requires that the documentation on file be current within five (5) years for students in grades 6-12 and current within three (3) years for students in grades 2-5. If the evaluation states extended time, this will be interpreted as time and a half.
2. Once proper documentation has been provided to the school, the student must take the Accommodations Quiz, and get a score of 95 or better, in order to qualify for accommodations in School. The Accommodations Quiz is based on the information in the internal and external special testing documents. The quiz will be sent to the student via email by the Director of Quest and Special Studies upon submission of documentation. Students are permitted to take the quiz as many times as they need to in order to pass and thus qualify for accommodations in School.
3. The School list will be posted in a place accessible to all faculty.

4. Students are responsible for identifying themselves to classroom teachers at least 48 hours prior to using extra time/accommodations. Any student in need of support advocating for an accommodation should contact the Director of Quest.
5. Students will be responsible for using their own lunch period or study hall to take extra time. In cases where the student has the test after lunch, he/she may need to come in at lunch to start the test early or agree to stay after school. Quest periods may not be used to take extra time on assessments without prior agreement from the Quest teacher.
6. Extra time must be taken on the same day of the test.
7. Students should not miss time in other classes to take their extra time for the class where the test is being given.
8. For final exams, scheduled testing times and room assignments will vary according to grade level.
9. On testing days, a Quest teacher will be provided and designated as the “extra time” proctor. We will have a quiet section of the school specifically for this purpose should a student not complete his/her test in the allotted class time. Tests can be turned in to Quest teachers, who will return them to classroom teachers.

HOMWORK POLICY

Dwight’s Homework Policy aims to help students establish a healthy balance between commitments in School, after school, and at home. The policy also aims to aid students in planning their work time more effectively.

Dwight believes that homework provides reinforcement for the day’s lesson and assists teachers in evaluating mastery of course content. Homework encompasses a range of activities but in general refers to subject work to be completed by students outside of class. This includes tasks such as reviewing their notes after each class, study time for reviews, quizzes, tests, etc. Students should be aware that assessment activities that have been scheduled well in advance, such as a test, may require some additional preparation time in addition to regular homework time.

Studies such as Cooper, Robinson, and Patall (2006) have examined the causal relationship between homework and student achievement by comparing experimental (homework) and control (no homework) groups. The research suggests that the relationship between the amount of student homework and achievement is positive and statistically significant. Dwight believes that well-prepared homework tasks can stimulate creativity, critical thinking, and awareness that learning can take place outside of the classroom. As indicated below, students, parents, and teachers all have responsibilities for the success of homework.

The Dwight Homework Policy expects students to:

- Write down and organize homework assignments as soon as they are assigned.
- Set aside a regular time for studying.
- Work on homework independently whenever possible, so that it reflects their true ability.
- Produce quality work.
- Abide by the Dwight Academic Integrity Policy in relation to plagiarism.

- Ensure all assignments are completed according to the given instructions and completed on time.

The Dwight Homework Policy expects parents to:

- Be familiar with the philosophy and the guidelines of the homework policy.
- Establish a quiet, well-lit study area that is conducive to studying.
- Monitor the student's organization and daily list of assignments where necessary.
- Be supportive and supervise homework completion, but don't do the work for them.
- Contact the teacher with questions or concerns in order to stay well-informed about the student's learning process.

The Dwight Homework Policy expects teachers to:

- Assign relevant, challenging, and meaningful homework that reinforces classroom learning.
- Give clear instructions and ensure students understand the purpose.
- Give timely feedback and/or correct homework.
- Communicate with other teachers.
- Involve parents and contact them if a pattern of late or incomplete homework develops.
- Make sure assignments are done according to the given instructions and completed on time.
- Publish major assignments and tests on internal calendars for grades 6-12 so teachers can collaboratively plan.

With these expectations in mind, and following recent educational research, we have established the following guidelines regarding homework in each grade level. Please note that the hours of work listed here are recommended on the belief that they are uninterrupted and focused. Long-term assignments (over two to three weeks or more) also require careful planning and forethought.

Timothy House

Homework in Timothy House is primarily focused on the introduction, reinforcement, and practice of skills learned, long-term projects, unfinished class work assignments, and enrichment activities. Teachers may assign homework in math, writing, units of inquiry, or from any of the specialist classes. It is recommended that each night students read for recreation or for assigned reading. Parents and/or family members are encouraged to read with their child as a part of this nightly reading. The following times are meant to serve as guidelines for the amount of time Timothy House students should spend on homework. Assigned or recreational reading should be in addition to the times listed below. Any questions should be communicated to the classroom teacher.

On average, uninterrupted homework time:

- Grade 1: 10 minutes
- Grade 2: 20 minutes
- Grade 3: 30 minutes
- Grade 4: 40 minutes
- Grade 5: 50 minutes-1 hour

World Language teachers will assign homework on a routine basis. Other specialist teachers may assign homework in addition to that of the homeroom teachers.

Dwight School recognizes the importance of winter and spring breaks for familial relationships and religious celebrations. To that end, Timothy House teachers may only assign reading during these important times.

Bentley House

All Bentley House students are required to have a digital or Dwight School assignment book and schedule with them every day. Each class teacher will remind students to ensure that the day's assignment has been recorded. Parents are strongly encouraged to review assignment books with their children on a nightly basis. The following times are meant to serve as guidelines for the amount of time Bentley House students should be spending on homework. Any problems or concerns should be communicated to the subject teacher or Head of Middle School.

On average, uninterrupted homework time:

- Grade 6: 1 hour
- Grade 7: 1-1.5 hours
- Grade 8: 1-1.5 hours

Dwight School recognizes the importance of winter and spring breaks for familial relationships and religious celebrations. To that end, Bentley teachers will only assign reading assignments during these important times.

Franklin House

All Franklin students are required to have their Dwight School-issued laptop along with a graphing calculator for class each day. In addition to completing specific assignments, students are expected to review the key content of each course nightly.

The following times are meant to serve as guidelines for the amount of time Franklin House students should be spending on homework. Individual needs should be taken into consideration. Any problems or concerns should be communicated to the subject teacher or head of department for that subject.

On average, uninterrupted homework time:

- Grade 9: 2 hours
- Grade 10: 2 hours

Dwight School recognizes the importance of winter and spring breaks for familial relationships and religious celebrations. To that end, homework assignments in the Franklin House will be limited to

approximately two nights worth of assignments. Exceptions may occur:

- Where remediation cases are considered for MYP students during winter and spring breaks.
- Where Franklin students are working on extended assignments such as the Grade 10 MYP Personal Project or the LaGuardia Research Paper.

Anglo House

All Anglo students are required to have their Dwight School-issued laptop along with a graphing calculator. In addition to completing specific assignments, students are expected to review the key content of each course nightly.

The following times are meant to serve as guidelines for the amount of time Anglo House students should be spending on homework. Individual needs should be taken into consideration. Any problems or concerns should be communicated to the subject teacher or head of department for that subject.

On average, uninterrupted homework time:

- Grade 11: 2.5-3 hours
- Grade 12: 2.5-3 hours

Because of the rigors of the IB Diploma program, eleventh and twelfth grade students in DP classes may be assigned coursework over winter and spring vacation that will help them meet IB requirements.

Resources:

- Cooper, H. (2007). *The battle over homework* (3rd edition.). Thousand Oaks, CA: Corwin Press
- Cooper, H., Robinson, J.C., & Patall, E.A. (2006) Does homework improve academic achievement? A synthesis of research, 1987-2003. *Review of Educational Research*, 76(1), 1-62
- Vatterott, C. (2008) What is effective homework? *Express Newsletter: ASCD*

DWIGHT LANGUAGE POLICY

Dwight School prepares our students to become leaders in the world through our commitment to our three pillars:

Community

We recognize that:

- All members of the Dwight community are language teachers and learners.
- Language learning helps us respect and appreciate our own and other cultures.
- Language helps us develop and value our own identity.
- Language allows us to communicate effectively and be active members of our communities.
- Language allows us to be successful socially, personally, and academically.

Global vision

We recognize that:

- Language learning promotes global mindedness and multicultural understanding.
- Language learning connects us to the rest of the world to become global citizens.

Personalized learning

We recognize that:

- Each student has different language needs both in and out of the classroom.
- Each student has a right to continue to develop his or her mother tongue.
- Language learning is a lifelong journey.

LANGUAGES IN AND OUT OF THE CLASSROOM

English is the primary language of teaching and learning in all three IB programs (PYP, MYP, DP) and for all subjects. In world language classes or language and literature other than English, the target language is the primary language of instruction.

More than half of our students speak two or more languages fluently, and Dwight recognizes the enrichment that this diversity of languages brings to our community. In addition to English, it is common to hear French, Spanish, Chinese, Russian, Italian, German, Dutch, Japanese, Korean or a variety of other languages around the school. In order to avoid feelings of isolation, our students are encouraged to communicate in their mother tongue only if all members of the community present are also users of the language.

There are also a range of languages spoken by faculty and staff as determined by their language background.

MEETING THE DIVERSITY OF LANGUAGE NEEDS AT DWIGHT ***The Primary Years Program (PYP) - Preschool 3s-Grade 5***

Language Arts

Features of the language arts curriculum include reading, writing, grammar, word study, handwriting, research, and communication skills. We use aspects of a variety of programs to enhance the delivery of these lessons, including: 6+1 Traits, Words Their Way, Handwriting without Tears, and The Teachers College Reading and Writing Project. The inquiry cycle is used as a guide for our reading and writing instruction. Communication and research skills are fostered throughout to ensure that students have the tools to enable them to take responsibility for their own learning. Collaboration, whole group work, independent practice, and investigation are all parts of our language arts program. Where authentic, reading and writing are integrated and aligned with our PYP units of inquiry. Students read a range of genres for purpose and pleasure, which often act as a mentor for their writing. There is a section of our Lower School Library devoted to literature in world languages. Students are encouraged to sign out books and enjoy them with their parents at home.

World Language Study

All students in the PYP are required to study at least one language in addition to English. Learning these languages is seen to be an important element in preparing young people for citizenship in the developing global community.

Native specialist teachers teach these languages. In grades 1, 2, 3, and 4 we offer a choice of Spanish, Chinese (Mandarin), or French. In grades 4 and 5, students study Spanish or Chinese (Mandarin) for 45 minutes three times per cycle. In addition to their language requirement, some students elect to pursue the study of their mother tongue through our after-school program. Once the world language choice is made, we expect students to continue in that language through fifth grade, at which point other foreign language options become available. As we recognize that some students might want to experiment with more than one language, we ask for the final PYP language choice to be made by the end of September of second grade. Students new to Dwight at whatever entry level are asked to make their choice at the start of the year, but they may change language, if desired, by the end of the third week of school. In preschool, conversational Spanish is taught, and Mandarin is added in the 3s full-day program.

Mother-tongue Support

It is imperative that children preserve and deepen their understanding of their mother tongue for the development of higher-order cognitive skills and for the transmission of cultural identity. At Dwight, we encourage parents to promote their child's development of his/her mother tongue beyond the proficiency attained by speaking it at home. It is felt that serious, purposeful study must be undertaken in the mother tongue, and we strive to support families in maintaining their linguistic and cultural background through our after school programs*.

* After-school programs are offered for an additional fee.

English As an Additional Language Support

Second-language learners enrolled in the EAL Program at Dwight are carefully evaluated through testing at the admissions stage. A determination is made at that time as to whether or not EAL sessions are required, and a language profile is established upon entry into the EAL Program. EAL classes are tailored to the child's needs and are typically scheduled during the periods when the other students are learning an additional language. EAL students receive reports and narrative comments in the same format as other students, three times per year.

The Middle Years Program (MYP) - Grades 6-10

Language and Literature: English

Dwight's English Department strives to help students become better readers, writers, listeners, speakers, and thinkers. The curriculum design and instruction are based on the belief that incisive questions have a value greater than the mere clarity of their answers. Through this philosophy, students are helped to see the merit of inquiry and reflection. A strong foundation in writing conventions such as grammar, vocabulary, mechanics, and style is also an integral part of students' intellectual development. Dwight students are consistently encouraged to improve their writing through proofreading, editing, and revision.

English teachers at Dwight love literature, and their passion fuels classroom discussions on a daily basis. Students respond to literature through oral and written communication, enabling them to develop and refine their command of the English language. They read prose, poetry, and drama from a diverse range of authors, cultures, and time periods, in order to understand how literature can be both a mirror and a magnifying glass — reflecting and focusing us on aspects of our own identities as well as the world around us. The English Department demonstrates and celebrates these values through School-wide oratory contests, essay competitions, and an unceasing commitment to Dwight's students.

Language and Literature: Other Than English

The objectives of the courses in language and literature other than English are exactly the same as our English courses in the students' mother tongue. Please see above (Language and Literature: English) for a full description.

We offer small class or tutorial instruction for a tuition supplement in French, Spanish, Chinese, Hebrew, Italian, and German with Dwight teachers. For other languages, we draw upon the resources of a Manhattan language school to arrange classes for supplemental tuition.

Language Acquisition: Additional Language

All MYP students at Dwight are required to study a world language.

We offer language acquisition classes in Spanish, French, or Chinese (Mandarin). In addition, we offer German, Hebrew, and Italian classes with Dwight teachers for a tuition supplement. For other languages, we draw upon the resources of a Manhattan language school to arrange classes for supplemental tuition. We offer beginner classes in grade 6 for French, Spanish, and Chinese (Mandarin); and in grade 9 for French and Spanish. Students are required to choose a language in grade 6 or upon entry to the School. Once the language choice is made, we expect students to continue with this language through grade 12. Requests for changes to the language studied are considered on a case-by-case basis. Students who join Dwight after grade 6 can only join a Mandarin class if they pass the entrance test for Mandarin. If they are not at the required level, they will be asked to join a French or Spanish class.

English As an Additional Language Support

Second-language learners enrolled in the EAL Program at Dwight are carefully evaluated through testing at the admissions stage. A determination is made at that time as to whether or not EAL sessions are required, and a language profile is established upon entry into the EAL Program.

EAL classes are tailored to the child's needs and are typically scheduled during study hall periods. EAL students receive reports and narrative comments in the same format as the other students, three times per year.

The Diploma Program (DP) - Grades 11-12

All students who take the DP at Dwight are required to complete one the following options:

- One English Language and Literature course + one Language Acquisition course
- One English Language and Literature course + one Other-Than-English Literature course (this option results in the award of a bilingual diploma)
- One Other-Than-English Literature course + English Language Acquisition course

Language and Literature: English

English classes in grades 11 and 12 adhere strictly to the IB Diploma Program with respect to curriculum and assessments. In these courses, students engage in critical thinking and formal oral and written

explorations of a range of texts from different genres, media, authors, time periods, and cultures. Diploma Program English courses hone students' abilities to engage in close analysis and to make relevant connections between texts and their own lives. Students are guided in generating work that is precise, persuasive, and comprehensive. Consistent with the values of Dwight and the IB, these English classes recognize the complexities of our globalized world and maintain a focus on the appreciation of varying backgrounds and perspectives.

Language and Literature Other Than English

Taught (Language A Literature SL or HL)

We offer small classes or tutorial instruction in French, Spanish, Chinese, Hebrew, and German with Dwight teachers for a tuition supplement. For other languages, we draw upon the resources of a Manhattan language school to arrange classes for supplemental tuition. In these courses, students engage in critical thinking and formal oral and written explorations of a range of texts from different genres, media, authors, time periods, and cultures. Diploma Program Literature courses hone students' abilities to engage in close analysis and to make relevant connections between texts and their own lives.

Languages A Other Than English: Mother-tongue Support

Self-taught IB Language A Literature (SL only)

We offer the study in other Languages A Literature SL through the IB school-supported self-taught (independent study) option. In this case, students choose a variety of literary texts under the guidance of Dwight's World Language Department Self-Taught coordinator and a supervisor chosen by the student. The supervisor must be a native speaker of the language and must not be a member of the student's family. In these courses, students engage in critical thinking and formal oral and written explorations of a range of texts from different genres, media, authors, time periods, and cultures. Diploma Program Literature courses hone students' abilities to engage in close analysis and to make relevant connections between texts and their own lives.

Language Acquisition: Additional Language - Language B or ab initio

Language B HL or SL

These courses are aimed at language learners who have had three or more years of experience with the language. We offer Language B classes in Spanish, French, or Chinese (Mandarin). In addition, we offer German, Hebrew, and Italian classes with Dwight teachers, for a tuition supplement. For other languages we draw upon the resources of a Manhattan language school to arrange classes for supplemental tuition. Some languages are only offered at SL by the IB.

Language ab initio SL

This course is aimed at beginners, who have had little or no experience of the language. We offer Language ab initio classes in Spanish, French, or Chinese (Mandarin). In addition, we offer German and Italian

classes with Dwight teachers, for a tuition supplement. For other languages we draw upon the resources of a Manhattan language school to arrange classes for supplemental tuition. Some languages are not offered by the IB at this level (e.g., Hebrew).

Language and Literature English Support / Language Acquisition: English

Second-language learners enrolled in the EAL Program at Dwight are carefully evaluated through testing at the admissions stage. A determination is made at that time as to whether or not EAL sessions are required, and a language profile is established upon entry into the EAL Program.

EAL classes are tailored to the child's needs and are typically scheduled during study hall periods. EAL students receive reports and narrative comments in the same format as the other students, three times per year.

EAL students have the option of taking IB English B (language acquisition) if deemed appropriate. In these cases, the student will take their mother tongue as an IB Language A Literature course in the final examinations. This option is suitable for students who are non-native English speakers who have recently arrived from a non-English speaking country.

Spanish III, IV, and V

This course is aimed for students who have had little or no experience of the language and are not taking an IB DP course in language.

LANGUAGE PROFILING

There are a variety of practices in place to build students' language profiles:

- EAL students' portfolio
- Timothy House records of achievement
- WtAP
- NWEA tests
- ERB

Our admissions team identifies languages spoken by a family upon entry and this information is made available to the enrollment team, which includes the Head of the World Language Department. If necessary, the Head of the World Language Department will contact the family to make them aware of their choices.

In addition, the EAL and World Language Departments have created entrance-level tests to better ensure students are placed in the appropriate classes from the start. In rare instances, students might not take a world language if they have a language waiver.

PRACTICES RELATED TO LANGUAGE TEACHING AND LEARNING

Curriculum planning and development

At Dwight, we recognize the importance of language in curriculum planning and development. The IB learner profile recognizes communication as a crucial skill. All teachers in the School encourage students to develop their language skills as they recognize that all teachers are language teachers. The EAL and Quest Departments work closely with classroom teachers and students to ensure that students' language needs are being met.

The World Language Department Head works closely with the scheduling team and parents to ensure that students' language needs are met, including the study of several languages when possible. The English and World Language Departments offer a range of courses and levels. The Heads of the English and World Language Departments and the Director of EAL assess teaching and learning regularly to ensure that students are actively taught to locate, access, evaluate, synthesize and utilize information.

The Dwight library is an invaluable resource for our students and teachers. Lower School and Middle and Upper School librarians, in conjunction with teachers, work to ensure that all students have an understanding of referencing systems and that citation methods are applied as one way to achieve academic honesty. Referencing, bibliography, and spelling protocols are in place; and students and teachers are encouraged to use the Dwight Style Guide: <http://styleguide.dwight.edu/>.

Differentiation Strategies for Students with Specific Language Needs

There are a variety of strategies in place to differentiate and support students with specific language needs:

- In Timothy House, differentiation remains the focus in all areas of instruction.
- The Quest Program offers help to students with specific needs, including language.
- The EAL Department is in constant communication with parents and teachers.
- The World Language Department Head is in constant contact with parents of students with specific mother tongue requirements.
- The World Language Department is creating modified Spanish sections for students with specific language needs.
- World Language teachers use multi-sensory techniques, restructure the material to scaffold as needed, and provide direct explicit instruction when necessary.
- We also offer an "IP" (In Progress) in 6-12 for students whose current language level in English makes it impossible to award a grade that accurately reflects the student's achievement.

COUNSELING AT DWIGHT

Dwight strives to create an environment that promotes emotional, behavioral, and academic growth. This School-wide culture allows students to express concerns about the health and well-being of themselves and other students. This is achieved through working with deans, advisors, peer leaders, faculty, and counseling staff. The counseling staff is comprised of two certified school psychologists, the School's Healthcare Provider, and when necessary, an outside consulting psychologist. The staff meets regularly to discuss issues regarding student health and safety.

SCHOOL COUNSELING SERVICES

In order to access school counseling services, students may self-refer or be referred by a faculty member or a parent. Although information discussed with a counselor is confidential, confidentiality can be broken if a student is thought to be a danger to him/herself or others. Likewise, confidentiality may be broken if there is suspicion that another individual, either within or outside of the School, is physically harming a student. In such cases, the student's parents and/or a member of School administration may be contacted in order to ensure the student's safety is maintained. Faculty, parents, and students make referrals to the counseling staff by contacting a counselor directly. Counseling staff addresses a variety of mental health, social, academic, and substance use issues in a non-disciplinary manner. They are available to meet with students individually to provide short-term counseling for needs that might include anxiety about school performance, improving behavioral control, peer issues, improving basic social and problem-solving skills, or coping with changes at home that can impact school functioning. Staff is also available to consult confidentially with parents with regard to their children's development and school experience, and to help families connect with any augmentative community resources and referrals that may be helpful. While coming forward is not always easy, a student or parent wishing to discuss these or other issues is encouraged to do so and keep in mind that correspondence is strictly confidential.

DWIGHT SCHOOL'S RISK ASSESSMENT PROCEDURES

1. If a faculty member, parent, or student suspects or witnesses that another student is manifesting self-injurious behavior, is endangering others in the School community, or is at risk due to the behavior of another individual, this information should be reported to the counseling staff immediately.
2. The counseling staff will gather information from appropriate members of School faculty and, if information sufficiently indicates that there may be a problem, the counseling staff will have a conversation with the student and parents.
3. A counseling staff member will notify parents and assess the student for risk to self and/or others. In some circumstances, it may be required that the student and his/her parent(s) see an outside specialist within 48 hours of the time that they are notified. Permission to return to School may be dependent upon attending such an assessment.

DWIGHT SCHOOL'S DRUG AND ALCOHOL POLICY

Drug and alcohol use or possession on School property, or attending classes while under the influence of illicit substances is strictly prohibited and can be grounds for dismissal from the School. Please note:

1. In the case of suspected substance abuse, the student and his/her parents will be given the name and address of a local lab used for screening. Testing must be done within 24 hours. The School may recommend follow-up procedures for other concerning behaviors as well. Parents are responsible for these fees.
2. If results are initially positive or other risk-associated concerns are still apparent, the student may be required to attend outside counseling, approved by the School, which will include supervised random drug testing or other appropriate evaluation, or treatment requirements.

Non-disciplinary Intervention for Drug and Alcohol Use

In the event that a student voluntarily comes forward to a School counselor or faculty member and discloses that he or she is struggling with drug or alcohol use, the situation will be managed from a standpoint of clinical intervention rather than a School disciplinary issue. This option is open to students and their parents in order to encourage students to seek help without fear of repercussions. However, this option is considered voided if a student is found by School personnel to be using substances before they have come forward for help.

Drug and Alcohol Disciplinary Consequences

1. Students found in violation of the rules regarding alcohol and other substances may be suspended, placed on probation, or dismissed from the School. If an evaluation with the counseling staff identifies a serious substance abuse problem (e.g., possession of alcohol or other substance in the School), then the student may be subject, but not limited to, the following consequences:
2. Sent home or dismissed from School for a time period determined by the school administration.
3. Required to participate with his or her family in a substance abuse evaluation by an off-campus professional specified by the School. The recommendations of this evaluation must be released to the School and may be a required condition for the student's return.
4. Undergo a drug screen prior to returning to School. If a student tests positive for drugs at this point, the School may expel the student.
5. Upon return to School, the student will accept a probationary period of up to one year. This period will include participation in random drug testing paid for by the family, ongoing participation in appropriate treatment as specified by the School, and adherence to additional requirements which may include restrictions on privileges and community service.

REPORTING ALLEGATIONS OF CHILD ABUSE AND MALTREATMENT

The Dwight community is a safe place for children to grow and learn, and we take accusations of child abuse and maltreatment very seriously. We respond to these accusations in an expeditious, child-centered manner.

Under New York State law, all School officials (including administrators, teachers, guidance counselors, school psychologists, nurses, teaching assistants, and any other licensed personnel) are mandated reporters and must report suspicions of child abuse and maltreatment when they have reasonable cause to suspect that a parent or legal guardian of a child coming before them in their official or professional capacity has abused or maltreated the child. Officials may make mandated reports by telephone or in writing.

Failure by mandated reporters to report reasonable suspicions of abuse and maltreatment is punishable as a Class A misdemeanor, which can result in a penalty of up to a year in jail, a fine of up to \$1,000, or both. Failure to report may also result in a civil lawsuit for monetary damages. For more information about New York State mandated reporting laws, please see www.nysmandatedreporter.org.

Members of the Dwight community who are not mandated reports (including students and parents) may make a report of suspected child abuse or maltreatment by calling the general public hotline at 1.800.342.3720.

If you have any questions about this policy, or the mandated reporting laws, please contact the Head of School or another member of the Senior Leadership Team.

MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES

We expect all Dwight staff members to maintain the highest professional, moral, and ethical standards in interactions with students, and we are proud to be a community in which students trust their teachers and other staff members. To foster this trust, all staff members are required to preserve an atmosphere conducive to learning through fairly applied policies and clear professional boundaries. They must also understand the importance of maintaining appropriate boundaries between adults and students in and outside of the educational setting.

Examples of inappropriate boundary invasions by staff members include but are not limited to the following:

- Addressing students or permitting students to address staff members with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;
- Using banter, allusions, jokes, or innuendos of a sexual or otherwise inappropriate nature with students;
- Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;

- Maintaining personal contact with a student outside of School by phone, email, Instant Messenger, Internet chat rooms, social networking websites, or letters (beyond homework or other legitimate school business) without including the parent/guardian;
- Sending students on personal errands unrelated to any educational purpose;
- Singling out a particular student or students for personal attention and friendship beyond the professional staff-student relationship;
- Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling, and recreational activities) outside of School-sponsored events, except as participants in organized community activities;
- Socializing where students are consuming alcohol, drugs, or tobacco.

Employees whose conduct violates this policy may face discipline and/or termination.

Appearance of Impropriety

The appearance of inappropriate behavior can be almost as damaging to a healthy community as impropriety itself. The following activities are boundary invasions and can create an actual impropriety or the appearance of impropriety. Whenever possible, staff members must avoid these situations:

- Being alone with an individual student out of the view of others;
- Inviting or allowing individual students to visit the staff member's home;
- Visiting a student's home or other locations outside of School for non-educational purposes;
- Using social networking websites with students for non-educational purposes or using email accounts other than Dwight's for student-staff member communications.

Reporting Violations

Students and their parents/guardians are strongly encouraged to notify the Head of School or another member of the Senior Leadership Team if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

Staff members are required to notify promptly the Head of School or another member of the Senior Leadership Team if they become aware of a situation that may constitute a violation of this policy.

DEFINITIONS OF HARASSMENT AND BULLYING

Dwight defines harassment as any verbal or physical act, or written message — including those that are electronically transmitted — that has one or more of the following consequences:

- Physically harms a student or damages a student's property.
- Substantially interferes with a student's emotional growth or education.

- Creates an intimidating or threatening educational environment.

Bullying is repeated negative or intimidating behavior toward another person or persons. Hitting, name-calling, shunning, and shaming are all forms of bullying. Spreading rumors, gossiping, and making threats are also forms of bullying.

REPORTING HARASSMENT/BULLYING

We expect all members of the Dwight community to treat one another with civility and respect. Accordingly, Dwight has enacted the following anti-bullying policy for activities on School property or sponsored by the School.

Any student who believes that he or she has been or is being harassed or bullied by a member of the Dwight community, student or adult, or who believes that he or she has witnessed an incident of harassment or bullying, should report those observations to a teacher, staff member, dean, or any member of the administration. Teachers and staff members must notify the Senior Leadership Team of any allegations of bullying and harassment. We ask that parents similarly notify the Senior Leadership Team and/or School counselors of any suspected incidents of harassment or bullying.

Once reported, the student will be invited to meet with a member of our counseling staff and the Senior Leadership Team will be informed. Throughout this entire process, the privacy and confidentiality of the student will always be maintained to the extent possible.

This process includes:

- Gathering information from the reporter.
- Gathering information from the bullied party, if different from the reporter.
- An investigation of the incident.
- Counseling for all parties involved.
- Potential disciplinary actions for the aggressor.

Whenever possible, parents and families of the bullied party will be included during this process. No person who, in good faith, reports or provides information related to suspected harassment or bullying pursuant to this policy shall suffer retaliation, harassment, or other adverse employment action. Any person who makes such a report or provides information in bad faith, or with the knowledge that it is false, shall be subject to discipline.

IMPORTANT SCHOOL RULES

High ethical standards are essential to the well-being of any community. All Dwight School students are expected to behave with respect toward others. Parents are expected to support these standards. Violation of any of the following rules at school or any School-sponsored event is considered grounds for corrective action. Depending on the severity and context of the infraction, consequences for student misbehavior can include Saturday detention, removal from class or School activities, suspension, or expulsion.

Classroom Behavior

Disruptive behavior will be cause for removal from class. If this action occurs, students must report directly to the appropriate dean or Division Head.

Locker Room Behavior

The locker rooms at the School are some of the busiest spaces during the day. Therefore, courtesy and respect for classmates and common space are necessary. Students are expected to uphold the same high standards of behavior required in all other areas of the School. Absolutely no garbage or personal items are to be left on the tables, floors, or tops of lockers. Vandalism and theft are unacceptable. If you are not participating in a team sport you will not be permitted in the locker rooms after 3:15 pm.

Conduct Detrimental to the Reputation of the School

Students must behave, both on and off campus, at all hours of the day, including involvement with electronic media, in ways that reflect favorably upon the good name of the School. Offensive public conduct violates the spirit of the community.

Fire Regulations

Because of the fire hazards involved, no flammable materials, including cigarettes, matches, or lighters, may be ignited in any School buildings. One exception is in the science classrooms, under faculty supervision. Students may not tamper with the fire extinguisher equipment or alarms. Students may not sit on stairs.

Harassment

Any form of harassment, physical or otherwise (e.g., phone calls, electronically, and including verbal and non-verbal humiliation), of fellow students will not be tolerated. Harassing other members of the Dwight School community violates a commitment to working together. Any behavior deemed harmful, dangerous, or disrespectful to other people, whether intentional or not, is unacceptable.

Threats

Spoken or written threats against any student, teacher, or the School as well as the dissemination of rumors, may be cause for expulsion.

Weapons

Having weapons in School or at any School-sponsored event will be cause for expulsion. This includes using any objects to physically harm another person.

Windows

Students are not permitted to open or close windows in the School buildings. Only teachers are permitted to do so.

Vandalism, Theft, Stolen Property, and Copyright Infringement

Vandalism is the destruction and defacement of School property or the property of others. Theft is the taking of property that does not belong to the student. Possession of stolen property is the holding without permission of property that does not belong to the student. Each of these is cause for expulsion. Students will be expected to pay for any damages incurred. The duplication of copyrighted computer programs is also a prohibited act. Dwight School reserves the right to search personal property of all students if there is a reasonable suspicion that stolen property is on a student's person or in a student's locker.

Offensive Slurs or Graffiti Relating to Race, Ethnic Group, Gender, or Sexual Orientation

These are degrading or demeaning statements insulting to a particular group occurring orally or in writing or electronically anywhere in the School, on School property or during any School-sponsored activity, whether at the School or not, and will have severe consequences.

Parking

No student cars should be parked or be cruising in front of the School buildings (Central Park West, 89th Street, or surrounding avenues).

Willful Disobedience

Intentional and flagrant failure to follow a directive from a member of the Dwight School faculty or staff is unacceptable and does not meet the School's expectations for a respectful community.

Repeated Violation of Minor School Rules

Repeatedly violating minor School rules, which include no gum chewing or eating and drinking in class, can result in more serious consequences.

Dress Code Violation

Students who do not adhere to the appropriate dress code will be given appropriate clothes or will be sent home to change and must return properly dressed. The dean may take a cell phone or item from the student as collateral to ensure that the student returns the dress code clothing. All cases pertaining to dress code are at the discretion of the dean or Division Head.

Items Inappropriate for School Use

Rollerblades, scooters, and skateboards should be stored in lockers and may not be used during school hours. Bicycles are not allowed in or around the School. Cell phones and portable music devices should be turned off and put away, or they will be confiscated.

Public Behavior

Public displays of affection are inappropriate in a school setting.

88th Street Door

The 88th Street entrance is for Timothy House students and only those Bentley House students who use the yellow bus service.

Cell Phones

Student cell phones may only be used after school in the foyer area. Use in the building during school hours is unacceptable and will result in phones being confiscated and given to the dean or Division Head unless authorized by a teacher for curriculum usage.

Food Outside Designated Areas

Students may not bring food or drink to classrooms or stairwells.

Smoking

School policy prohibits smoking. Students found smoking in the School, in the general vicinity of the School, or at any School functions will be given Saturday detention and/or disciplinary action deemed appropriate by the dean or Division Head. Students who are caught smoking tobacco cigarettes or electronic cigarettes must attend a smoking cessation workshop specified by the School. In addition, students are not permitted to smell of smoke. A student who smells of smoke on campus will be given a warning on the first offense and be required to attend the smoking cessation program if there are further offenses. Cost of the workshop will be borne by the student's parents. Students who are repeat offenders will be required to attend a workshop for each infraction, and may face other consequences.

Disciplinary Responses to Alcohol or Drugs

The possession, sale, or taking of alcohol, drugs, or prescription medication in a manner for which it is not intended, on or off campus, at any time can result in expulsion. The above list is not all-inclusive, and the School reserves the right to discipline or expel students for behavior which the School deems inappropriate. The Administration reserves the right to require students who are suspected of drug use to be tested at a School-specified testing facility at the parents' expense. The results of testing must be released to the School. Those students who test positive are subject to School-mandated counseling or expulsion. Random urine tests will be required during the period of time that the student is in mandated treatment.

Right to Conduct Searches

The School has the right to check all student belongings at any time.

Risk Assessment

If there is a concern that a child may be a danger to oneself or the School, the School, in consultation with the School's professional team, reserves the right to determine if/when the child should return to School. The School reserves the right, in its sole judgment, to ask a student to leave the School and not return or to remove the student from an activity or event. The School also reserves the right to mandate psychological treatment if necessary to ensure a student's safety and well-being.

STUDENT DISCIPLINE PHILOSOPHY

Student discipline at Dwight School plays an important role in the moral, ethical, and social education that the School provides to its students. As the School holds our students to certain standards of behavior, the School also expects that the students will receive the appropriate guidance from faculty. Discipline is an additional form of education, rather than simply punishment. The School does not expect perfection from our students, but demonstration of learning as the School uses the tool of discipline to teach them. The School must keep in the forefront of its mind that it cannot really condemn a student for misconduct until the faculty and staff have made the effort to teach that student about alternative ways of responding, the impact of the action on others, and the impact of that action on oneself. Overall, the School is most compelling when its members can articulate why behavior is acceptable or unacceptable. As educators in all areas of school life, it is the duty of the members of the School to explain why rules exist, rather than expect passive acceptance of precepts.

Whenever faculty members are in the presence of our students, they are expected to be ready to deal with disciplining and praising students. Failure to respond to a student's infraction of the rules presents a damaging mixed message about the School's expectations.

STUDENT CONDUCT

Positive Expectations

Student behavior should reflect key principles of the IB Learner Profile. In order to provide each student with the opportunity to fully develop his or her character and academic potential, Dwight School believes:

1. Students should be principled in their daily endeavors with application of integrity and respect to all people, situations, and property.
2. The School understands that, as our students grow and mature, there will be occasions where the principled choice is not the action taken. In these situations, we expect our students to be reflective, and use these times for learning by experience. Students will show evidence of this quality by not getting caught in patterns of problematic behavior.
3. Students are expected to be effective thinkers and communicators by demonstrating awareness of when they need to ask for help and seeking out assistance. Students are expected to communicate to faculty members when a problem exists before acting in a way that exacerbates a situation.

Students who display willful disobedience (obscene language or gestures, vulgarity, harassment of other students, etc.) will be disciplined. Any verbal or written threats against another student or the School will be taken very seriously, as would the possession of any weapon, tool, or gadget that might be considered dangerous.

STATEMENT ON THE EMPOWERED USE OF TECHNOLOGY

Dwight School's mission statement, in part, says that "we develop inquisitive, informed, self-aware, and ethical citizens who will build a better world." To that end, the School expects that students will participate in active and engaged citizenship in the digital world. As Dwight continues to refine and reshape the ways in which its students engage with the world around them via technology, the School is shifting its focus from "acceptable use" to "empowered use."

The School wants students to find their voice online as a means to creating a positive digital footprint that speaks to their work as a Dwight student. Students are expected to have respect for themselves and for others as they appropriately use the digital resources that are available to them to become responsible creators, as well as consumers, of all forms of digital media. Dwight School's computer network, facilities, and resources are intended for educational purposes and support of the School's mission. The use of these resources is a privilege that comes with certain responsibilities. In order to use Dwight computing resources, students must

agree to abide by what the School considers to be appropriate behavior, including – but not limited to – the policy statements that are applicable to all Dwight students, faculty, staff, and guests using School-owned or privately-owned computers in the School.

Additionally, students in grades 1-12 are part of the School's 1:1 learning initiative, which provides each student in grades 1-5 an Apple iPad and each student in grades 6-12 a notebook computer. The School expects that all technology related to the 1:1 learning initiative be used in the same manner as in-School resources, regardless of where it is being used. Supplementally, all community members are required to complete their "driver's test" on the proper use, care and handling of School-provided equipment.

SYSTEM SECURITY/PRIVACY/HARASSMENT

Dwight students and faculty can expect that their security and privacy will be protected by every member of the Dwight community. When all members of the community use technology resources according to general guidelines set in the Parent-Student and Faculty Handbooks, we can be assured that everyone's personal digital safety and privacy will be maintained.

All Dwight students and faculty/staff are provided with a username and password that provides access to network resources, to email, and to web-based resources. It is expected that all reasonable precautions be taken to prevent the unauthorized use of any account. Passwords should not be shared, except when it is age-appropriate for teachers to have a record of student passwords.

At no time should anyone engage in behavior that can be construed as online harassment, and community members are encouraged to review the handbook's policies on bullying and harassment for School guidelines and expectations.

PLAGIARISM AND COPYRIGHT INFRINGEMENT

From the youngest grades, Dwight students are taught how to properly search for and cite information, and the expectation is that all community members will always strive to correctly attribute someone else's information when using it as part of their work. As students use Google Docs and other collaborative software to work together, they should keep in mind that each student's work is their own and document versioning will reflect work done by each student. Teachers may ask students to submit papers to Turnitin or other plagiarism-detection software to ensure that written work does not inadvertently claim authorship of another person's work.

INTERNET ACCESS AND EMAIL

All members of the School community are expected to use Internet resources responsibly. Any inappropriate use of Internet resources should be reported. Students should ensure that they do not – either inadvertently or intentionally – visit sites that might contain content objectionable on any Dwight network. The network firewall restricts access to sites based on content (adult material, social networking, alcohol/tobacco, etc.) and sometimes mistakenly flags sites as appropriate or inappropriate. If a website is mistakenly blocked or unblocked, direct any questions to the Technology Department at helpdesk@dwright.edu.

All students in grades 4-12 are given a Dwight email address and should check that email account regularly for messages from teachers and School administrators; students younger than grade 4 may be given an email address if it suits class objectives. Students should use their Dwight email accounts to communicate with their teachers, and should not expect faculty members to return email messages to unfamiliar email addresses. All messages that are sent or received by the Dwight email system pass through a SPAM and virus filter that

retains copies of all messages for a period of time. Emails sent by any member of the School community with a dwright.edu address are considered to be a direct reflection of the School. Dwight School reserves the right to monitor and access all communications originating or delivered to this organization.

Emails that are misdirected, harassing or threatening, or suspicious in any way should be directed to the Technology Department at helpdesk@dwright.edu.

SELF-PUBLISHING, SOCIAL NETWORKING, AND INSTANT MESSAGING

Every student is given the opportunity to publish original written work on a blog, course management system, or electronic portfolio. Any work posted on these sites should be considered the equivalent of a written assignment or professional publication and cited appropriately. As Dwight School makes increasing use of social networking and communications tools that are not Dwight-branded, it is important to note that any site that is considered to be essential to a classroom, unit, or lesson is considered to be a School-sanctioned site for as long as it is deemed necessary by the teacher. In the interest of productive teaching and learning, faculty

and students are reminded that the same rules that govern Dwight-branded spaces apply to any School-sanctioned site.

AUDIO/VISUAL RECORDING

Audio and/or video recording in the School or at School-related events is not allowed under any circumstances without the permission of a teacher, dean, or School administrator. This also includes the transmission of audio or video using a chat program, app, or website that makes the recording available to others. Exceptions will be made on a per-case basis for classroom activities, but only with the explicit permission of a teacher before the recording is to take place.

GAMES AND ENTERTAINMENT

Games are prohibited during the academic day unless under the supervision of a teacher for a class project, structured free time, or after-school activity. In all cases, the use of handheld gaming devices is prohibited without the permission of a student's house dean or School administrator.

INTELLECTUAL PROPERTY

All content created as a Dwight School community member is the sole property of the School unless you have written permission from the Administration to take copies of any content, but the School, in any and all cases, retains the rights to use any content for educational purposes, publications, and presentations. All students should know that the International Baccalaureate Organization (IB) retains all rights to their Extended Essay and related materials.

PRIVATELY OWNED COMPUTERS

Dwight School discourages the use of privately owned computers on any of its grounds or networks and their use will not be supported and/or restricted. Use of personal devices will be limited to a guest network, which is severely limited and isolated from the rest of the campus resources. It is in your best interest to leave your personal computers and devices at home.

OTHER

In addition to computers, many other forms of technology are available to students, such as cell phones, digital cameras, video cameras, personal digital assistants, and personal music devices. In addition to the rules that govern or prohibit the use of such technology during the school day, students are also charged with using all forms of technology responsibly. The use of any technology to disrupt the learning environment will be subject to disciplinary action.

In all cases, the Dwight Parent-Student and Faculty Handbooks and 1:1 Driver's Manual, should guide the proper use of technology at the School in situations not addressed by this document. The School cannot be held responsible for any damages, injuries, or claims resulting from student violations of responsible use of technology as outlined in this policy. Any questions regarding these Policies on the Empowered Use of

Technology should be referred to Matt Moran, Director of Technology and Innovation, at mmoran@dwight.edu.

APPROPRIATE PARENT BEHAVIOR

To be successful, Dwight School needs and expects the cooperation of its parents, who must understand and embrace the School's mission; follow its rules; share its core values; fully support its curriculum, faculty, staff, and administrators; and abide by its decisions. Further, it is understood that trust and mutual respect are the most essential underpinnings of an effective working relationship between parents and the School.

Parents best support the School by communicating concerns openly and constructively to the Administration. Efforts by parents to lobby other parents will be viewed by the School as counterproductive. While parents may not agree with every decision, the parent and School will usually find enough common ground to continue a mutually respectful relationship. In the extreme case, however, an impasse may be so severe that the parent cannot remain a constructive member of the community. The School reserves the right to remove the child from the School when such an impasse is reached.

The School expects every member of the community to be treated by a parent with respect, civility, and dignity. The following is a partial list of parent actions that will be grounds to either expel a child at the time of the incident or not renew the contract to return to Dwight:

- Speaking disrespectfully about the School, its policies, or faculty;
- Encouraging or enabling a student to break the School rules stated in this Handbook;
- Using threatening, demeaning, or berating language with any member of the Dwight staff;
- Bouncing checks for School-related fees or failing to pay tuition;
- Allowing unchaperoned events in your home or sponsoring events outside your home;
- Leaving a student without a proper guardian arranged for in advance when parents are away from home. The School must be notified of such arrangements in advance.

PARENTS OUT OF TOWN

If parents must be out of town for an extended period of time, the School requires that a note from the parents, with confirmation of guardianship and telephone numbers, be submitted to the appropriate Division Head, or grade level dean. For students living with a guardian, parents must complete a Guardianship Form. This form can be obtained from the Registrar's Office. Please note that a legal guardian must be over 25 years old, reside with your child, and attend both parent-teacher conferences.

Guardianship Protocols for Student Dismissal During the School Day

All parents must inform the School of individuals they have designated to pick up children on their behalf. This may be during dismissal at the end of the day or for other events that require the child to leave School during the day, such as a doctor's appointment. Parents are requested to submit this information at the beginning of the school year so that caregivers can be provided with a school ID/lanyard, that verifies their community status. They will be requested to show this ID when they enter the building and should have it available when a teacher or security member requests to see it. Should the caregiver information change at

anytime during the school year, the parent must contact the Main Office and Division Head, so that an appropriate ID can be created.

GIFT POLICY

Many families want to show their appreciation to their teachers by giving gifts during the December holidays and at the end of the school year. To preserve the professional, conflict-free balance that exists among teacher, student, and parent, the School discourages the giving of large gifts. It is requested that any individually purchased gift be limited to a value of \$25.

Classes or grades are permitted to take up donations from families for collective gifts to teachers, but contributions must be optional and should be limited to \$25 per student. Please note that the Dwight School Parents Association traditionally expresses the parent body's appreciation by presenting all faculty and staff with occasional seasonal gifts, and by sponsoring the Faculty and Staff Appreciation Week.

STUDENT PARTY GUIDELINES

In order to foster an inclusive, respectful community, we ask that parents of preschool, Lower, and Middle School students who are planning social events for their children be mindful of a few simple guidelines. If parents of students in preschool through grade eight would like to arrange for a small birthday celebration during the school day, we ask that you observe the following guidelines:

- Contact your child's head teacher (preschool through grade 5) or Head of Middle School (grades 6-8) to schedule a mutually convenient time.
- Be mindful of any dietary restrictions or allergies in the participating group.
- Provide a special but healthy snack for your child's class.
- Do not bring in balloons, party favors, or other room decorations.
- When deciding whom you invite to private social events for students in grades pre-k to 8, please consider these approaches, which we often refer to as the "all of" rules:
- All of the children in the class or grade are invited.
- All of the girls or all of the boys in the class are invited.
- Whatever you choose to do, please be considerate of the feelings of others and set a positive, inclusive example for the children. Please also remember that invitation distribution, gift exchanges, and pick-ups for parties cannot occur on School grounds.

THE PARENTS ASSOCIATION (PA)

The PA's mission is to enrich the learning experience of our children and encourage ongoing communication among students, teachers, and parents. By getting involved with the PA, parents have the opportunity to meet other parents, become an active part of Dwight School life, and join the Dwight School family. We achieve our mission through the following initiatives and events:

- Safety patrol
- Parent receptions/dinners and other social events
- Book fair

DWIGHT SCHOOL

Igniting the spark of genius in every child

PARENT-STUDENT HANDBOOK | 2016-17

- International Food Festival
- Spirit Day
- “Dwight on Ice” Skating Party
- Uniform sales
- MBS Direct Book Buyback Day

PA membership dues are included in your tuition statement. These dues are essential to pay for various PA-sponsored events.

PA Communications

The PA publishes a monthly newsletter with information regarding upcoming events. It is emailed to all Dwight parents on or about the first Tuesday of each month. Parents also receive periodic emails dedicated to specific events. Information about PA events that are scheduled for a particular week is also included in the School’s weekly Monday Mailer.

Use of School Directory

Parents may not use the School’s directory for personal or business purposes. Additionally, parents should use bcc when sending email to an entire class or grade.

Parent Social Media Guidelines

Parents are encouraged to be thoughtful in using social media such as Facebook, Twitter, Instagram, LinkedIn, YouTube, Vimeo, and other social websites. Please be respectful of the fact that other parents may not want photographs or videos of their children posted on personal social media sites. Accordingly, parents are asked not to post photos of their children’s classmates without obtaining permission of the classmates’ parents. In addition, parents should be careful not to post information on personal social media sites that can be detrimental to the School, the faculty or staff, or any students.

Safety Patrol

Every family is required to participate in the after-school Parent Safety Patrol, a program organized by Schools Unite Network (SUN), to maintain a responsible adult presence in our community at dismissal time. The Dwight Parent Safety Patrol works with the Police Liaison Group in cooperation with the NYPD and the Parent Safety Patrols of neighboring independent schools. To help ensure the safety of students at dismissal time, two parents are assigned to patrol the streets for an hour and a half at the end of each school day. Safety Patrol schedules and instructions are emailed to all families at the start of the school year and are available on MyDwight. Class representatives will contact parents in their grade in advance to remind them of their assigned dates. The Safety Patrol monthly calendar is also posted in the Monday Mailer for the current grade on patrol. Parents are responsible for contacting their patrol partners to coordinate their patrol duty.

PARENTS ASSOCIATION PRINCIPLES OF MUTUAL RESPECT

As our children grow older and more independent, they spend more time and do more socializing together at School, at home, and away from the Dwight campus. Each Dwight family has its own way of raising children, but each family also has a responsibility to uphold basic standards of behavior toward the children of other families. Many parents have asked the PA to weigh in on this issue. We suggest the following guidelines as a starting point for maintaining mutual respect within our Dwight community.

- Keep lines of communication open. Talk openly to your children and share their concerns.
- Know your children's friends and their friends' families. Meet other members of the Dwight community and use your Dwight email to contact them.
- There are increasing opportunities for young people to create serious problems for themselves or others through the misuse of the Internet. Every parent should discuss and monitor online usage. Too often, impulsive remarks or pictures can create unnecessary havoc.
- If children are guests in your home, we expect that you will assume the same active responsibility for their well-being that you would expect of us when your children are in our homes.
- If children are guests in your home, their parents expect that you will abide by the law — neither give them nor permit them to consume alcohol, drugs, or tobacco. In New York, it is illegal to provide alcoholic beverages to anyone under the age of 21. In addition, a person who allows alcoholic beverages to be served to anyone under the age of 21 may be held liable for damages and/or injuries caused by or suffered by a minor who is a guest.
- If children bring alcoholic beverages into your home, we expect that you will confiscate them and notify their parents that you have done so.
- If children are guests in your home, we expect that you will restrain any inappropriate sexual behavior.
- Be at home to supervise any party in your home. Limit the number of guests; “open” parties can quickly get out of control.
- If children are invited to a party, call the sponsoring family ahead of time to confirm that enough adults will be present and available. Be clear with your child on curfews and rides home.
- If your children leave your home with other children, make sure the other children's parents are contacted to update them on the whereabouts and activities of the children.
- If children are invited into your home, their parents expect to be able to call you concerning the activities that are planned and the rules that you apply within your home. Open communication among parents is very important.
- And above all: Don't suffer in silence. If you are concerned about what children have done or seem likely to do, never hesitate to communicate your concerns to them, their parents, or the Dwight faculty counseling staff, grade deans, or Division Heads. We are a community that reaches out to each other.

PARENT CHAPERONE PROCEDURES AND RESPONSIBILITIES

Teachers will notify parents when field trip chaperones are needed. The primary role of chaperones is to provide responsible adult support to teachers in the event of an emergency. Safety is the main focus and

parent chaperones are expected to actively supervise students. Parents should be aware that some destinations limit the number of field trip chaperones. Teachers will do their best to provide opportunities for every child to have a parent be a chaperone and/or attendee each year.

Teachers will provide chaperones with the specific times they are expected to arrive at Dwight and estimated returning times. Please be punctual. While most trips unfold according to schedule, they are subject to the realities of traffic jams and “last minute” changes. Patience and flexibility are important criteria for being a successful field trip chaperone. Teachers will inform chaperones as to how they can help, which will likely include keeping track of a group of children assigned to them by the teacher, helping children with assigned tasks, monitoring behavior, and making sure children clean up their litter, get back on the bus to return to School, and remove their belongings and any trash from the bus.

COMMUNITY HEALTH

HEALTH OFFICES

Dwight has two health offices staffed by healthcare providers at the Main Campus and the Riverside Campus.

Main Campus, grades 1-12

291 Central Park West | NY, NY 10024
p 212-724-6360 ext 202 | f 646-514-5143

Riverside Campus, grades 2s-kindergarten

144 Riverside Boulevard | NY, NY 10069
p 212-362-2350 ext 751 | f 646.514.5143

In the event the healthcare providers are not available, we have an adequate number of faculty and staff members who are First Aid and CPR-AED trained to respond to medical emergencies.

AED Machines and First Aid Supplies

- The Main Campus is equipped with an AED machine with both pediatrics and adults pads located in the Health Office, Main Office, North Campus reception area, and the Business Office. First aid bags are located in the following common locations: Health Office, Main Office, Timothy House Office, North Campus Reception Desk, Business Office, Athletic Office, and Office of Extracurricular Activities. All Timothy House class teachers, coaches, PE teachers, and field trip chaperones take their first aid backpacks with them when they're off campus during fire drills, field trips, recess, gym, and athletic games and practices.
- The Riverside Campus has an AED accommodating both pediatric and adult populations. It is located in the entryway of the Main Office. All classrooms are equipped with basic first aid supplies in their class backpacks that accompany the students when visiting other classrooms, the playground, and on field trips. Additionally, back-up first aid supplies can also be found in Northwest, Courtyard, Pre-K, Main, and Kindergarten Campus locations.

Notifying the Health Office

Parents/guardians should notify the School's Health Office when:

- A student is absent due to illness or injury.
- A student has contracted a communicable disease.
- A student is late or leaves early due to a medical reason (i.e., illness or doctor appointment). The student is required to check in/out with the Health Office.
- There is a change in health or medical condition for the student.
- Parent/guardians will be traveling out of town. Information required includes:
 - Dates of travel
 - Authorized pick-up person's name, telephone number, and relationship to the student
 - Additionally, the appropriate teacher(s) and Division Head must also be informed

HEALTH DOCUMENTATION REQUIREMENTS

All students are required to complete the health forms on Magnus for enrollment at Dwight at least 30 days prior to the first day of school. Dwight uses Magnus Health, a secure health management system for collecting, tracking, accessing and protecting student health information at School.

Health forms must be completed before the deadline in order for students to attend school and participate in orientation trips and sports. Timely submission of health information is vital so that preparations can be made prior to the first day of school. Many forms are completed electronically, but some hard copy forms must be completed and signed by parents and/or physicians. Once completed, those forms must be uploaded directly into the student's record on Magnus Health. Parents have access to their child's medical records and can update health forms electronically at any time during the year. Parents can always access their child's health forms on Magnus for any of their needs, such as pre-season sports, overnight trips for school or camp, etc.

If a student's health records are incomplete for school entry or attendance, she/he will not be allowed to attend School beyond the 14-day grace period, or 30-day provisional period for international students, unless you are able to provide documentation as mandated by the Department of Health. Families who are new to New York City and have not yet established a doctor for their child may download a list of local pediatricians from the Health Office & Magnus Health Portal.

Logging into Magnus Health

1. Go to www.dwight.edu.
2. Click on MyDwight at the top right corner.
3. Login using your MyDwight user name and password (if you do not have your MyDwight login information, contact the Registrar's office via email: registrar@dwight.edu for assistance).
4. Click on the Resources at the top of the page, select the Health Office & Magnus Health Portal, then click on the MagnusHealth link.

5. After you log into Magnus Health, you will see a button that says “Complete Now” to the right of your child’s name. If you have more than one child attending Dwight, all children will be listed.
6. The Complete Now button will take you to your child’s To Do list.
7. Please complete each To Do in your child’s list.

For assistance navigating through the Magnus Health online system, contact the Dwight School’s Healthcare Providers.

Immunizations Compliance

Section 2164 of the Public Health Law, of The New York City Department of Health and Mental Hygiene, mandates that all students — children entering day care, nursery school, preschool, or pre-kindergarten, and kindergarten through grade 12, comply with immunizations requirements for school entrance and attendance. Students must complete the entire series to comply with the law. Students who have not been immunized within the provisional period must be issued exclusion letters and excluded from school until they comply with the requirements.

Section 2164 of the Public Health Law permits the following two exemptions to this mandatory immunization requirement:

1. If the parent objects to the immunization because the parent holds genuine and sincere religious beliefs which are contrary to the requirement that the child be immunized; or
2. If a New York State licensed physician certifies that such immunization may be detrimental to the child’s health.

Families seeking religious or medical exemption should contact the Dwight School’s Healthcare Providers.

HEALTH POLICIES

Medication Administration and Storage

All medications must be taken under observation in the Health Office.

Dwight School personnel do not administer medications without consent of the parent/guardian. Parents/guardians may authorize School personnel to administer, assist, and/or observe the student administration of any Over-the-Counter (OTC) and/or prescribed medications.

All medications are stored and locked in the Health Office in the controlled possession of the persons responsible for administering them.

The School cannot store medications over the summer. Parents/guardians must pick up the student’s medication from the Health Office prior to the last day of school. We will dispose of any medication that is not picked up by the last day of school.

Medications supplied by Dwight and available in the School’s Health Office:

- Acetaminophen (Tylenol) for fever >101, general pain, or discomfort
- Antacids (Tums) for upset stomach due to acid indigestion or heartburn
- Antibiotic ointment (Bacitracin, Neosporin) for cuts, scrape, or burns
- Benadryl cream (anti-itch cream) for insect bites or other itching skin irritations
- Calamine lotion (Calaclear lotion) for insect bites, poison ivy, or other skin irritations
- Cough drops (Cepacol, Halls) for relieving symptoms of cough and throat discomfort
- Diphenhydramine HCl (Benadryl) for symptoms associated with allergic reaction only: hives, rash, anaphylaxis
- Eye drops (Visine/saline) for relieving allergy symptoms such as itchy, burning, and red eyes due to pollen, dust, or ragweed
- Hydrocortisone (anti-itch cream) for insect bites or other itching skin irritations
- Ibuprofen (Motrin/Advil) for fever >101, general pain, or discomfort
- Loratadine (Claritin) antihistamine for symptoms of allergies associated with hay fever
- Nasal spray (saline spray/drops) for cleaning/refreshing contact lenses, and/or for relieving allergy symptoms such as itchy, burning, and red eyes due to pollen, dust, or ragweed
- Sunscreen (broad spectrum) for sun protection when outdoors
- Topical creams for minor injuries (Arnica, menthol, Biofreeze) for relief of minor muscle or joint pain

Medications supplied by parents/guardians and stored in the School's Health Office:

Prescribed and/or other OTC medications (not listed above) are to be supplied by the parents/guardians. Parents/guardians are responsible for supplying each medication to the School's Health Office in a properly labeled original container from the pharmacy; the label on the prescription medication will include the name of the child, name, and telephone number of the pharmacy, licensed prescriber's name, date, and number of refills, name of medication, dosage, frequency of administration, route of administration and/or other directions; over the counter medications and drug samples will be in the manufacturer's original container, with your child's name affixed to that container. Additionally, the Non-Emergency Prescription Medication Form or Over-the-Counter Medication Form must be completed and signed by the physician and/or parent/guardian.

Students are not permitted to administer their own prescribed or OTC medication(s). The only exception to this rule is for students who require and carry emergency interventional medications such as a rescue inhaler, epinephrine auto injector, and insulin.

Students found to be in possession of medication (OTC or prescribed) or who give away, sell, or attempt to give away or sell medication may be subject to suspension, probation, or expulsion.

Chronic Medical Conditions

Students with documented chronic medical condition needing intervention at School, are required to complete appropriate documentation for treatment, and if indicated, for medication administration.

Parents/guardians are advised to schedule a meeting with the School's Healthcare Provider to discuss the student's medical condition, requested action plans, and/or accommodations.

The School reserves the right to inform teachers about these potentially life-threatening illnesses or conditions. If a parent disagrees about the sharing of their child's health information with faculty members, they should send their request for non-disclosure in writing to the School's Health Office.

Illness or Injury During School

Students who become ill or injured while at School, must report to the Health Office. If necessary, the Healthcare Provider or School designee will contact the parents/guardians notifying them of the illness/injury. If the student must be dismissed, travel arrangements will be made with the parent/guardian at the time of notification. No student will be dismissed without a parent's or guardian's permission. If the parent/guardian cannot be reached, another emergency contact person will be called.

All ill/injured students (preschool-grade 7) must be picked up from the Health Office.

In the event a student requires immediate medical attention and the designated emergency contacts cannot be reached, School personnel will call EMS, act in loco parentis "in the place of a parent," and secure proper treatment (ambulance, hospitalization, etc.).

The 24-hour Rule

Students are required to stay home from school if he/she has had a fever, or vomiting, or diarrhea, or any condition that requires treatment with prescribed antibiotics in the past 24 hours. If a student has a fever during the night or in the morning, please do not administer fever-reducing medication and send the child to school. This will almost always result in a call from the Health Office to pick up the student once the medicine wears off.

Doctor's Note (Clearance for Return to School Form)

Parents/guardians should request a clearance note for the student ANYTIME he/she visits a doctor for a sick visit, communicable disease, or injury. Obtaining the note during that visit and submitting it to the School's Health Office will ensure the timely return to School of the student.

A doctor's note will be required as clearance to return to School if the student experiences a communicable disease, prolonged absence, school-restrictable disease, activity restriction, and/or requires special accommodation (as listed below):

- Communicable disease: Schools are required to notify NYC DOH of certain reportable diseases. Therefore, it is very important that parents/guardians notify the School's Healthcare Provider immediately if the child has contracted a communicable disease (i.e., strep throat/scarlet fever, influenza (flu), stomach flu, mononucleosis, pink eye, impetigo, Hand-Foot-Mouth disease, staph skin infections, ringworm, pinworms, Fifth disease, molluscum contagiosum, head lice, nits, vaccine-preventable illnesses; meningitis, positive TB test, etc.).
- Prolonged absences: If a student is absent four or more days.

- School-restrictable disease: If a student was sent home due to suspected school-restrictable disease that warrants further investigation by a physician for a diagnosis, and if indicated, treatment. Following diagnostic testing for certain communicable disease, the student must remain home until the results are in.
- Physical activity clearance: If a student had a recent injury/illness affecting his/her ability to fully participate in School activities.
- Special accommodation request: If a student had a recent injury/illness requiring long-term (three days or more) accommodation for limitations in physical activity and/or academics. Accommodations can include: elevator pass, extra time between classes, medications, flexibility with assignments/assessments.

Notes from parents or family members are NOT acceptable.

If a student fails to comply with this requirement, the Division Head may prevent the student from returning to School and/or participating in any School events.

Lice/Nit Policy

Dwight School has a “no lice and no nit” policy. In an effort to minimize possible outbreaks, Dwight performs three screenings for lice throughout the year (beginning of school, after the winter break, and upon return from the spring break). Hair Fairies is an agency hired by Dwight School to assist with these screenings.

At any point during the school year, if a student is found to have head lice or nits:

- She/he will be sent home immediately for treatment
- Students in the affected class will be screened for lice/nits
- Each case of head lice/nits will be listed in our Health Office & Magnus Health portal
- Health alert push pages will be sent via email when at least three confirmed cases are known

Parents/guardians may treat their student at home or with an established lice/nit removal agency. For more suggestions about treatment options, visit: <http://www.cdc.gov/parasites/lice/head/treatment.html>. There are a number of services in New York City that can help with treatment. For immediate and effective treatment, contact Hair Fairies (212-719- 5222), <http://www.hairfairies.com>

Before the student can return to school, he/she must be:

- Treated such that all the lice and nits are completely removed
- Screened and cleared by the School’s Health Care Provider (or designee)

Food Allergies

Some of our students and staff have severe food allergies (such as egg, peanuts, and tree nuts). While some allergic reactions can be mild, many people with severe food allergies experience serious and potentially life-threatening symptoms when eating, and in some cases, touching or smelling the allergen.

At Dwight, we are committed to ensuring our School is safe and inclusive for individuals with food allergies by educating our community in recognizing food allergies, avoiding the presence of the allergen in the school setting, and responding appropriately if an allergic reactions occurs.

Food allergy guidelines:

- Students are not allowed to share foods or utensils at School.
- Students should always wash their hands thoroughly with warm water and soap prior to and after eating.
- Our food service does not serve peanut butter or nuts of any kind during lunch, at snack times, or at School events and activities.
- Nursery-grade 5 teachers routinely wipe the tables in their classrooms thoroughly before and after snack and lunch.
- Parents and caregivers should refrain from sending peanut, tree nut, or other nut-based foods to School as birthday treats or snacks.
- Students, parents, caregivers, faculty, and staff who may have eaten peanut, tree nut, or other nut-based foods should thoroughly wash their hands before entering the School building.
- Families of children with food allergies should keep us informed every year of their child's allergies and of any changes that may occur during the school year.
- The parents of any child who is at risk for anaphylaxis are required to annually complete the Allergy/Anaphylaxis Form and provide the School with their child's prescribed allergy medication, including an EpiPen auto injector.
 - Preschool-K and Lower School (grades 1-5) are required to provide two sets of emergency medications at School: One for the Health Office, as "back up" medications only for use while the child is in the School building, and another for the child's classroom, so that his/her teachers have it with them in case of an emergency during off-campus events, including field trips, recess, after-school programs, etc.
 - Middle and Upper School students are required to provide ONE set of emergency medications to the Health Office at School, as "back up" medications only for use while the child is in the School building, and he/she is required to carry an additional set of allergy medication, including injectable epinephrine at all times, in School and during off-campus events, including recess, field trips, after-school programs, etc., so that he/she has it available in case of an emergency.

Because so many people enter our School building each day, there is no way we can ensure that our School is completely nut-free. We appreciate the efforts of each member of our community to protect the health of all of our students.

NYSED and NYSDOH Laws Regarding On-site Epinephrine Auto-injectors

Education Law Article 19 Section § 921 — On-site epinephrine auto-injectors — Allows schools in New York State to provide, maintain, and administer epinephrine auto-injectors (EAI) in school to ensure ready access for students or staff having symptoms of anaphylactic emergencies, whether or not there is a previous history of severe allergic reaction. .

Article 19 Section 921 *2 — Training of unlicensed school personnel to administer certain medications — Authorizes Licensed RNs, NPs, PAs, and physicians to train unlicensed school staff to epinephrine auto injectors in an emergency where licensed health professionals are not available for pupils who have written permission of an authorized HCP, and written parental consent, during the school day, on school property, or at any school function (7/1/2015)

Public Health Law 3000c — Epinephrine auto-injectors — Defines eligible persons, emergency health care provider, collaborative agreement, possession, and use of epinephrine auto-injectors. It also states that use of an epinephrine auto-injector device in treating anaphylaxis is considered first aid or emergency treatment for the purpose of any statute relating to liability. (Section 3000a-Good Samaritan Law).

For More Information

Log into our Health Office & Magnus Health Portal on MyDwight to access the health forms, health alerts, and important information about common illnesses.

THE DWIGHT SCHOOL FOUNDATION

The Dwight School Foundation is a separate 501(c)(3) organization established in 1969 that provides professional development grants to Dwight faculty, and financial aid and Spark Tank innovation grants to Dwight students. All donations to the Foundation are tax-deductible. The Foundation is governed by a Board of Trustees, which includes eight committees: a) Executive Committee, b) Finance Committee, c) Development Committee, d) Financial Aid Committee, e) Other Grants Committee, f) Committee on Trustees, g) Spark Tank Committee, and h) Art Spark Committee. The Foundation's Advancement Office oversees all fundraising and alumni affairs for Dwight, and welcomes questions and suggestions about these efforts. Feel free to contact Susan Beyrle, Director of Development, at sbeyrle@dwright.edu.

FUNDRAISING

The Foundation coordinates fundraising through its Advancement Office. The generosity of our parents, alumni, and friends ensures that Dwight students and faculty will have access to the best resources possible. The three main sources of fundraising revenues, each coordinated with volunteers, are:

- *Annual Fund*: This is the Foundation's main fundraiser at Dwight and provides funds for faculty professional development, and student financial aid and Spark Tank innovation grants to improve the Dwight experience. Parents can volunteer for the Annual Fund Committee, which works with the Advancement Office to oversee this initiative.

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- *Senior Gift:* This is simply the Annual Fund dollars raised from twelfth grade families. Based on the dollars raised by the twelfth grade families — who are asked to give above and beyond what they have contributed in prior years — the School will name a space in honor of the graduating class. Parents can volunteer for the Senior Gift Committee, which works with the Advancement Office to oversee this initiative.
- *Spring Benefit:* This has taken different forms over the years, but ultimately serves as both a friendraiser and a fundraiser. A live and silent auction may be part of the event. Parents can volunteer for the Benefit Committee, which works with the Advancement Office to oversee this initiative.
- *Capital or Major Gift Campaigns:* These are undertaken periodically to raise funds specifically to enhance facilities or increase endowment. Donations to the Foundation for facilities enhancements are provided to the School in the form of a market-rate loan, not a direct contribution.

Note: All fundraising efforts by faculty, staff, or students should be approved by the Director of Development. This is very important to avoid duplicate efforts and confusion among donors. If you are approached by a parent about a possible gift-in-kind, please refer the donor to the Director of Development for proper follow-up.

ALUMNI

The Foundation's Alumni Office oversees all efforts to build and strengthen the alumni network so that alumni can be a valuable resource for the School as well as a valuable resource for each other. Dwight has over 5,000 alumni around the globe. Dwight represents three schools historically: Franklin, founded in 1872 (originally as the Sachs Collegiate Institute); the Anglo-American International School, which Franklin became in 1980 when it adopted the International Baccalaureate curriculum; and Dwight, founded in 1880 on the East Side, which joined forces with Anglo in 1993 when it relocated to its present sites on 89th and Central Park West.

The Alumni Office works with a 14-member Alumni Council as well as class representatives to host reunions and other events throughout the year designed to engage and reconnect alumni to Dwight. If you are aware of alumni who would be interested in participating in something related to Dwight, please let the Advancement Office know. Similarly, if you are planning an activity which might benefit from alumni participation (speakers, etc.), please contact the Advancement Office.

Membership on The Foundation's committees is restricted to Trustees; alumni; and parents and grandparents of students and alumni. All information exchanged on The Foundation's committees is confidential to the Dwight community, may only be used for Dwight purposes, and cannot be shared outside the parent/alumni community.

SCHOOL ADMINISTRATION AND GOVERNANCE

PUBLIC RELATIONS

In order to safeguard the integrity of the Dwight School community, students and faculty must have the consent of the Head of School and the Director of Communications before discussing School-related matters with the media or any other outside agents. Students and faculty must refer all media inquiries to

communications@dwight.edu.

PARENT-TEACHER COMMUNICATION

The establishment of strong home-school links is fundamental to building our School community, and we value parents taking an active role in this partnership. In addition to The School communicates with our parents through the following formal means:

- The My Dwight portal is updated regularly with important School-wide and class information. We encourage you to visit this site often and update your profile should your contact information change. Please contact communications@dwight.edu with any questions.
- Each Sunday, the Monday Mailer is emailed to all parents and lists School-wide reminders for the upcoming week.
- School-wide communications are sent via email; emergency messages may be sent by text messages or voicemail as well.

We also welcome informal methods of communication. All teachers may be contacted via email if you have any questions or concerns. All teachers have an email address: [firstinitiallastname@dwight.edu](mailto:firstname.lastname@dwight.edu). Staff may be reached by email or phone. Additionally, the Division Head is always willing to meet with parents to discuss a child's progress and/or other School-related matters. Parents may call for an appointment.

BILLING

The Business Office has structured four different types of tuition payment programs: a one, two, four, or eight payment plan. The initial statement is e-mailed during the second week of June from our student billing management service, Smart Tuition. Subsequent statements are e-mailed according to the payment program selected.

A link will be provided to make online tuition payments via debit/credit card, wire transfer or ACH transfer. Payment by check is also accepted. Please note there are applicable convenience fees for credit card transactions. Parents: Please take the time to note the payment due date. A finance charge of 1% per month will be assessed on all delinquent accounts. Students with an account in arrears may not attend School, and no records or report cards will be released. The Business Office is open Monday through Friday, 9 am-5 pm, on the Main Campus. Smart Tuition representatives can be reached 24 hours a day, seven days a week. Your Smart Tuition account can be accessed online at any time.

WITHHELD CONTRACTS

A student on academic or social probation may be removed from the School during the academic year, or his/her contract may be put on hold at the recommendation of the School Administration.

WITHDRAWAL FROM THE SCHOOL

Dwight School's enrollment contract states that if a student is withdrawn after May 1, the signator is responsible for the full year's tuition, which is payable immediately. If a student withdraws from the School mid-year, or is not returning the next year, the parent should notify in writing the House Dean or Division Head and the Admissions Office. A child is not enrolled for the following year until an enrollment contract

has been offered and signed, and the enrollment deposit has been received.

CUSTODIAL ARRANGEMENTS

In a separation or divorce, the parents must provide the Registrar with a copy of any custodial agreement or court order before school begins.

VISITING STUDENTS

Visiting students must be approved in advance by the appropriate dean or Division Head, and they are expected to abide by all community rules and standards, including those governing dress code and appropriate conduct.

----- PRESCHOOL AND KINDERGARTEN DIVISION -----

SCHOOL LIFE

DAILY SCHEDULE

Age groups meet according to the following schedule:

Twos Classes

- Morning sessions: MWF, Tu/Th, or M-F, 8:45-11:30 am

Threes Classes

- Morning sessions: M-F, 8:30-11:30 am
- Full-day sessions: M-F, 8:30 am-2:30 pm

Pre-K Classes

- Full-day sessions: M-F, 8:30 am-2:30 pm

Kindergarten

- Full-day classes: M-F, 8:30 am-2:30 pm

SCHOOL BUILDING

The School building is open Monday through Friday, from 8 am-5:30 pm.

DROP-OFF

Preschool students (2s, 3s, and Pre-K) should be dropped off at their classroom door. If you arrive early, please wait with your child in the waiting area until classes start.

Kindergarten students are dropped off at our 66th Street entrance. Drop-off is at 8:30 am, and students may begin arriving at 8:20 am.

Please note that students are expected to arrive to class no later than 15 minutes after the start time. It is disruptive to the class and it is difficult for the student to join class after the other students are engaged in the activities of the day. This is especially important in the kindergarten year as lessons begin promptly at 8:30 am.

EARLY DROP-OFF OPTION

The early drop-off option is designed to give parents flexibility with the morning drop-off times. It is available to children in the 3s, Pre-K, and kindergarten programs. Early drop-off care is provided at no extra cost.

Children may be dropped off from 8-8:25 am in the Large Gym. In order for us to accommodate all early drop-off children, parents are asked to sign up at Reception at least one week in advance.

PICK-UP

Preschool students will be picked up at their classroom door. Kindergarten students will be picked up in the gym. In the event of a change in location, your child's teacher will notify you in advance.

Identification badges will be provided by the school to all parents at the start of the year and are required for pick-up each day. Parents may request additional badges from Savka Kovacevic, at Reception for caregivers who will also be picking up children. If you or your child's caregiver do not bring your ID badge to school you will need to show ID at Reception to get a visitor badge. No child will be released from school without the proper ID badge.

If your child has a play date or is to be picked up by another caregiver, please send an email to the class teachers informing them of the change. If your child will not be in school, please call Reception and follow up with an e-mail. For your child's safety, no child will be released to another adult unless one of the following occurs:

- His/her name is listed on the classroom pick-up list
- The person is listed as an emergency contact
- The teacher has received a message or an email notifying them the change

Please make sure that caregivers are able to provide a picture ID.

SEPARATION AND ADJUSTMENT

Dwight places great emphasis on providing a warm, welcoming environment where children feel safe, happy, and stimulated; and develop good relationships with our faculty and staff. We work hard, through a gentle separation process from parents and caregivers to make the transition from home to school as smooth as possible.

Twos Program

We recognize that for young children, separation can be an anxious and difficult time. Home visits will be scheduled for all those entering the 2s Program. This enables your child to meet and develop a rapport with his/her new teacher in familiar surroundings. It also provides an opportunity for you to discuss any issues or concerns that you may have. Next, children are invited to visit the classroom, with their parents/caregivers, in small groups, where they can begin to explore and get to know some of their peers. School will formally start with a gradual separation and phase-in period, working up to a full session over the course of several weeks. Your child may find it helpful to bring in a familiar object from home (blanket, stuffed toy, etc.) that serves as a transitional object during the phase-in period.

Threes and Pre-K Programs

Children are invited to visit the class and meet their teachers prior to the beginning of the year. Home visits may also take place if requested. Phase-in to the full school day takes place over a short period of time.

Kindergarten

Kindergarten students follow the full schedule from the first day of school.

Separation

Talk to your child about what will happen at school. Reassure him/her that you will be back to pick him/her up in a little while.

Talk to your teacher about any concerns you may have. He or she will be able to give you some advice and help work towards a strategy together.

Be consistent. Once you decide to leave, say goodbye, and leave the classroom. Smile, give a big hug, and be confident. If your child seems upset, you can always call the School later to see how he/she is doing.

Remember, for some children, settling in can be a breeze, while for others it is more difficult. Be patient and try not to worry!

CLASSROOM MANAGEMENT

We believe in positive reinforcement and ensuring that children feel valued as members of the School community. Our success in dealing with discipline issues is tested not by the absence of problems but by the way we deal with them. Children are encouraged to respect and care for their peers, and relationships are fostered through circle time, cooperative games, and a caring-sharing ethos that permeates the entire School.

All teachers draw up Essential Agreements of appropriate behavior with their students at the beginning of the year, and these are revisited often. Through class discussion and role-play, children are given strategies to help deal with disagreements that are a natural part of early childhood life. They are encouraged to express their feelings verbally rather than physically and to empathize with others.

SNACK AND LUNCH

Children help the teachers prepare and serve a mid-morning snack, during which healthy eating is encouraged. Snack foods are provided by the School. Students in kindergarten, Pre-K, and all-day 3s participate in the School's catered family-style lunch program. Children with allergies are catered with individual lunches.

TOILET TRAINING

We do not expect children in our 2s program to be toilet trained and therefore ask parents to provide diapers when needed. If you feel your child is ready to start toilet training, please let your class teacher know so that he/she can encourage this at School.

We do require that all children entering the 3s program be toilet trained. If your child is newly out of diapers, please supply several pairs of underpants and changes of clothes. Although we take the children to the bathroom at regular intervals throughout the day, accidents do happen.

CLOTHING

Please label all of your child's clothing! A complete change of clothes should be left at School in case of accidents, messy play, etc. Parents are asked to bring in new clothing at the change of seasons or when your child grows to the next size. Outerwear should be appropriate for the weather since teachers try to take their classes out every day, even during the winter.

SCHOOL SUPPLIES

The School provides all necessary supplies.

LIBRARIES

The Preschool and Kindergarten Library is open from 8:30 am-3:40 pm.

CLASS TRIPS

By signing the academic year enrollment contract, parents/guardians explicitly give permission for the student to participate in any and all trips and activities during the academic year and release the School from liability of any kind. Advance notification will be given of all pertinent trip details.

BIRTHDAYS

We love to celebrate birthdays at Dwight! If you would like to have a small celebration during the school day, we ask that you observe the guidelines found on page 38.

LOST AND FOUND

A box of lost and found items is kept at Reception. Please be sure to label all of your child's belongings — it makes reuniting lost items with their owners that much easier! We discourage students from bringing in toys and other belongings from home (with the exception of transitional items), as such items can easily be lost or damaged.

BABYSITTING AND TUTORING

Preschool and kindergarten faculty and staff are not permitted to babysit or tutor children who are Dwight School students. This policy helps avoid a potential conflict of interest.

AFTER-SCHOOL PROGRAMS

The Jr. Passport Program offers a variety of programs designed to assist students in developing their abilities and talents. These enriching activities enable children to broaden their interests, build self-esteem, spark their imagination, and reinforce what they have learned in the classroom.

Activities offered each semester vary in order to provide a variety of options. Schedules are posted for each trimester on CSI. If you have questions about the Jr. Passport Program, please contact Linda Fussell at lfussell@dwright.edu.

SUMMER PROGRAMS

Dwight Summer Day Camps offer a range of age-appropriate activities, including off-site swimming instruction, athletics, arts and crafts, and science. There are many amazing opportunities for children to pursue their interests in greater depth in a fun child-supported environment. Offerings will be announced and posted on the Dwight website in the early spring.

WEATHER CLOSINGS

School will remain open unless the New York City Public Schools are ordered closed. In the event that there is extreme weather and public schools are already not in session that day, please check your email and the School's website for any closing announcements.

EMERGENCY PROCEDURES | RIVERSIDE CAMPUS

Fire Evacuations

Fire drill information is kept at Reception. Each faculty member knows his or her classroom's procedures. As fire drills are conducted monthly, these instructions are reviewed at the beginning of every term with the children on what to do in case of a fire.

When the fire alarm sounds, children will be lined up in a single line. One teacher will head toward the exit, while the other follows at the back of the line closing the classroom door behind them. Children should move quickly and quietly out to the assembly area on Riverside Boulevard.

Re-entry Procedures

When the building is deemed safe to return, the Director will authorize all groups to re-enter the building.

Shelter in Place

This procedure is designed to gather our community in large groups in designated areas on our campus when an emergency situation outside of School prohibits us from normal dismissal or movement between buildings. In the event of a shelter-in-place situation, a member of the Emergency Management Team will alert all other members of the team by text, email, or phone. Upon receiving the message, the Operations Manager will send an all faculty/staff email to alert faculty/staff to begin the shelter-in-place procedure. The Emergency Management Team will sweep all campus buildings and direct all students, faculty, staff, and guests to either 140 or 160 Riverside Boulevard for this procedure. Security will lock and monitor all entrance doors on campus and deny all non-essential access or exiting of our buildings. All emergency team members will report immediately to the lobby of either the 140 or 160 Riverside Boulevard building. The Head of School (or other designated member of the team) will immediately contact the President of the Parents' Association to inform about the reason for the shelter-in-place. If appropriate, a member of the EMT will contact the police or other appropriate agency. Once the School community is safe, the Head of School will appoint someone to place a message on the School's phone system alerting callers to the shelter-in-place situation. Additionally, the Director of Communications will alert the parent community via email and the AlertNow system. The procedure will take place ONLY under the direction of our Head of School or designee. The following are our internal designated assembly points for a shelter-in place procedure:

- 140 Riverside Boulevard lobby
- 160 Riverside Boulevard lobby

Security and maintenance personnel will serve as sweepers to ensure that windows and doors are closed and that each floor is vacated before they report to their assigned location. Students, faculty and staff who are outside the School at the time of the shelter in place situation, should seek the nearest safe haven and contact the Head of Division or Associate Head of Division at their earliest opportunity by text or email.

In-School Emergency/Lock Down Procedure

In the event of an intruder or a civil disturbance in School, students and teachers will follow lock down procedures outlined in the Faculty Handbook. To ensure safety, all visitors to the School must sign in at Reception and wear a visitor name tag issued to them.

KINDERGARTEN DRESS CODE

Students in kindergarten are required to be in full dress code daily. Parents should purchase School apparel from Lands' End. Please call 1.800.200.6212 or purchase online at www.landsend.com/school. Dwight School's preferred school number is #900088568.

Students in the preschool (2s, 3s, and Pre-K) are not required to follow a prescribed dress code. Children should be dressed comfortably and in clothing that makes it easy for them use the bathroom independently. Also, remember, it's okay to get dirty in preschool! Children sit on the floor and may get paint and Play-doh on their clothing. Please label all clothing, including a complete change of clothes that should be left at School in case of accidents, messy play, etc. Extra clothing should be checked periodically for size and to ensure that it is appropriate for the weather. Outerwear should also be appropriate for the weather since teachers try to take their class outside every day.

REQUIRED FOR KINDERGARTEN:

BOYS

Trousers

- Khaki or navy tailored trousers. Cotton, wool, and corduroy are all permitted. Bermuda-length shorts may be worn when temperatures exceed 75 degrees Fahrenheit (it is not required that trousers be purchased from Lands' End).

Shirts

- Dwight School navy or white short-sleeve polo shirt or long-sleeve polo shirt with School crest on the chest.
- Dwight School navy or white turtleneck or mock turtleneck with School crest.
- White long-sleeved dress shirt to be worn with the Dwight School tie (hunter/classic navy plaid tie available through Lands' End).

Blazers or Sweaters

- Dwight School navy blazer with School crest on left-side chest.
- Dwight School navy crew-neck, zipper, button-down or V-neck sweater with School crest on left-side chest.
- When a blazer is worn, it must be worn with the Dwight School tie, the only tie allowed at School (hunter/classic navy plaid tie available through Lands' End).
- The Dwight School crest is required on all polos, turtlenecks, sweaters, and blazers.

Shoes and Socks

- Flat brown, black, or navy rubber-soled shoes. Flip-flops are not permitted.
- Sneakers are permitted in solid and/or neutral colors within the uniform code (navy, black, tan, white, or brown). Sneakers are not permitted on formal dress code days.
- Black or brown boots may be worn to School only in inclement weather and students must change when they get to School.

- Socks should be solid, coordinating colors.
- Bright colored and/or accessorized shoes, boots, or socks are not permitted.

GIRLS

Dresses

- Navy, khaki, or plaid jumper. Essential knit shorts (available from Lands' End) are recommended underneath jumpers.

Skirts

- Navy or khaki skirt/skort (no higher than three inches above the knee). Essential knit shorts (available from Lands' End) are recommended underneath skirts. Skirts and skorts do not have to be purchased from Lands' End.

Trousers

- Navy or tan tailored khakis, corduroys, or wool trousers. Bermuda-length shorts may be worn when temperatures exceed 75 degrees Fahrenheit. No velour or sweat pants permitted (pants do not have to be purchased from Lands' End).

Shirts

- White or navy collared blouse.
- Dwight School navy or white short-sleeve polo shirt or long-sleeve polo shirt with School crest on the chest.
- Dwight School navy or white turtleneck or mock turtleneck with School crest.

Blazers or Sweaters

- Dwight School navy blazer with School crest on left-side chest.
- Dwight School navy cardigan, crew-neck, or V-neck sweater with School crest on left-side chest.
- Girls are not required to purchase or wear a blazer.
- The Dwight School crest is required on all polos, turtlenecks, sweaters, and blazers.

Shoes and Socks

- Flat brown, black or navy rubber-soled shoes. Flip-flops are not permitted.
- Sneakers are permitted in solid and/or neutral colors within the uniform code (navy, black, tan, white, or brown). Sneakers are not permitted on formal dress code days.
- Black or brown boots may be worn to school only in inclement weather and students must change when they get to school.
- Socks or tights in solid, coordinating colors are required.

FORMAL DRESS CODE

On formal dress code days, students must be in full uniform (no sneakers). Boys are expected to wear the School tie paired with either the School sweater or crested blazer. Girls are only required to wear a blazer

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on formal dress code days if they are wearing pants. Formal dress code days include (but are not limited to) the holiday assembly, Chinese New Year celebration, PYP presentations, final assembly, and Moving Up ceremony.

BACKPACKS

Dwight School backpacks are available for purchase through Lands' End. Please note that Lands' End offers junior-sized backpacks. The School crest and initials are required.

GENERAL NOTES

Any clothing items with the Dwight School crest must be purchased from Lands' End. No torn or frayed clothing. No hats or non-religious head coverings should be worn to School. No excessive jewelry, including dangling earrings, rings, and bracelets. Students must be in dress code on field trips unless otherwise specified.

*****PLEASE MARK ALL CLOTHING CLEARLY WITH YOUR CHILD'S NAME*****

KINDERGARTEN PLACEMENT

The kindergarten placement team works closely with families considering kindergarten options outside of Dwight. Annual placement meetings are held to give families an overview of the kindergarten process for both public and private school options. The kindergarten placement team conducts individual meetings with every family to ensure a strategic plan is in place.

----- LOWER SCHOOL -----

ACADEMIC POLICIES

GRADES AND REPORT CARDS

The following modes of assessment are utilized:

Student self-assessment: Students' analysis of what they know and what they need to know. This is demonstrated in portfolios, written self-evaluations, and reflections.

Teacher assessment: Teachers devise assessment tools, such as rubrics and checklists, for specific assignments to make expectations and criteria clear. This is documented in report cards which include a record of student progress and goal-setting. Reports including narratives and checklists are issued three times a year, in December, March, and June. The School uses the following evaluation scale on report cards:

- Exceed expectations
- Meets expectations
- Developing
- Needs strengthening

Standardized assessment: NWEA MAP assessments (grades 2-5), and the ERB WrAP writing assessment (grades 3-5) provide teachers with longitudinal data showing growth over time. This data is used to inform and personalize instruction and is used for internal purposes only.

PARENT-TEACHER CONFERENCES

Dwight School students benefit most when there is a strong home/school partnership. Opportunities for regular communication occur throughout the year. Parent-Teacher Conferences are designed to share observations about student progress. Conference days are scheduled three times during the year, one of which is a student-led conference. Parents and teachers may request additional conferences and progress reports at any time through the appropriate teacher or Head of Lower School.

SCHEDULING QUESTIONS

Parents should contact the Head of Lower School with any questions regarding scheduling.

PHYSICAL EDUCATION DEPARTMENT

It is the belief of the Physical Education Department and that of the IB that Physical Education and Health both play a unique and significant role in the total development of the child. Our aim is to stimulate the mind, body, and spirit of every child that walks through Dwight's doors. The program focuses on holistic learning, character education, lifelong fitness, interdisciplinary connections, international mindedness, and the acquisition of motor skills. We empower our students to take ownership of their personal health while being accountable for their actions.

Physical Education Attendance and Dress Code

New York State and the IB require students to attend Physical Education classes. If a medical condition necessitates a student being temporarily excused from participating, a note must be brought from home and given to the Physical Education teacher. Long-term (three days or more) medical situations require a written medical excuse from a physician that specifically states any physical restrictions. Students are still required to attend class and participate where appropriate. Students are required to wear Dwight School Physical Education attire when participating in class. It is also required that students obtain a second set of clothing. Students without uniforms must purchase new ones. Students must wear appropriate athletic shoes with laces during PE classes. Repeated lack of preparation will affect a student's physical education grade accordingly.

Clothing should be brought home regularly for laundering. All attire should be clearly marked with the

student's name. All items listed below are required and must be purchased from Lands' End (1.800.200.6212 or www.landsend.com/school, Preferred ID# 900088568).

T-shirt	Dwight School t-shirt (two shirts are required)
Shorts	Dwight School knit or mesh shorts
Sweatshirts	Dwight School sweatshirt
Sweatpants	Dwight School sweatpants

OUTSIDE TUTORING

At times, the School may recommend outside tutoring for a student experiencing academic difficulties. It is essential that tutors work on strengthening the individual student's academic skills and not simply provide assistance with homework. Whenever possible, it will be recommended that a Lower School student be tutored by a member of the Lower School teaching staff. In cases of special need, it may be recommended that the student work with a private tutor. It is not the responsibility of the teacher to contact the tutor. After-school tutoring can only begin after 4 pm, and cannot take place on School grounds.

LOWER SCHOOL DRESS CODE (GRADES 1-5)

Parents should purchase School apparel from Lands' End. Please call 1.800.200.6212 or purchase online at www.landsend.com/school. Dwight School's preferred school number is #900088568.

BOYS

Trousers

- Khaki or navy tailored trousers. Cotton, wool, and corduroy are all permitted. Bermuda-length shorts may be worn when temperatures exceed 75 degrees Fahrenheit (it is not required that trousers be purchased from Lands' End).

Shirt

- Dwight School navy or white short-sleeve polo shirt or long-sleeve polo shirt with School crest on the chest.
- Dwight School navy or white turtleneck or mock turtleneck with School crest.
- White long-sleeve dress shirt to be worn with Dwight School's tie (hunter/classic navy plaid tie available through Lands' End).

Blazer or Sweater

- Dwight School navy blazer with School crest on left-side chest.
- Dwight School navy crew-neck, zipper, button-down, or V-neck sweater with School crest on left-side chest.
- When a blazer is worn, it must be worn with the Dwight School tie, the only tie allowed at School (hunter/classic navy plaid tie available through Lands' End).
- The Dwight School crest is required on all polos, turtlenecks, sweaters & blazers.

Shoes and Socks

- Flat brown, black, or navy rubber-soled shoes. Flip-flops are not permitted.
- Sneakers are permitted in solid and/or neutral colors within the uniform code (navy, black, tan, white, or brown). **Sneakers are not permitted on formal dress code days.**
- Black or brown boots may be worn to School only in inclement weather and students must change when they get to School.
- Socks should be solid, coordinating colors.
- Bright colored and/or accessorized shoes, boots, or socks are not permitted.

GIRLS

Jumper

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- Navy or plaid jumper. Essential knit shorts (available from Lands' End) are recommended underneath jumpers.

Skirt

- Navy skirt/skort (no higher than three inches above the knee). Essential knit shorts (available from Lands' End) are recommended underneath skirts. Skirts and skorts do not have to be purchased from Lands' End.

Trousers

- Navy or tan tailored khakis, corduroys, or wool trousers. Bermuda-length shorts may be worn when temperatures exceed 75 degrees Fahrenheit. No velour or sweat pants permitted (pants do not have to be purchased from Lands' End).
- Leggings are allowed under jumpers or skirts. **Leggings alone are not an acceptable uniform choice.**

Shirt

- White or navy collared blouse.
- Dwight School navy or white short-sleeve polo shirt or long-sleeve polo shirt with School crest on the chest.
- Dwight School navy or white turtleneck or mock turtleneck with School crest.

Blazer or Sweater

- Dwight School navy blazer with School crest on left-side chest.
- Dwight School navy cardigan, crew-neck, or V-neck sweater with School crest on the left-side of the chest.
- Girls are not required to purchase or wear a blazer.
- The Dwight School crest is required on all polos, turtlenecks, sweaters, and blazers.

Shoes and Socks

- Flat brown, black, or navy rubber-soled shoes. Flip-flops are not permitted.
- Sneakers are permitted in solid and/or neutral colors within the uniform code (navy, black, tan, white, or brown). **Sneakers are not permitted on formal dress code days.**
- Black or brown boots may be worn to school only in inclement weather and students must change when they get to school.
- Socks should be solid, coordinating colors.
- Bright colored and/or accessorized shoes, boots, or socks are not permitted.

PHYSICAL EDUCATION

All students in grades 1-5 must have a Dwight School navy t-shirt, Dwight navy shorts, navy sweatshirt, and navy sweatpants, all with School crest. Students must have two gym t-shirts. Traditional sneakers required for all PE classes. It is strongly recommended that parents purchase a Dwight drawstring bag in which to keep all PE clothes during the year. These may be purchased at school during orientation.

FORMAL DRESS CODE

On formal dress code days, students must be in full uniform (no sneakers). Boys are expected to wear the School tie paired with either the School sweater or crested blazer. Girls are only required to wear a blazer on formal dress code days if they are wearing pants. Formal dress code days include (but are not limited to) the photo day, Fifth Grade Exhibition, final assembly, and Moving Up ceremony (only for students receiving banners).

BACKPACKS

Navy blue Dwight School backpacks with School crest and students' initials are required for students in grades 1-5. Backpacks must be purchased from Lands' End. Please note that Lands' End offers junior-size backpacks. Backpacks with wheels create storage problems and should be avoided.

WATER BOTTLES

All students in grades 1-5 are required to keep a reusable water bottle at School. It is strongly recommended that parents purchase a Dwight water bottle during orientation.

GENERAL NOTES

Any clothing items with the Dwight School crest must be purchased from Lands' End. No torn or frayed clothing. No hats or non-religious head coverings should be worn to School. No excessive jewelry, including dangling earrings, rings, and bracelets. A name tag is required on all student clothing. Students must be in dress code on field trips unless otherwise specified.

******PLEASE MARK ALL CLOTHING CLEARLY WITH YOUR CHILD'S NAME******

TIMOTHY HOUSE LIFE SKILLS PROGRAM

Timothy House students in grades 2-5 participate in a series of interactive discussions and activities aimed at promoting social/emotional development. Life Skills lessons are led by the Lower School counselor and

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engage students on topics and principles that we strongly value within our School community. The Life Skills curriculum is differentiated for each grade, though common themes include interpersonal relationships, self-esteem, conflict resolution, stress management, listening skills, and respect.

SCHOOL LIFE

THE SIX-DAY CYCLE

Starting in first grade, students will follow a six-day cycle. The schedule will show six days, marked 1-6 — not Monday through Friday. For example, if Monday begins on Day 1, Friday will be Day 5. The following Monday will be Day 6, and so forth. Weekends, vacations, and School holidays will not interrupt the cycle. A six-day schedule allows for a wider variety of “specials” (art, music, dance, language, and PE).

COMMUNITY MEETINGS

Timothy House gathers for Community Meeting approximately twice a month when grades 6-12 have assembly at the Central Baptist Church. Additional meetings may be scheduled as desired.

DROP-OFF AND PICK-UP

Students in grades 1 through 5 are dropped off and picked up from the 88th Street entrance of our Central Park West Campus. The school day for grades 1 through 5 begins promptly at 8 am. Students may arrive starting at 7:45 am. The day ends at 2:55 pm, Monday through Thursday. Friday dismissal time is 2:40 pm. Dismissal is staggered by grade. Students should be picked up promptly. Parents picking up children should be careful not to block the flow of pedestrian traffic on the sidewalk or the traffic flow on the street. In order to ensure the safety of all Timothy House students, written notification is required if there is to be a change in the usual pick-up procedure. Verbal instructions will not be honored. If a student is going home with another student, a note concerning the arrangement must be sent to the School via email. Students cannot be accommodated in Reception after school. Parents must make their own arrangement to pick up children from after-school activities or sports.

LUNCH

Lunch is served daily at 11:45 am. Participation in the School lunch program is mandatory. Morning snacks must be healthy options.

STORAGE

Each student is assigned a cubby or a locker in which he or she may hang a coat and store a backpack and gym uniform. Please do not send toys or extra school supplies as they tend to be distracting. Please do not use backpacks with wheels. The cubbies and lockers do not lock, and children should not store personal effects or valuables in them. Students are not to place stickers in or write on their cubbies. Cubbies must be cleared on the last day of School.

COMMUNITY SERVICE

Timothy House students, grades 1-5 will have the opportunity to participate in a handful of local community service endeavors. These could include outreach to the elderly, charity events, and neighborhood projects.

CLASS TRIPS

By signing the academic year enrollment contract, parents/guardians explicitly give permission for the student to participate in any and all trips and activities during the academic year and release the School from liability of any kind. Advance notification will be given of all pertinent trip details. Students are expected to be in dress code unless otherwise instructed. The School has the right to refuse a student permission to attend a trip due to previous misconduct.

No after-school programs on School grounds are permitted to run outside of the Passport umbrella with the exception of music and language classes.

EXTENDED DAY AFTER-SCHOOL ACTIVITIES

After school is an important extension of the school day, whether it be studying Chinese, building robots, learning basketball basics, illustrating with art, perfecting karate moves, or trying hip-hop dance! Dwight after-school programs for grades 1-5 offer an exciting and wide range of activities that provide the opportunity for children to discover new talents, expand skills, and socialize through thoughtfully structured classes. The programs are specifically designed to encourage students to discover new experiences and cultivate their own “spark of genius.”

Dwight School offers an extended school day on the Main Campus for grades one through five. Extended day provides a place where Dwight students can play with friends, draw, play board games, read, or work on homework. The service observes all school holidays and does not meet on the days with noon dismissal. Hours of the Extended Day for the Main Campus will be: Monday through Friday, 4-5:30 pm. Extended Day is a fee-based activity.

DWIGHT SUMMER DAY CAMP

Our camp for children ages 4-12 is based at the Dwight School Athletic Center. We’re dedicated to igniting the spark of genius in every camper through a wide range of age-appropriate programs, including specialty “spark” camps. Children can explore new things, discover what they enjoy doing, and pursue their passions while making friends and having fun. For more information about summer camp, please visit www.dwightsummercamp.org or email our Camp Director, Chiarna Morton, at cmorton@dwight.edu.

TRANSPORTATION

DWIGHT SHUTTLE SERVICE

Dwight Shuttle Service is offered for 3s through grade 5 – no exception will be made. Service is offered between the Riverside Campus and Dwight only. Sign-up information is sent in early summer. Shuttle service is door-to-door between our Central Park West Campus (entrance at 17 West 88th Street) and our Riverside Campus (entrance at West 67th Street and Riverside Boulevard). The shuttle runs on a Dwight School bus, operated by a New York State-licensed driver. The bus is equipped with seat belts that meet Federal standards.

BOARD OF EDUCATION TRANSPORTATION

Dwight School provides public transportation through the Board of Education according to eligibility.

Eligibility is determined by location of residence. Public transportation is available only to students who live in the five boroughs of New York City.

Qualifying students in grades K-6 are entitled to either Yellow Bus Service or a student Metrocard, for use on either public bus or subway.

The eligibility guidelines are as follows:

Grade	Less than 0.5 mile	0.5 mile or more, less than 1 mile	1 mile or more, less than 1.5 miles	1.5 miles or more
Kindergarten	Half-Fare	School Bus or Full-Fare	School Bus or Full-Fare	School Bus or Full-Fare
Grade 1	Half-Fare	School Bus or Full-Fare	School Bus or Full-Fare	School Bus or Full-Fare
Grade 2	Half-Fare	School Bus or Full-Fare	School Bus or Full-Fare	School Bus or Full-Fare
Grade 3	Not Eligible	Half-Fare	School Bus or Full-Fare	School Bus or Full-Fare
Grade 4	Not Eligible	Half-Fare	School Bus or Full-Fare	School Bus or Full-Fare
Grade 5	Not Eligible	Half-Fare	School Bus or Full-Fare	School Bus or Full-Fare

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Grade 6	Not Eligible	Half-Fare	School Bus or Full-Fare	School Bus or Full-Fare
Grade 7	Not Eligible	Half-Fare	Half-Fare	Full-Fare
Grade 8	Not Eligible	Half-Fare	Half-Fare	Full-Fare
Grade 9	Not Eligible	Half-Fare	Half-Fare	Full-Fare
Grade 10	Not Eligible	Half-Fare	Half-Fare	Full-Fare
Grade 11	Not Eligible	Half-Fare	Half-Fare	Full-Fare
Grade 12	Not Eligible	Half-Fare	Half-Fare	Full-Fare

PRIVATE BUSING

Dwight doesn't offer any private busing services; families need to arrange their own private busing directly with the outside company. We can recommend private bus companies upon request.

It is the family responsibility to inform the transportation coordinator of outside services that will be used by a student at Dwight.

----- MIDDLE AND UPPER SCHOOL POLICIES -----

IN-SCHOOL OPERATIONS

SCHOOL BUILDING

The School building is open for students from 7:30 am to 4 pm. Students should not arrive at School prior to the beginning of their first class unless they have a scheduled meeting with a teacher or are participating in a supervised activity.

Students may not remain in Reception while waiting to be picked up from school. After classes end, students must be engaged in an activity or be in the Library or Media Center doing School-related work if they are in the building. **Students must leave the building by 4 pm unless under direct supervision of a teacher.**

All parents and student visitors must sign in at Reception upon arrival, even if they have an appointment. No parent should be in a classroom without a Dwight classroom teacher/faculty member present. No parent is allowed to sit in on classes without prior approval from the appropriate Division Head. No parent is allowed in the Locker Rooms at any time. If you need access to your child's locker, please ask a Dwight faculty member to assist you.

No one is allowed to use the 88th Street exit except during Timothy House drop-off and pick-up hours.

No one may use the common stairwell of the condominium in the North Campus building except during fire drills. Those who have approved medical reasons must also obtain written approval of the building's managing agent.

SAFETY AND SCHOOL CROSSING

When crossing 89th Street between campus buildings, all members of the Dwight community — students, staff, parents, and visitors — must cross only at the corner, and they must obey the signal light. Please set a safe example for our youngest community members.

ABSENCE/ATTENDANCE

Regular attendance is one of a student's most important obligations. Please refer to the bell schedule in the School Life section for School hours. It is important to understand the following guidelines:

- Parents of students in grades 6-12 should contact Reception if their child will be absent.
- When a student returns to School after missing two consecutive days, a parental note explaining the absence must be presented to the Healthcare Provider.
- Students are responsible to make up work missed during that time by meeting with subject teachers to discuss the make-up work at the teacher's earliest convenience.
- If a student becomes ill during the school day, the parents will be telephoned.
- A doctor's note is required for absences four consecutive days and beyond. Doctor notes from a parent or family member are not acceptable.
- Twelve or more cumulative days of absence for any reason is grounds for dismissal. Twelve late arrivals to School are also grounds for dismissal.
- The School strongly discourages absences for medical or social appointments that conflict with school hours. Parents should consult the School calendar carefully before planning outside engagements.

LOST AND FOUND

A Lost and Found is maintained in Reception for grades 6-12. Mark all clothing clearly with your child's name.

TELEPHONE MESSAGES AND USAGE

Dwight School agrees that cell phones have come to play a role in ensuring the safety of our students. Nevertheless, cell phone use during the school day interrupts the learning process and often leads to classroom disruption. Students who require the use of a telephone during the school day are invited to use the School phone located in Reception. If a student uses or handles a cell phone during the school day, it may be confiscated and returned in school at the end of the school day by the Dean or Division Head. The Division Head or Dean reserves the right to require the parent to come pick up the cell phone at the end of the day. Students will not be called to the telephone except in the case of an emergency. Only in an emergency may a parent ask Reception or the Division Head to deliver a message to the student.

TRANSPORTATION

Please see page 66.

WEATHER CLOSINGS

In most cases, School will remain open unless the New York City Public Schools are ordered closed. In the event that there is extreme weather, please check your email and the School's website for any closing announcements.

FIRE EVACUATION AND EMERGENCY PROCEDURES

Fire Evacuations

The School conducts regular fire drills throughout the year that are overseen by the School's Director of Facilities. Specific details as to where students and faculty should go during a drill or an actual fire evacuation are outlined in each room's emergency evacuation plan posted at exits.

Out-of-School Emergency

In the event of an emergency that requires evacuation from the School, students and teachers will follow fire drill procedures to exit the building. Once out of the building, the Division Head or other administrator will instruct teachers and students to either proceed to Central Baptist Church (92nd Street/Amsterdam Avenue) or return to the School.

If students proceed to the Church, the deans, administrators, and two assistants will use their cell phones to notify parents that the School has been evacuated, and to establish the following:

1. The parent who will pick up their children.
2. Parents' permission for their child to go home alone.
3. For parents not reached, where the child will go for a pre-arranged "buddy's" home.

Shelter-in-Place

If the need arises for students to remain in School, a shelter-in-place system will be activated. Students will congregate in predetermined locations throughout the School. Each Division Head will supervise their students with a predetermined teacher acting as a back up. Dwight Security will sweep both buildings to ensure that all areas are clear. Specific details of this plan are outlined in the Faculty Handbook.

In-school Emergency/Lock Down Procedure

In the event of an intruder or a civil disturbance in School, students and teachers will follow lock down procedures outlined in the Faculty Handbook. To ensure safety, all visitors to the School must sign in at Reception and wear the visitor name tag issued to them.

SCHOOL CONTINGENCY PLAN

In the event the School is closed due to any health-related issue or natural disaster, the Dwight School has a contingency plan. You will be informed via email and/or telephone (in the event that the Internet is down) that the following contingency plan is in place:

Academics

Class work will be assigned on a regular basis whereby teachers in each course will post assignments on MyDwight. Students will correspond with teachers by email.

In every case, clear deadlines for submission of work from students to teachers will be provided and grades for submitted work will be sent to students periodically. Assessments will be clearly posted on MyDwight

and students will be expected to submit responses by the due date provided. Teachers will work cooperatively to ensure that assessments are efficiently scheduled to avoid student overload.

External Examinations (PSAT, ACT, IB, or AP)

The School will adhere to recommendations issued from the examining organization.

Dwight Final Examinations

In the event of closure, the Final Examinations would not be held, and the final grade for each course will be computed solely on the basis of the three-trimester average.

Athletics/Activities

In the event the School is closed due to any health-related issue or natural disaster, all after-school activities and athletic practices/games will be cancelled. Confirmation of this will be posted on MyDwight.

HONOR CODE

It is a condition of acceptance into the Dwight School community that students and their parents are familiar with the Honor Code of the School, and that students agree to abide by it throughout their time in the School.

The Honor Code and the consequences of its infringement are described in detail in the following section. You are asked to read this part of the Handbook carefully. Parents and students are asked to sign a statement to acknowledge that they have read, understand, and agree to it.

Academic integrity and personal honesty are essential to the preservation of trust in the School. If the members of a school community do not feel able to trust one another, it is difficult to live and work together.

This trust imposes obligations. It is not enough just to be content with one's own honesty. Being silent can give the impression that we approve of, or are indifferent to, the dishonesty of others. It is the task of every student, as well as of every teacher, to work for the establishment and maintenance of the trust-based community the School should be.

Academic dishonesty, as well as theft, is considered a serious offense and can lead to suspension or expulsion. Academic dishonesty includes:

- Copying from another student's test or exam paper;
- Copying from another student's homework unless the teacher has specifically given permission for students to work together (copying a student's paper without participating in the process of arriving at the results is not considered working together);
- Using hidden notes, cheat sheets, books, and the like;
- Looking at a neighbor's paper or allowing another to look at one's paper during tests or quizzes;

- Plagiarism: using the work of another person without acknowledgement, including material obtained from the Internet;
- Using programmable qwerty calculators in tests or exams without permission;
- Violating the Empowered Use of Technology Policy.

ACADEMIC POLICIES

GRADES AND REPORT CARDS

Trimester grades are based on student work and reflect the following levels of proficiency. There are three marking periods in the school year. Report cards for grades 6-12 are posted in ManageBac in December, March, and June. Report cards include a brief description of each subject's trimester content, along with student reflections and administrators or dean narratives. The final grade, which is published on a student's transcript, is the average of all three trimesters. However, all students must pass two out of three trimesters to receive credit for a course. Students completing grade ten should achieve a grade of 80 or above in all academic subjects in order to enter the IB Diploma Program in grade 11. Students enrolled in the IB Diploma courses in the junior year must complete all the major requirements of those courses, including internal or external assessments, to receive course credit.

Students who have not fulfilled such requirements for a course at the end of the eleventh grade will receive an incomplete designation until the missing component is completed. Students cannot register for the IB Diploma Program examinations in the fall of the senior year if any major course components are incomplete, including the Extended Essay.

A failing grade in any subject must be remediated in summer school.

The School uses the following numerical grading system on report cards:

90-100	A
80-89	B
70-79	C
65-69	D
<65	Failing
P or F	Pass or Fail (when course taken Pass/Fail)
INC	Incomplete (two weeks to complete missing work)
IP	In Progress (extenuating circumstances)
MED	Medical Excuse

MYP | INTERNATIONAL BACCALAUREATE GRADING SYSTEM

In addition to a percentage grade on the report card, students in grades 6-10 receive an IB MYP grade. This achievement level is based on specific assessment criteria developed by IB for each of the courses in the MYP and provides a holistic view of a student's performance throughout the school year. While Dwight teachers use these assessment criteria regularly in their courses, it varies depending on how

frequently the course meets during the six-day cycle. Teachers assign criteria grades for the report card based on at least one assignment. While Dwight's official transcripts publish grades based on the 0-100 scale used on student report cards, the IB MYP grades are based on the IB's 1-7 scale. These IB scores are an important tool for tracking student growth and progress.

The following is a suggested conversion chart that illustrates the approximate equivalence of IB MYP grades and traditional numerical at Dwight School, as well as the IB 1-7 grade descriptors:

7	98-100
6	94-97
5	90-93
4	83-89
3	75-82
2	65-74
1	64 or less

IB Grade of 7

Indicates that the student produces high-quality, frequently innovative work. The student communicates comprehensive, nuanced understanding of concepts and contexts and consistently demonstrates sophisticated critical and creative thinking. The student also frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

IB Grade of 6

Indicates that the student produces high-quality, occasionally innovative work. The student communicates extensive understanding of concepts and contexts and demonstrates critical and creative thinking, frequently with sophistication. The student also uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.

IB Grade of 5

Indicates that the student produces generally high-quality work. The student communicates secure understanding of concepts and contexts and demonstrates critical and creative thinking, sometimes with sophistication. The student also uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.

IB Grade of 4

Indicates that the student produces good-quality work. The student communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps and often demonstrates basic critical and creative thinking. The student also uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.

IB Grade of 3

Indicates that the student produces work of an acceptable quality. The student communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps and

begins to demonstrate some basic critical and creative thinking. The student is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.

IB Grade of 2

Indicates that the student produces work of limited quality. The student expresses misunderstandings or significant gaps in understanding for many concepts and contexts and infrequently demonstrates critical or creative thinking. The student also is generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.

IB Grade of 1

Indicates that the student produces work of very limited quality. The student conveys many significant misunderstandings or lacks understanding of most concepts and contexts and very rarely demonstrates critical or creative thinking. The student also is very inflexible, rarely using knowledge or skills.

IB DIPLOMA PROGRAM ENROLLMENT

Students and parents of Upper School students are given detailed information about the IB Diploma Program in grades 11 and 12. All tenth grade students receive a personal interview at which the subject choices are explained in detail, and a recommendation made whether or not the full Diploma program is a suitable choice or if the Courses Program might be more appropriate. For a tenth grade student to be eligible to enter the full Diploma program in grade 11, he or she should have a grade over 80 in all academic subjects, possess adequate fluency in written production, have completed Algebra II, reached level III of high school foreign language sequence,* and have a satisfactory record of attendance and citizenship.

The IB Diploma Program places high demands upon students, and it is important that tenth grade students fully understand the expectations in terms of time and commitment. For some students, the Courses option is preferable, for it will more readily allow them the opportunity to develop skills in areas of significant difficulty without feeling overwhelmed by the volume of coursework. Students and parents must sign our Contract of Commitment to the IB Diploma Program prior to starting grade eleven.

*It is possible for some students to fulfill the IB Diploma Program language requirement by taking an IB ab initio language course.

DP | INTERNATIONAL BACCALAUREATE GRADING SYSTEM

In addition to a percentage grade that is reflected on the report card, students in grades 11-12 may receive an IB DP predicted grade. This achievement level is based on specific assessment criteria developed by IB for each of the courses in the DP and provides a holistic view of a student's performance throughout the school year. While Dwight's official transcripts publish grades based on the 0-100 scale used on student report cards, the IB DP grades are based on the IB's 1-7 scale. These IB scores are an important tool for tracking student growth and progress.

The following is a suggested conversion chart that illustrates the approximate equivalence of IB DP grades and traditional numerical at Dwight School, as well as the IB 1-7 grade descriptors:

7	98-100
6	94-97
5	90-93
4	83-89
3	75-82
2	65-74
1	64 or less

IB Grade of 7 (Highest Distinction)

Indicates that the student demonstrates excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

*Demonstrates refined appreciation of literary style and a full engagement with the act of transforming literature into performance; the personal qualities necessary to work with others in a purposeful and effective manner.

IB Grade of 6 (High Honors)

Indicates that the student demonstrates very good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; well-developed levels of expression, both orally and in writing; good degree of accuracy and clarity; good awareness of context and appreciation of the effect on the audience/reader; effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

*Demonstrates clear appreciation of literary style and a solid engagement with the act of transforming literature into performance; willingness to work with others in a constructive manner.

IB Grade of 5 (Honors)

Indicates that the student demonstrates good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that offer generally considered and valid analysis, synthesis and/or evaluation; good levels of expression, both orally and in writing; adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s).

*Demonstrates an appreciation of literary style and an engagement with the act of transforming literature into performance; recognizable involvement to work with others in a cooperative manner.

IB Grade of 4

Indicates that the student demonstrates adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and/or synthesis; satisfactory powers of expression, both orally and in writing; only some lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/reader; a basic structure within which the thoughts and feelings of the work(s) are explored.

*Demonstrates some appreciation of literary style and some commitment in the act of transforming literature into performance; an acceptance of the need to work with others.

IB Grade of 3

Indicates that the student demonstrates some knowledge and some understanding of the question or task; responses that are only sometimes valid and/or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored.

*Demonstrates little appreciation of literary style and modest commitment to the act of transforming literature into performance; little apparent attempt to work with others effectively.

IB Grade of 2

Indicates that the student demonstrates superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in accuracy and clarity; little awareness of context and appreciation of the effect on the audience/reader; rudimentary structure within which the thoughts and feelings of the work(s) are explored.

*Demonstrates very little appreciation of literary style and little commitment to the act of transforming literature into performance; sparse evidence of involvement in working with others effectively.

IB Grade of 1

Indicates that the student demonstrates very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; very rudimentary structure within which the thoughts and feelings of the work(s) are explored.

*Demonstrates very little appreciation of literary style and negligible involvement with the act of transforming literature into performance; inability to work with others.

* *Applies to literature and performance only*

ACADEMIC AWARDS

Academic Honor Roll

Students who consistently achieve good grades and whose candidacy is ratified by the faculty are eligible for inclusion in the Academic Honor Roll at the end of each term. A student earns a place on the Academic Honor Roll if he or she obtains an average grade of 90 in their classes. Inclusion on the Academic Honor Roll will not be awarded for any trimester in which a student has exhibited poor citizenship as determined by the Administration.

National Honor Society

A committee of teachers and administrators selects juniors and seniors who apply and meet the highest standards of scholarship, service, leadership and character to be inducted into the National Honor Society.

Valedictorian and Salutatorian

These awards are given to seniors with the highest and second-highest high school averages, determined by their grades in their junior and senior years. Only full IB Diploma students are eligible. Candidates must have attended Dwight School for at least two years. In the event that there is a tie for Valedictorian or Salutatorian, the student with the higher IB predicted grades will be awarded first or second in class.

Spark of Genius

The mission of Dwight School and that of International Baccalaureate represent far more than just high academic standards. We give students the opportunity to develop an identified aspiration and provide, whenever we can, the stimulation, framework and emotive support for such an endeavor. This is the notion of developing the spark of genius.

Spark of Genius Awards seek to recognize individuals who have identified an aspiration, and made a dedicated and successful attempt to reach this goal. The Award may recognize a wide range of endeavor achieved while maintaining academic excellence in the classroom, examples of which might include:

- Creating an outstanding service project
- Success in competition (academic, athletic, vocational)
- Athletic achievement
- Developing a talent to a professional level
- Outstanding work on either the Personal Project (grade 10) or the Extended Essay (grade 12)

The Award includes many other possible ways in which students have fulfilled the requirements to be recognized in this way for their achievements.

PHYSICAL EDUCATION DEPARTMENT

It is the belief of the Physical Education Department and that of the IB that Physical Education and Health both play a unique and significant role in the total development of the child. Our aim is to stimulate the mind, body, and spirit of every child that walks through Dwight's doors. The program focuses on holistic learning, character education, lifelong fitness, interdisciplinary connections, international mindedness, and the acquisition of motor skills. We empower our students to take ownership of their personal health while being accountable for their actions. We offer physical education for students in grades 1-10; grades 6-10 take a single course called Physical and Health Education.

Physical Education Attendance and Dress Code

New York State and the IB require students to attend Physical Education classes. If a medical condition necessitates a student being temporarily excused from participating, a note must be brought from home and given to the Physical Education teacher. Long-term (three days or more) medical situations require a written medical excuse from a physician that specifically states any physical restrictions. Students are still required to attend class and participate where appropriate. Students are required to wear Dwight School Physical Education attire when participating in class. It is also required that students obtain a second set of clothing. Students without uniforms must purchase new ones. Students must wear appropriate athletic shoes with laces during PE classes. Repeated lack of preparation will affect a student's physical education grade accordingly.

Clothing should be brought home regularly for laundering. All attire is kept in an assigned locker and should be clearly marked with the student's name. All items listed below are required and must be purchased from Lands' End (1.800.469.2222) or www.landsend.com/school, Preferred ID# 900088568:

T-shirt	Dwight School t-shirt (two shirts are required)
Shorts	Dwight School knit or mesh shorts
Sweatshirts	Dwight School sweatshirt
Sweatpants	Dwight School sweatpants
Polartec Jacket	Dwight School polartec jacket (grades 6-10)

VALUABLES SHOULD NOT BE BROUGHT TO SCHOOL OR KEPT IN LOCKERS

The School is not responsible for items left unattended in the locker room area or placed in lockers, with or without locks.

STUDENT-ATHLETE/STUDENT-PERFORMER ACADEMIC POLICY

Dwight's commitment to nurturing each student's "spark of genius" requires us to take a careful, thoughtful approach to the education of students whose athletic and artistic development requires them to miss school. We are committed to maintaining the highest academic standards for all its students. These

standards apply equally to those students in pursuit of the highest levels of athletic and artistic accomplishment. We expect student-athletes and student-performers to reach the same level of academic mastery as all students but recognize the added demands of training, competition, rehearsals, and performances.

Student-athletes, student-performers, and teachers are asked to work together and remain flexible so as to ensure that student-athletes and student-performers receive an equivalent, if not identical, academic experience. Given the nature of the travel, training and rehearsal requirements for student-athletes and student-performers, assignments and due dates may need to be changed to reflect their travel and limited time. To successfully support the unique schedules of student-athletes and student-performers requires extra effort and dialogue on the part of both student-athletes and teachers. It is the student's responsibility to follow up with teachers and obtain missed classwork. To facilitate communication, both parties are expected to willingly participate in the following process:

Obligations of athletes or performers who need to miss school or class:

- Provide their teachers and dean with a written schedule of all possible athletic events or rehearsals and performances as soon as it becomes available.
- Make arrangements and propose an action plan for approval two weeks in advance of leaving, and present this to the appropriate house dean.
- Remind their teachers and dean in writing two weeks before their opening performance.
- Complete all homework and assignments for the period of the athletic event and performance within the time agreed upon with the individual teacher. When possible, the student should complete work in advance.
- Schedule one-on-one conferences with each teacher to review missed class material.

Obligations of coaches, activity leaders, theater directors, etc.:

- Minimize disruption to students' class schedules.
- Help facilitate student communications to teachers.
- Support teachers' efforts to deliver classroom curriculum to student-athletes or student-performers.

Obligations of teachers:

- Provide student-athletes/student-performers with as much advance notice regarding homework, class work, and curriculum as they can provide in the days leading up to an approved absence.
- Grant student-athletes/student-performers appropriate extensions on all tests and papers due during periods of approved absences.
- Create alternative assignments (short essays, presentations, one-on-one conferences, etc.) to allow student-athletes to make up missed in-class participation grades.
- Meet with students for one-on-one conferences to review missed class material.

- Communicate with the head coach, Athletic Director, or other relevant staff member when problems arise.

PERFORMING ARTS POLICY

The privilege to perform at the many events offered by the Dwight School will only be granted to a student who follows the guidelines below. All final determinations, exceptions or unusual cases are ultimately decided by and the responsibility of the Director of Theater and Performing Arts.

Students must:

- Be in music or theater class and/or join chorus, dance, or a theater activity or special class offered during the school day.
- Be available for performances determined by the calendar and the teacher or supervisor of the activity.
- Be a member of a group supervised by a teacher such as dance, jazz band, chamber ensemble
- Carnegie Hall Policy: No student will perform only at Carnegie Hall, nor will their first live performance be at our Carnegie Hall event. Participation in the groups and/or activities related above is prerequisite for performance there. The final determination of who will perform at this prestigious venue will be made by the supervisor or teacher with the department chairperson.

ATTENDANCE AND EXTRA-CURRICULAR ACTIVITIES

In order to participate in extracurricular activities — including, but not limited to, athletics, arts, and theater — a student must be in school by 11:35 am and attend all classes following arrival.

EXTENDED PERIOD OF TIME OFF FROM SCHOOL

Students who are approved to take extended periods of time off from school for special trips or events must follow the Dwight School Student-Athlete/Student-Performer Academic Policy in order to fulfill all academic obligations for the period of time that they will be away.

PARENT-TEACHER CONFERENCES

Dwight School students benefit most when parents and teachers work together. Parent-Teacher Conferences are designed to share observations about student progress. Keeping this connection strong benefits students both at home and at School. Conference days, comprising a series of five-minute meetings, are scheduled two times during the year. Parents and teachers may request additional conferences and progress reports at any time through the appropriate grade level dean or head of department. These provide the opportunity for parents and teachers to communicate at regular intervals.

SCHEDULING QUESTIONS

Middle School

Students should address questions or problems with schedules to the Head of Middle School. Students are responsible for returning books to MBSBooks.com and purchasing required books for a new class as quickly as possible. No schedule changes are allowed after the last day for course changes without the Head of Middle School's approval.

Upper School

Students should address questions or problems with schedules, first, to the appropriate dean, who will liaise with the appropriate Head of Department and the Director of Scheduling. Approval from all three individuals is required for all schedule changes. Students are responsible for returning books to MBSBooks.com and purchasing required books for a new class as quickly as possible. No schedule changes are allowed after the last day for course changes without departmental and Division Head's approval.

EXAMINATIONS

Internal Examinations

Tests take place on a regular basis. Some eleventh and all twelfth grade students take "Mock" IB DP examinations in March each year as important preparation for the external IB DP examinations in May. All students enrolled in IB DP courses are required to take the formal IB examinations in May. Students in grades 8-11 take in-school final examinations or assessments each year in June. Results of the final in-school examinations or assessments are averaged into the third trimester grade and are worth approximately 10% of the year-end grade.

External Examinations (International Baccalaureate Diploma Program)

All students enrolled in the IB Diploma or Courses Programs will take IB examinations in May of the senior year (in rarer cases certain exams may be given at the end of the junior year).

Standardized Testing

The School offers a series of standardized exams. Registration for the SAT Reasoning and Subjects Tests is handled by the students themselves; non-standard administrations are handled by the Director of Quest and Special Studies. In addition to the SAT Tests, the following exams are administered by the School:

- PSAT | Grades 10-11 (October)
- ACT | Grades 9-10 (November)
- NWEA MAP | Grades 6-8 (Fall, Spring)

EXTRA TIME PROTOCOL FOR MIDDLE SCHOOL STUDENTS

For a comprehensive description of this policy and specific test dates, please go to the "Special Testing Accommodations" section in the Middle School MyDwight portal.

- Students who are eligible for extra time must have documentation on file two weeks prior to the exams. It must be indicated if the students receive "time and a half" or "double time." Testing must be current or must have been performed within three (3) years of the testing date. Students with incomplete testing or notification may be denied extra time on the date of testing.
- Scheduled testing times and room assignments will vary according to grade level.

EXTRA TIME PROTOCOL FOR UPPER SCHOOL STUDENTS



For a comprehensive description of this policy and specific test dates, please go to the “Special Testing Accommodations” section in the Upper School MyDwight portal.

- Students who are eligible for extra time must have documentation on file two weeks prior to the exams. It must be indicated if the students receive “time and a half” or “double time.” Testing must be current or must have been performed within five (5) years of the testing date. Students with incomplete testing or notification may be denied extra time on the date of testing.
- Scheduled testing times and room assignments will vary according to grade level.
- Students are required to make arrangements for the administration of extra time with classroom teachers in advance.

Protocol for Acquiring Non-standard Testing Accommodations

For a comprehensive description of this policy and specific test dates, please go to the “Guidelines to Apply for External Special Testing Accommodations” in section in the Upper School MyDwight portal.

Below please find the guidelines and recommendations for students seeking extra time or accommodations on standardized tests at any point in high school:

- This is an external process, done through IB, College Board, and/or ACT. It is important to note that having an evaluation on file and receiving extra time from the school does not mean students qualify for extra time from IB, College Board, or ACT.
- The entire process can take between seven-eight weeks from application submission. Having an evaluation is not a guarantee that all recommended accommodations will be approved by any of the aforementioned bodies. It is also important that they understand that the school has nothing to do with that decision making process.
- The school will have an SAT and ACT coordinator working in the Quest Department.
- The Director of Quest and Special Studies will work with the DP Coordinator to facilitate all applications for accommodation on IB exams.
- The coordinators will take families through the application process. The student’s evaluation needs to be current within five (5) years from the date of application for SAT and currently within three (3) years for ACT and IB. The School will accept an IEP or 504 Plan as appropriate documentation.
- If the School does not have a current evaluation on file, the parents will be responsible for having the child evaluated and for providing the school with a copy of the evaluation.
- Once the School has submitted the evaluation and application the turnaround time can be up to eight weeks.
- If the student is not approved for requested accommodations by any external body, parents may appeal the decision by providing additional documentation from the evaluator who administered the original psycho-educational evaluation. The school will assist parents in initiating the appeal process. The families can request that classroom teachers fill out an additional teacher survey form.

Students Applying for Accommodations for the PSAT and SAT

College Board publishes the testing schedule with registration deadlines on the [College Board website](#). Students seeking testing accommodations from College Board for PSAT, SAT, or SAT II tests, need to notify the SAT Coordinator or Director of Special Studies via email. Families need to sign the SAT

Consent Form, giving the school permission to provide SAT with the necessary documentation to apply for accommodations. This consent form only needs to be submitted once.

For students entering ninth grade:

If your child will be seeking accommodations for the PSAT in ninth grade, families will need to start the application process in June of eighth grade.

For students entering tenth grade:

If your child does not have an SSD# and will be seeking accommodations for the first time for the October PSAT in tenth grade, families will need to start the application process in the summer prior to the start of tenth grade. Any students planning on taking an SAT subject test in tenth grade should begin the application process prior to Spring Vacation.

For students entering eleventh grade:

For families interested in extra time or accommodations on the SAT should begin the process in the summer prior to the start of eleventh grade.

Registration

Parents can register for SAT tests prior to receiving an SSD#, and if approved the parents can call College Board at 609.771.7137 to add accommodations. It is ideal for students to have their SSD# prior to registering for any SAT tests.

50 percent extra time without computer use will be at a College Board testing center chosen from the College Board website. If a child is approved for 100% extra time and/or computer use the test will be administered at Dwight on specified weekends.

Students Applying for Accommodations for the ACT

ACT is completely separate from College Board and the SAT. It requires a separate application. Approval of accommodations on the SAT does not guarantee approval on the ACT.

The process for the ACT is different than the process for the SAT. There are specific forms and deadlines for the ACT. ACT publishes the testing schedule with registration deadlines on the [ACT website](#).

Students seeking time and a half all in one day can fill out the ACT Extended Time National testing form.

Students seeking all other testing accommodations, including extended time over multiple days, need to notify the ACT Coordinator or Director of Special Studies via email. This email must include the specific test window for which the student is seeking accommodations. Families cannot be approved for School-based testing over multiple days without going through the School.

Families need to sign the ACT Consent Form, giving the School permission to provide ACT with the necessary documentation to apply for accommodations. This consent form only needs to be submitted once. Families need to register students for the ACT online [here](#). ACT will then send the family an email confirming registration for the student. This email will have a link for the school to click to add

accommodations. Parents will need to forward the email to the ACT Coordinator, who will click the link and either apply for accommodations or, in cases where accommodations have been approved by ACT, confirm to ACT that the School accepts the responsibility for giving accommodations over multiple days. The School cannot approve accommodations unless the family provides the registration email from ACT.

Once the family has received approval for accommodations the student will receive accommodations for all future testing with ACT.

In the event families do not get approved for accommodations, they should contact the ACT Coordinator, who can assist with the appeal process. ACT can take two to three weeks to issue decisions on appeals. The psycho-educational evaluation must be current within three years of the application for the ACT.

While ACT does approve school-based testing, individual schools are not required to offer the ACT. That said, given the significance of the ACT in the college application process, Dwight sees school-based testing as a valuable accommodation for our students. We want to continue to offer school-based testing. However, in recent years, we have seen a dramatic increase in the number of students taking the ACT at School, which has led to an increasing number of challenges. In response to those challenges, we have instituted the following policy for scheduling test dates.

Option one will be a weekend testing schedule with guaranteed dates. Students seeking to do any weekend testing will be required to test on the pre-published school schedule. Option one will be two prescribed Saturdays in the given test window with Sections 1 and 2 of the ACT on the first date and Sections 3-5 on the second date.

Option two will not be guaranteed. However, students willing to test after school can propose an individualized schedule to the ACT Coordinator. Dwight School does not guarantee the ACT Coordinator will be able to accommodate specific requests. Approval of after-school testing will be contingent on proctor availability.

Please keep in mind, this scheduling policy was put in place to streamline the process, reduce the chance for error or confusion, and improve the overall experience for students and families.

Special Note for Students Taking the ACT Senior Year

In recent years, seniors taking the ACT in September have not always gotten their scores in time to meet application deadlines for some colleges. The School will return completed ACT tests in a timely fashion. Once the tests are returned to ACT, the School has nothing to do with scoring or reporting test results.

IB Diploma Program (grades 11-12)

IB exams are given in May of twelfth grade. The School will apply for accommodations from IB for all students on the internal accommodations list in November of twelfth grade. Parents are required to

provide a current psychoeducational evaluation. If the evaluation is on file with the School, no parental action is required.

In cases where an existing student has a new evaluation recommending or changing accommodations, parents are required to provide the appropriate documentation to the Director of Quest and Special Studies no later than November 1 of twelfth grade.

Please note that receiving accommodations on School-based IB assessments does not guarantee student will be approved for the same accommodations on IB exams in May of twelfth grade. The IB Diploma Program Coordinator will work with the Director Special Studies to ensure accommodations are appropriately provided for students approved by IB.

Please be advised that IB approves extra time in smaller increments than other testing bodies.

From IB Candidates with assessment access requirements:

4.2.1 The amount of additional time given to a candidate is directly linked to the degree of the access requirement. This would range from 10% additional time (six minutes for each hour of the examination) for candidates with mild challenges to 25% additional time (15 minutes for each hour of the examination) or the standard applicable to most candidates to 50% additional time (30 minutes for each hour of the examination) for candidates with more severe challenges.

IB Mock Exams

Students in twelfth grade will take mock IB exams in March of senior year. The purpose of the mock exams is to give students a chance to prepare for the official IB exams by taking a practice test under conditions that simulate the actual IB test.

Given that the IB approves test accommodations that are often different than the accommodations students are used to getting on School-based assessments or on other standardized tests, a student may be approved for less time than he or she is used to getting or may not be approved for a laptop or other accommodation.

The School will appeal for any accommodations initially requested but not approved by IB. In the meantime, students are permitted to choose to use the same accommodations approved in School on the mock exams taking place in March. However, these students are required to acknowledge that the purpose of the mock exams is to prepare for the IB exam and choosing to take the mocks with different accommodations may not afford the student the best opportunity for success on the IB exam. This acknowledgement will take the form of a survey sent to all students by the Director of Special Studies.

SUPERVISED STUDY

Middle School

The School provides a supervised study hall for students a few days a week after class hours. Students may voluntarily attend Homework Hub or students who do not complete assignments may be assigned to Homework Hub. The schedule of Homework hub will vary by trimester.

Upper School

The School provides a supervised study hall for students Tuesday through Thursday after class hours, Tuesday through Friday before class hours, and a Saturday morning study session. Students who do not do their assignments or do not do them satisfactorily will be assigned to meet with their teachers or one of these study sessions. Division Heads/Deans may also require an after-school study session if they feel it is appropriate. Students who do not attend assigned sessions are subject to appropriate disciplinary action.

STUDY HALL RULES AND EXPECTATIONS

Talking: Students are required to work alone during study halls. Students may use the first five minutes of study hall to ask to borrow books, use the restroom and get assignments from each other. After this five-minute grace period, students may not talk because talking disturbs students who need quiet to concentrate. Students who wish to study together should make arrangements with their classroom teacher to meet with him/her during study hall in a separate location. If a study hall is held in the Quad and the upstairs is not being used or another location where space is available, the proctor may, at his/her discretion, allow up to three students per group to study together within his/her sight if they are able to do so quietly and productively. Please remember that with freedom comes the responsibility to stay on task.

Productivity: Students are expected to study during study halls. Please bring a book or long-term assignment if you have completed your work for the following day. Proctors have been asked to notify the Heads of Department if a student consistently claims to have no work to do.

Computer Use: Students are permitted to use their School-issued computers in study hall for academic purposes. All student computer screens should face the proctor.

Late Arrival: A student who arrives late to study hall must present the teacher with a note stating the reason, date and time, signed by the previous teacher. Otherwise the student will be marked late on the attendance roster.

Seeing Another Teacher: If a student wishes to meet with another teacher during study hall, the student should bring a note from the teacher to the proctor, giving permission to not be present. If a student leaves during a study hall with the proctor's permission, an email or a note must be sent to the proctor from the teacher with whom the student prior to the end of the study hall. Otherwise, the student will be considered absent.

Music: Students may listen to music during study hall. They may not share headphones because this leads to talking about music rather than concentrating on one's studies.

Cell Phones: Cell phones may not be used during the school day without teacher approval. If a student has a cell phone that doubles as an iPod, only the iPod feature may be used. If a student violates this rule, the phone will be confiscated and turned in to the Division Head or the student's dean.

Food and Drinks: Students may drink water during study hall. Food and soda are not permitted. At the end of study hall: Students may not leave study hall until the proctor excuses them. Students will not be excused until all trash has been thrown away/recycled.

OUTSIDE TUTORING

At times, the School may recommend outside tutoring for a student experiencing academic difficulties. It is essential that tutors work on remediating the deficiencies of individual students and not simply provide assistance with homework. Students may not be tutored by their own subject teachers without the approval of the Division Head. This is usually in cases in which a student has unavoidably missed a unit of study or wishes to study an alternative foreign language. Tutors may not contact teachers directly and must discuss students' progress only with the Deans/Division Heads. Where a student is enrolled in the Quest Department, a tutor designated by a parent as overseeing a student's progress may contact personnel of that department.

FACULTY OFFICE HOURS

Faculty keep daily office hours, by appointment, to provide extra help to students.

MIDDLE SCHOOL DRESS CODE (GRADES 6-8)

GENERAL NOTES

- Parents should purchase School apparel from Lands' End. Please call 1.800.963.4816 or purchase online at www.landsend.com/school. Dwight School's preferred school number is #900088568.
- Any clothing items with Dwight School crest must be purchased from Lands' End.
- No hats or non-religious head coverings should be worn in school.
- Please mark all clothing clearly with your child's name. A name tag is also recommended for your child's backpack.
- Students must be in dress code on field trips unless otherwise specified.
- Students will be asked to go home and change if not in appropriate dress code.

Please note that the Middle School dress code may be slightly updated before the start of school. We will notify all parents as soon as any changes have been finalized. Regardless of future changes, all articles listed below will be acceptable dress code items, so there is no concern about purchasing clothing in advance.

BOYS

Pants

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- Khaki, gray, or navy pants. Cotton, wool, and corduroy are permitted. It is not required that pants be purchased from Lands' End.
- *No sweatpants or jeans of any color are permitted.*

Shirts

- Dwight School navy, white, red, or blue short-sleeve or long-sleeve polo shirt with School crest.
- Dwight School navy or white mock turtleneck shirt with School crest.
- Dwight School blue or white collar shirt with School crest.

Sweaters

- Dwight School navy or gray v-neck cardigan, crew-neck, or v-neck sweater, or v-neck vest with School crest.
- Dwight School navy fleece jacket or vest with School crest.
- Dwight School navy blazer with School crest.

****Dwight School crest is required on all polo shirts, turtlenecks, and sweaters. No hooded sweatshirts are permitted.***

Shoes

- Dress shoes, loafers, sneakers, or boots. Rain or snow boots may be worn to school only in inclement weather.
- *No flip flops or open back sandals are permitted.*

GIRLS

Pants

- Khaki, gray, or navy pants. Cotton, corduroy, and wool are permitted. It is not required that pants be purchased from Lands' End.
- *No sweatpants, jeans, or leggings of any color are permitted.*

Skirts/Dresses

- Khaki, navy, or hunter/classic navy plaid skirt (no higher than three inches above the knee).
- Dwight School navy, blue, or red polo dress with School crest.
- Dwight School khaki, navy, or hunter/classic navy plaid jumper.

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Shirts

- Dwight School navy, white, blue, or red short-sleeve or long-sleeve polo shirt with School crest.
- Dwight School navy or white mock turtleneck shirt with School crest.
- Dwight School blue or white collar shirt with School crest.

Sweaters

- Dwight School navy or gray v-neck cardigan, crew-neck, or v-neck sweater, or v-neck vest with School crest.
- Dwight School navy fleece jacket or vest with School crest.
- Dwight School navy blazer with School crest.

**Dwight School crest is required on all polo shirts, turtlenecks, and sweaters. No hooded sweatshirts are permitted.*

Shoes

- Flat or low-heeled dress shoes (not to exceed two inches), sneakers, or boots. Rain or snow boots may be worn to School only in inclement weather.
- *No flip flops or open back sandals are permitted.*

PHYSICAL EDUCATION

The following is approved physical education attire for both boys and girls.

- Dwight School navy t-shirt with School crest. Please purchase more than one t-shirt.
- Dwight sweatshirt or Dwight School active half-zip with School crest.
- Navy or black shorts (appropriate length), sweatpants, or active leggings.
- Socks and sneakers.

UPPER SCHOOL DRESS CODE (GRADES 9-12)

The dress code must be followed at School and for all academic activities, unless special arrangements have been made with the house deans. Students are required to be in full dress code daily; students not in dress code will face disciplinary action. In addition, students are expected to be well groomed at all times and to observe standards of good taste regarding make-up, hairstyle, and jewelry; these elements are permitted in cases where the class dean determines that they are not distractions from learning or instruction. All

students must be in dress code within a two-block radius of the School building.

Trousers, Skirts, and Dresses

- Traditionally tailored, solid-colored trousers. Jeans of all colors, athletic pants, sweatpants, and velour pants are not permitted.
- Leggings and other skin-tight pants may only be worn beneath a regulation skirt; wearing leggings without a skirt is never acceptable. Skirts may be worn no higher than three inches above the knee. Denim skirts are not permitted.
- Dresses that are professional and modest in style may be worn. Dresses must have sleeves or wide shoulder straps and be no higher than three inches above the knee.

Shirts, Ties, Blazers, and Sweaters

- All shirts must have collars and be kept buttoned and tucked appropriately. Both traditional dress shirts and polo shirts are acceptable.
- Boys who choose to wear a traditional button-down must accompany the dress shirt with a tie.
- Shirts must be modest in a manner that covers all undergarments; exposed midriffs are not permitted.
- Blazers and sweaters are permitted as long as a shirt collar is visible beneath. No sweatshirts are to be worn in the school building.

Shoes

- Dress shoes, loafers, sneakers, boots, flat or low-heeled shoes (not to exceed two inches) are all permitted.
- Flip-flops and open-back sandals are not permitted.

Please note that the Upper School dress code may be slightly updated before the start of school. We will notify all parents as soon as any changes have been finalized. Regardless of future changes, all articles listed above will be acceptable dress code items, so there is no concern about purchasing clothing in advance.

IN-SCHOOL OPERATIONS

HOUSE COMMUNITY MEETING TIMES AND BELL SCHEDULE

Bentley House

MON	TUES	WED	THURS	FRI
Morning Meeting	Advisory Groups	Morning Meeting	Morning Meeting or Advisory Groups	Assembly or Advisory Groups

Franklin House

MON	TUES	WED	THURS	FRI
Morning Meeting	9th: Peer Leaders 10th: Morning Meeting	Advisory Groups	Morning Meeting	Assembly or Advisory Groups

Anglo House

MON	TUES	WED	THURS	FRI
Morning Meeting	Morning Meeting	Advisory Groups	Morning Meeting	Assembly or Advisory Groups

	Monday-Thursday	Non-Assembly Friday	Assembly Friday
Period 1	8-8:45	8-8:45	8-8:35
Period 2	8:50-9:35	8:50-9:35	8:40-9:15
Morning Meeting	9:40-9:55	N/A	N/A

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Advisory/Assembly	N/A	9:40-10:10	9:30-10:30
Period 3	10-10:45	10:15-10:55	10:45-11:20
Period 4	10:50-11:35	11-11:40	11:25-12
Period 5	11:40-12:25	11:45-12:25	12:05-12:40
Period 6	12:30-1:15	12:30-1:10	12:45-1:20
Period 7	1:20-2:05	1:15-1:55	1:25-2
Period 8	2:10-2:55	2-2:40	2:05-2:40
Activities	3-4	2:45-3:45	2:45-3:45

THE SIX-DAY CYCLE

The schedule will show six days, marked 1-6 — not Monday through Friday. For example, if Monday begins on Day 1, Friday will be Day 5. The following Monday will be Day 6, and so forth. Weekends, vacations, and School holidays will not interrupt the cycle. A six-day schedule allows for a wider variety of courses, advisory periods, and extended laboratory sessions. To enable students to follow closely the six-day schedule, the day number will be posted each day at the North Campus entrance, on the bulletin board outside Reception, and in the Daily Bulletin.

SCHOOL HOURS

Students must be in School by 8 am if scheduled for a Period 1 class or 8:50 if scheduled for a Period 2 class. All other students must be in School by 9:40 am for the Morning Meeting, Peer Group, or Advisory Meeting; this is a crucial time to share ideas, discuss the calendar, plan special events, and build house spirit and identity. The same attendance procedures are in force for this meeting as for any other class. If students are late for Period 1, they should report directly to class. If students are late after 8:45 am, they should sign in at Reception.

Please Note: Although School starts at the same time every day, it may end at different times depending on the day of the week, not the day of the cycle. Students are expected to be on time for all appointments, including assemblies, study halls, athletic activities, and community service. The school day ends at 2:55 pm, Monday through Thursday. Friday dismissal time is at 2:40 pm, Students are expected to use the 89th Street entrance unless they are taking the yellow school bus.

MIDDLE/UPPER SCHOOL LIBRARY

The Middle/Upper School Library is open from 7:30 am to 5:30 pm and has materials appropriate for grades 6-12. Students and faculty are encouraged to use the library for academic, as well as recreational, purposes. Dwight School librarians are available to assist students in choosing materials for School assignments and independent reading. All students are expected to follow appropriate School conduct

while utilizing the library's resources. Students will be charged the full replacement cost for lost or damaged library materials and equipment.

TRANSPORTATION

Please see page 66.

STUDENT CONDUCT

THE DEANS' COUNCIL

The Deans' Council is comprised of the deans of the Franklin and Anglo houses as well as the Heads of Middle and Upper School. The Council meets once per cycle to discuss pastoral and procedural issues relating to student life. Concerns may be brought to the Council by students, faculty, and parents. The Council strives to support the house deans and faculty and make suggestions to the School/Head of School to benefit the Dwight community as a whole.

THE HONOR COUNCIL

Middle School

The Administrative Council in Bentley House consists of administrators and teachers who review each situation when there has been a violation of the Honor Code. The Council will make a determination of the severity and may assign a consequence. If there is a disciplinary consequence, the Head of Middle School will notify the parents and student. In certain situations, students may be required to attend the Upper School Honor Council.

Upper School

The Honor Council of Dwight School consists of a group of students elected by their peers to foster and maintain the atmosphere of mutual respect and trust, which should exist among students, and between students and faculty. The standards of honesty, of concern for others, and of mutual respect to which students joining the School community are expected to adhere, are set out elsewhere in this Handbook. Those joining the School, and their parents, accept these standards of conduct.

The Council seeks to deal in a positive way with situations where this trust has broken down or a proper concern and care for other members of the School community has not been shown. It investigates incidents where the Honor Code has been violated, makes a determination of facts, and where appropriate, makes recommendations to the administration concerning the consequences of such actions.

The Council's deliberations are held in strict confidence, and members may not discuss them with other students or with faculty members outside of Council meetings. Although actions have consequences, and the Council may feel obliged to impose sanctions which underline the seriousness of the breach of the Honor Code, the aim will be not so much to punish an offender as to maintain the atmosphere of mutual trust and respect which should exist in the School.

PLAGIARISM

This is representing another person's work (including a fellow student's) as one's own by failing to give that person credit through footnotes, quotations, or naming him or her in one's text. Plagiarism is a very serious offense at Dwight School and may result in the loss of course credit, required attendance at the Dwight Intensive Summer School or expulsion from School. In the case of plagiarism detected in work that is to be submitted to an IB examiner, the student concerned will be withdrawn from the IB Diploma or Middle Years Program. The document Commitment to the IB Diploma Program further discusses the plagiarism issue. Specifically, plagiarism includes the following:

- Exact copying from another person's work;
- Taking basic words or language from another's work with only minor alterations or changes;
- Representing another person's original ideas or thoughts as one's own;
- Paying other students to do one's work;
- Using unedited downloaded information from the Internet.

Because writing is such an essential part of all IB courses, it is imperative for students to understand the nature of intellectual honesty. It is therefore important for all Dwight students to know the correct methods of properly attributing sources whenever necessary. At Dwight, students are expected to follow the *Modern Language Association of America (MLA)* style manual in most cases. Both methods of attribution are published here: <http://styleguide.dwight.edu/>

ABSENCE/ATTENDANCE

Regular attendance is one of a student's most important obligations. Please refer to the bell schedule in the School Life section for School hours. It is important to understand the following guidelines:

- Parents of students in grades 6-12 must notify Reception at 212.724.6360 ext 200 no later than 7:30 am if their child will be absent that day and provide the reason for such absence.
- A doctor's note is required for absences beyond four days. A doctor's note from a parent or family member is not acceptable.
- Students are responsible to make up work missed during that time by meeting with subject teachers to discuss the make-up work at the teacher's earliest convenience.
- If a student becomes ill during the school day, the student must report to the Healthcare Office or Reception. The student's parents will be telephoned.
- Students who cut classes will be summoned to the Division Head or appropriate dean's office, where appropriate action will be taken, including, but not limited to, at the administrators' discretion, lunch, afternoon, or Saturday detention.
- Students should be aware that three latenesses to class or morning meeting are equivalent to one cut. Students who have five or more cuts are subject to expulsion.
- If a parent or student foresees an extended absence, it is important to contact the Division Head to get permission and determine if appropriate work can be assigned in advance.
- Students who are not at school before 11:40 am may not participate in extracurricular or athletic programs.

- Students who arrive late in the morning will serve detention. A parent note does not excuse a lateness. Twelve or more cumulative days of absence for any reason is grounds for dismissal. Twelve latenesses to school is also grounds for dismissal.

Term tests, examinations, or other forms of assessments may take place before major vacations, depending on the trimester closing date. Therefore, students are required to be in classes the day before vacation starts and the day school reopens after vacation. When a student is absent before or after vacation, the School does not assume responsibility for lessons, quizzes, or other assessments missed.

The School strongly discourages absences for medical or social appointments that conflict with school hours. Parents should consult the School calendar carefully before planning outside engagements. Teachers may require students to remain after school until 4 pm. If an appointment must be scheduled during school time, the School must be notified in writing at least one week in advance.

Students who miss twelve or more days of school are subject to lower grades, may be required to attend summer school, or may be dismissed. Students should be aware that every class has a participation component in its grading schemata. Participation consists of attendance and positive contributions to class activities and may count for up to 20% of the final grade.

STUDENT LIFE

SPORTS TEAMS, ATHLETICS, AND AFTER-SCHOOL ACTIVITIES

Dwight supports an impressive number of Varsity, Junior Varsity, and grades 7 and 8 athletic teams. Parental involvement and support for sports programs are actively encouraged. Try-out sessions for the teams are announced in daily assemblies and mailings, while session dates and times are posted outside the Locker Room and on the School's website. Athletes on teams are required to register for an activity or team each trimester but are not required to attend their new commitment until their preceding season has ended.

Questions concerning the curriculum, individualized programs and all interscholastic teams should be addressed to the Director of Athletics.

FRANKLIN AND ANGLO HOUSE ATHLETIC TEAMS AND ACTIVITIES

Dwight School supports the philosophy that student activities are an integral part of a well-rounded IB education. Students in grades 9-12 are encouraged to participate in after school-activities and on athletic teams where they can enhance their college resumes and earn CAS (grades 11 and 12) or Service & Action (grades 9 and 10) credit. Students must sign-up for their activities online at the beginning of each trimester. After-school activities are divided into programs for which an additional fee is required and clubs, dance, theater and music activities for which there is no additional fee. Descriptions of each activity are posted on the activity registration program during the open enrollment periods.

BENTLEY HOUSE ATHLETIC TEAMS AND ACTIVITIES (GRADES 6-8)

Dwight School supports the philosophy that student activities are an integral part of a well-rounded IB education. Bentley House students in grades 7 and 8 are required to participate in one team sport or activity each trimester.

After-school activities are divided into programs for which an additional fee is required and clubs and music activities for which there is no additional fee. Descriptions of each activity are posted on the activity registration program during the open enrollment periods

All students must sign up for their activities online at the beginning of each trimester. Each student, including those continuing their activity from the preceding term, must register anew. Descriptions of each activity are posted on the activity registration program during the open enrollment periods.

CAS AND SERVICE & ACTION

Students in grades 6-12 are encouraged to engage in and reflect upon meaningful community service as an important component of their IB education and personal development. In keeping with our mission and the curriculum of the International Baccalaureate, Dwight School has instituted CAS (grades 11 and 12) and Service & Action (grades 9 and 10) requirements for all Franklin and Anglo House students.

Bentley House students participate as an entire grade level in organized service mornings. Students are also provided with opportunities to contribute to service initiatives on a volunteer basis.

Franklin House students are required to document one meaningful service activity each trimester on their ManageBac accounts. They also participate in service learning within their academic classes. The Service & Action (SA) program is explained in more detail in the Service & Action Handbook.

Anglo House IB Diploma candidates are required to invest 18 months fulfilling the requirements of the IB CAS Program. The requirements for the CAS Programs are available in the Dwight School CAS Handbook.

Anglo House students who are IB Courses Candidates are required to document and reflect upon 50 hours of CAS experiences (activities). DP Candidates who enter Dwight in grade 12 must fulfill the entire CAS program. IB Courses candidates who enter in grade 12 need only document and reflect on 25 hours of CAS experiences.

To validate one's service and CAS experiences (activities), each student in grades 9-12 has an account on a program called ManageBac. This program allows students to set their goals, reflect on their experiences, and enter evidence that expresses what they have accomplished. They also receive feedback from their advisors and the SA/CAS Coordinators and are able to request activity evaluations via email. Each student's advisor also serves as his/her CAS or Service & Action advisor.

MIDDLE AND UPPER SCHOOL ADVISORY PROGRAM

Every student in grades 6-12 is a member of a small advisory group of peers led by an experienced faculty member. Advisory groups in the Middle School meet twice per week; in the Upper School, they meet once or twice a week, depending on the schedule. The advisory program at Dwight plays a number of important roles. Specifically, advisory groups provide students with:

1. **Membership in a small group** | Consistent with the School's ethos and our aim to personalize learning, the advisory group is a place where students feel connected to a comfortable group of peers and faculty.
2. **A connection to the Dwight community** | Because many discussions and activities are shared across advisory groups, the program also provides a chance to establish and build a Dwight shared culture based on the School's mission and three pillars.
3. **Problem-solving strategies** | Adolescents confront challenges in both academic and social contexts every day, and our advisory program hopes to provide guidance that can help individuals decide which decisions and behaviors make them most happy and most healthy.
4. **An individual relationship with a faculty member** | The advisor should be an advocate and ally for his or her advisees. As such, the advisory program plays an essential role in the social and emotional health of Dwight students; advisors communicate directly with deans, counseling staff, and other administrators to support advisees.

Dwight School's Advisory Handbook is available for download from MyDwight and provides a full description of the program. Advisory discussions and activities generally follow the outline provided in the guide, and morning meeting discussions and presentations integrate advisory material when possible.

COMPETITIONS, CONTESTS, ACTIVITIES, EXTERNAL AWARDS

Each academic department participates in special competitions, contests, activities, and external awards during the school year:

Social Studies

- Model United Nations Club
- Mock Trials Club
- LaGuardia Research Paper Competition
- Debate Club
- National Geographic Geography Bee (grades 6-8)
- Journalism and World Affairs Club

Math

- Johns Hopkins Talent Search (grades 1-8)
- New York Math League Contests (grades 6-12)

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- American Mathematics Competitions (grades 8-12)
- Math Counts (grades 6-7)
- Educon Test (grades 9-12)

English

- Reading Rainbow Young Writers and Illustrators Contest (K-grade 3)
- Camerer Personal Essay Competition (grades 6-12)
- Doris Post Oratory Competition (grades 6-10)
- National Shakespeare Competition (grades 9-12)
- Honors Program (grades 6-10)
- The Scripps-Howard National Spelling Bee (grades 5-8)
- Reader's Digest Word Power Challenge (grades 4-8)
- Independent Voices Poetry Anthology (grades 9-12)

Foreign Language

- Alliance Française Annual Competition
- American Association of Teachers of French National French Contest
- American Association of Teachers of Spanish National Spanish Contest
- National Latin Awards

Science

- NYC Science and Engineering Fair
- Green Roof Technology Club
- Fall and Spring Star Parties
- Science Peer Tutoring
- Science Olympiad

Visual and Performing Arts

- ARTS Recognition Talent Search
- IB International Film Festival
- Scholastic Art Awards
- National Achievement Awards for Art
- NYSSMA (New York State School Music Association Festival) Chorus Festivals
- Tenth Congressional District Art Competition

DWIGHT DOMESTIC AND INTERNATIONAL PROGRAMS

An integral part of the Dwight journey is experiencing the world outside the classroom, whether on a team-building program in New York's Catskills Mountains with your entire class, or on an intense, two-week service-learning program with four of your peers in Kenya. As an international school, Dwight has sent students to China, Japan, Korea, England, Switzerland, Canada, Italy, France, Africa, Australia,

Brazil, Peru, Russia, India, Costa Rica, and Saudi Arabia, with new programs being formed every year. Domestic programs include visits to Arizona, Rhode Island, New Hampshire, Florida, Washington, DC, and Philadelphia.

Starting in the fourth grade, Dwight offers travel opportunities domestically, and in the fifth grade, through partnerships with our international campuses as well as with outside organizations. These programs embody Dwight's three pillars – global vision, community service, and personalized learning – in its own unique way.

In order to be considered as a participant in a Dwight School domestic or international program, prospective applicants must complete a Preliminary Application. After submission of completed form and receiving final approval of program, applicants will be required to fill out an Accepted Participant Application package and Dwight School waivers. All Dwight School programs require a minimum number of accepted participants in order to run. Participants will be notified after the closing date if a trip has reached the minimum number of students required. For more information, please contact Fiona Imboden, Director of Extracurricular Programs, at 212.724.6360 ext 251.

SUMMER PROGRAMS

Dwight's Academic Summer Programs offer courses in a wide variety of subjects at a range of levels. The classes are designed to remediate a year-end grade or to help students strengthen skills in preparation for the academic year ahead. Annual class selections are posted online each spring.

CLASS TRIPS

By signing the academic year enrollment contract, parents/guardians explicitly give permission for the student to participate in any and all trips and activities during the academic year; and release the School from liability of any kind. Advance notification will be given of all pertinent trip details. Students are expected to be in dress code unless otherwise instructed. Each year there are co-curricular, outdoor educational experiences planned for students in grades 1-12. The programs may include canoeing, camping, hiking, historical perspective, survival skills, or other personally challenging experiences. Some classes have more than one such event. In such cases, a separate fee is levied depending upon the program. The School has the right to refuse a student permission to attend a trip due to previous misconduct. A dean's permission is required for any trips in grades 9-12.

GUIDANCE AND SUPPORT

Every member of the Dwight community has a responsibility to help his/her fellow schoolmates. Classes, activities, and teams provide an opportunity to extend a hand of support or guidance. There are different resources for guidance: Division Heads, Deans, Advisors, Community Meetings, and College Guidance.

Administrator Support

The Head of the Middle School or grade level Dean for 9-12 is the first person to notify in case of any issue. These individuals run the House Community Meetings, which have a group guidance aspect.

Advisory Meetings

Every student in grades 6-12 has an advisor, who meets students in small groups weekly. The advisor knows each student well and reports to the House Dean in order to develop each student's special qualities.

Community Meetings

Each house has several required weekly Community Meetings. Topics of mutual concern are discussed.

College Guidance: Franklin House and Anglo House

Dwight has a comprehensive college guidance program, administered by three counselors. The program actively involves students, parents, teachers, and college admissions officers. Teachers, coaches, and college counselors are involved in the writing of recommendation letters. Dwight's success in placing students in the school that is the best fit for them (often competitive universities or colleges) demonstrates the effectiveness of the program. General meetings are held for parents and students in each grade to address standardized testing and college selection. Details of the PSAT, SAT Reasoning and Subject tests, and ACT. All sophomores meet with the Director of Scheduling and Director of College Guidance to choose IB courses appropriate for their academic abilities, taking into account what type of college or university they may want to attend. In spring of the junior year, students and parents meet individually with a college advisor to discuss standardized testing, plans to visit colleges, and what the student is looking for in a college. Once students take the SAT or ACT, a college list is drawn up and personally tailored to fit each student's needs and aspirations. In grade 12, students meet with college representatives who visit Dwight to discuss the academic offerings and special features of their institutions. Students and parents have another meeting with their college advisor in fall of grade 12, and details of the application process are discussed and finalized. Students and parents are welcome to make additional appointments with their college advisor throughout grade 12. College advisors continue the dialogue with university representatives during the admissions cycle, in an effort to advocate on behalf of Dwight students.

BOOKS AND SCHOOL SUPPLIES

Students in grades 6-12 must purchase their books and bring required books and supplies to class each day. They may not share books in class. Students assume the cost of replacing lost textbooks and supplies. You will be purchasing books through the School's official online bookstore, MBS Direct. Therefore, the School will not be collecting a book fee since you will be purchasing your books separately. The School's tuition bill will continue to reflect the technology and supplies fee.

Please refer to MyDwight (my.dwight.edu) for instructions for ordering books online. If you do not have Internet access or prefer to order from MBS Direct by phone, you may do so by calling 1.800.325.3252 to reach customer service representatives ready to take your order or answer questions.

Calculators: Franklin and Anglo House

Franklin and Anglo House students are required to bring a suitable graphing calculator for use in mathematics and science classes to School every day. In their junior and senior years, students following IB courses will need calculators which can carry out calculus operations and solve equations. All students are

required to have the TI-84 calculators. Some models, such as the TI-92, cannot be used in the International Baccalaureate examination because they have functions that are too powerful, and others are too limited in what they can do.

SENIOR PRIVILEGES

Seniors have the privilege of not attending study halls. They are free to leave the School buildings when not scheduled for classes. This privilege may be revoked if the student is in poor academic standing.

LUNCH

Students in grades 6-7 are not allowed to leave School grounds. With written permission, students in grade 8 are allowed to leave the School for lunch but must stay within a perimeter that runs from West 85th Street to West 93rd Street, and from Amsterdam Avenue to Central Park West. Students in grades 9-12 are allowed to leave the School for lunch but must stay within a perimeter that runs from West 82nd Street to West 96th Street, and from Broadway to Central Park West. Students are not permitted to take cabs during their lunch periods.

Bentley House

Students in grades 6 and 7 must also participate in the School's lunch program and will eat in a supervised area. Eighth grade students have the option to bring their lunch, purchase it through the School lunch program, or go out to lunch. A permission form signed by a parent or guardian is necessary if eighth graders wish to leave campus for lunch. The School reserves the right to revoke outside lunch privileges.

Franklin House and Anglo House

Parents of students in the Franklin and Anglo Houses who do not want their children to leave the building during their lunch period must notify in writing the Head of Upper School. The School reserves the right to revoke outside lunch privileges. Students may bring and eat lunch at school in the designated areas such as the student lounge. If students eat their lunch in one of the common areas of the School, they must clean up all food, drink, and reading materials when the lunch period is over. Failure to do this could affect student lounge privileges during the lunch period.

Students (except seniors) are not permitted to be excused by parents to leave the School premises to obtain food or beverages while School is in session, except during lunch periods. Seniors may leave the School premises when they have free periods.

STORAGE

Each student is assigned one locker, and he/she is not permitted to use any other locker. If a lock is found on the wrong locker, the lock will be clipped and the contents will be confiscated. Students must not share combination numbers with others. Textbooks and other class books should be kept available in lockers rather than at home. Athletic apparel should likewise be stored in the locker. The locker must be cleared on the last week of school. Items remaining after that date will be disposed of. Lockers must be kept locked at

all times. Students are not to deface lockers or place stickers in or on them. Dwight School is not responsible for theft of any items in lockers.

STUDENT LEADERSHIP

There are many opportunities for formal student leadership roles at Dwight. Some of the most prominent are listed below. The Dwight community considers leadership to be a responsibility as well as a privilege. Toward that end, only students in good academic standing with satisfactory school citizenship are permitted to hold positions of leadership. No student will be permitted to serve more than two major leadership positions. Moreover, the School reserves the right at any time, in its sole discretion, to prohibit certain students from being elected or appointed to leadership positions, or in the event that such students are already in such positions, to cause their removal.

NATIONAL HONOR SOCIETY

Every eleventh and twelfth grader who has a Dwight high school cumulative average of 90% and above is eligible to apply for membership in the National Honor Society (NHS). Students with this academic qualification must complete the application packet and turn it in by a stated deadline. This includes an updated activity sheet, two teacher evaluation forms and guidelines for writing an essay. The essay must explain how the four tenets of the NHS mission, namely Scholarship, Leadership, Service and Character have been important in the student's life. Applications are reviewed by the NHS Faculty committee which selects members of the National Honor Society from those who have applied for membership. If a student's academic record falls below the acceptable level or if the student does not meet expected standards of conduct and behavior, the student may be asked to withdraw from the NHS. Students not admitted in eleventh grade may re-apply the following year.

HEAD BOYS AND HEAD GIRLS

Each May, several members of the junior class will be chosen by a committee of Anglo House teachers to be a leader in the School during his/her senior year as a Head Boy or a Head Girl. A student must be a member of the National Honor Society to be eligible for this leadership position. A Head Boy/Head Girl is expected to work in conjunction with the Anglo House Dean and the administration at various events throughout the year. This position is considered high recognition of being a model Dwight student.

HONOR COUNCIL

The Honor Council of Dwight School consists of a group of students elected by their community to foster and maintain the atmosphere of mutual respect and trust, which should exist among students, and between students and faculty. The standards of honesty, of concern for others, and of mutual respect to which students joining the school community are expected to adhere, are set out elsewhere in this Handbook. Those joining the School, and their parents, accept these standards of conduct.

STUDENT COUNCIL

Middle School

Dwight's Middle School Student Council is made up of representatives from sixth, seventh, and eighth grades. Representatives are elected by their peers in the fall. Student Council works with both the Associate Head of Middle School and the Head of Middle School to help run events throughout the year and to propose effective changes to life in the Middle School.

Upper School

Dwight School's Student Council represents the student body of the Upper School by implementing proposals involving student welfare and organizing student activities. The Student Council is comprised of 13 individuals. Each year, Student Council Officers (President, Vice President, Secretary, and Head of Spirit Committee) and Class Representatives from grades 10-12 are elected in April for the following academic year. The Class Representatives from grade 9 are elected in the fall.

PEER LEADERS

The Peer Leaders are a group of eleventh graders who serve as mentors and role models to students in the ninth grade. Peer Leaders meet with their ninth grade groups once a week for a series of discussions about common social and academic issues that they may be experiencing. The program is run under the guidance of two faculty members, which include a School counselor. Meetings with these faculty members are held once a week, allowing an opportunity for the Peer Leaders to share their experiences and plan for future meetings. Peer Leaders are selected for their character, scholarship, integrity, and leadership qualities. They must be in good academic standing and in compliance with all official School rules.

SCHOOL CONTACT INFORMATION

Main Campus

18 West 89th Street
New York, NY 10024
Tel: 212.724.6360
Fax: 212.874.4232
www.dwight.edu

North Campus

291 Central Park West
New York, NY 10024
Tel: 212.724.6360
Fax: 212.724.2539
www.dwight.edu

Riverside Campus (Preschool and Kindergarten)

144 Riverside Boulevard
New York, NY 10069
Tel: 212.362.2350
Fax: 212.362.2377
www.dwight.edu

Athletic Center

2116 First Avenue
New York, NY 10029
Tel: 917.551.6424
www.dwightathleticcenter.org

Email Addresses

All faculty and staff have an email address with Dwight School: [firstinitiallastname@dwight.edu](mailto:firstname.lastname@dwight.edu).

Directory Changes

Please submit any changes to your directory information by logging onto the MyDwight portal and selecting "Profile."