



Parent Handbook

**2010-11
Academic Year**

**27601 Fairmount Boulevard
Pepper Pike, Ohio 44124**

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August, 2010 – Av, 5770

Dear Students and Parents,

Bruchim HaBaim! Welcome to another exciting year at Schechter! I am glad you are part of our *Kehilla* (community), and I know you're going to have a great year!

Our goal is for all of our students and parents to have an enriching, successful year at Schechter. The rules, policies and procedures in this Handbook will help everyone "know how things work" so we can all work together to make this the best school year ever!

Thank you for being part of Schechter – we're glad you're here!!

Rabbi Jim Rogozen
Headmaster

Mission Statement

To provide children an education equally outstanding in general and Judaic studies, in an engaging, empowering environment based on Conservative Judaism, so they become committed to Jewish life and emerge as leaders in the Jewish and general communities.



Our Core Values

Conservative Jewish Thought and Practice
Academic Rigor & Critical Thinking
Caring Community
Living Jewishly
Commitment to Israel and the Jewish People
Respect for the Individual
Tolerance & Acceptance
Egalitarianism
Leadership

What Makes Schechter Distinct

Anchored in and informed by Conservative Judaism
Placing equal emphasis on general and Judaic studies
Embracing diversity within Jewish life
Emphasizing social and emotional growth
Supporting learning for the whole family

A. Daily Routine

Bad Weather

See "School Cancellation"

Calendar

An updated school calendar will be found at the end of this Handbook. The Parent's Association Horim/PTO will also be publishing a **school roster/calendar**. Please check your weekly Bulletin for additional updates.

Daily Schedule

Teachers will explain the daily schedule for their class at Open Houses and Orientations. Grades K-5 are organized according to a "flip flop" schedule, meaning that their General Studies and Judaic studies alternate between morning and afternoon start times. Some days the students will begin with General Studies and other days with Judaic Studies. This system allows for continuity of instruction. The Middle School is similar to a high school schedule, with 40-minute periods alternating between General and Judaic Studies throughout the day. Almost all classes begin the day with *T'filla* (prayer).

Lunch is scheduled between 11:15-12:55, depending on the grade. Recess will be scheduled after lunch for grade K & 1; before lunch for grades 2-5. Recess is a free-play time, supervised by our staff. In the event of bad weather, children play indoor games in our wide hallways.

Early dismissal

School usually ends at 3:30pm. There are several half days during the year when school ends at 12:00pm (noon). **On half days lunch is not served**; buses are usually running. Check your Bulletin for information.

"Early Fridays": During the months of November-February, school ends at 2:30pm on Fridays in order to allow everyone time to prepare for *Shabbat*. Most school districts provide busing on these early Fridays, but **some do not**. Check with the office if you have questions about Early Friday transportation.

Fire and Tornado Drills

We are required by law to conduct monthly fire drills. Fire drills are conducted with firefighters present to ensure that proper procedures are followed and the monitoring company also checks to see that they system has functioned properly. Teachers will provide instructions and will give younger children a warning prior to the first fire drill.

Evacuation directions are posted in each classroom. During a fire drill no talking is permitted.

During tornado drills students are instructed to gather in the area assigned to their class. Again, talking is not allowed.

An "all clear" tone will be sounded at the end of each drill.

Illness

Parents are asked to contact the main office by 9:00am if their child will be out sick that day. If a child is out with an illness that is easily spread (Strep, Chicken Pox, etc.) it is vital to contact the school immediately so we can let other parents know.

According to County Health Department regulations, a child who has a fever, has vomited, or is suffering from a contagious illness, must stay home for an extra 24 hours. If antibiotics are prescribed, a child may return 24 hours after the first dose has been given.

If a child is not feeling well, s/he should stay home. Our experience is that a “not-yet-well” child will only last an hour or two before we have to call the parents to pick him/her up. This not only disrupts the parent’s day, but it spreads sick germs around the class. When in doubt – keep them home!

In the event of an absence due to illness, teachers will grant students extra time to complete homework. Parents may call the office to make arrangements for a sibling or friend to pick up homework assignments for a sick child who is well enough to do school work.

Injuries

Parents are asked to sign consent forms allowing the school to seek emergency medical treatment. These forms are kept at school and accompany children on field trips. If your child requires special care for injuries please notify the office.

In the event of serious injury parents will be notified immediately. Our office staff will treat regular bruises, cuts and scrapes and give out ice packs.

Lost & Found

All “found” items are placed in specially marked “Lost and Found” boxes in the front hallway or in the Merkaz. At least twice each year we notify parents to come search these boxes by a certain date, after which we donate the clothing to the needy.

Lunch

We serve a prepared lunch every day at school, dairy on Monday, Wednesday and Friday, meat on Tuesday and Thursday. There are always pareve (neither dairy nor meat) options, vegetarian options, salads and alternate side-dishes (such as raw vegetables, fruit, yogurt, etc.). If a child has a special need (diet, allergy, orthodontia, etc.) parents are asked to fill out a form and submit their request to the Headmaster. **Please note:** Our school has a “tree nut free” policy.

Medicine

Students are not allowed to bring medicine or over-the-counter remedies to school, including aspirin, Motrin or Tylenol.

The office staff will administer medication for those students who have an ongoing (chronic) condition, an original written prescription from a physician, and a parental release form. Students who are on a course of antibiotics must be given their dosage at home (or at school by their parent). All medications are kept in a locked cabinet, out of reach of children.

Money and Valuables

There are very few occasions, other than giving *Tzedaka*, when money is needed at school. Electronic equipment, hand-held computer games, and radios are not allowed in school. These games distract students from learning, can lead to jealousy and disagreements, and are easily broken. Staff members reserve the right to confiscate such items, to be returned at the end of a day to a student or, in some cases, directly to a parent.

Parking Lot Safety

Parents are asked to use extreme caution during drop off and pick up: go slow, don't *shmooze* with friends, pull up to the drop-off/loading spot, and don't get out of the car. If you need to go into the building, or load a big project into the trunk, we ask that you park in the main parking lot and walk in the main entrance.

School Cancellation

A combination of cold weather and heavy snowfall, burst pipes or power outages, can lead to school being cancelled for the day. Parents will be notified of a school-closing through the Phone Tree, as well as local television and radio channels. If you see that your local school district is closed, **please do not assume Schechter is closed.** If we choose to cancel school, our school will be listed separately and you will receive a phone call by 7:00am.

Security

In order to ensure the safety of our students and staff there are several procedures we insist be followed.

Outside doors will be locked from 8:45am. After that, everyone must enter through the main door of the building. Press the button and wait to be "buzzed" in. All visitors to our school must come to the front office, sign in and receive a "visitor's pass."

Children leaving early will be dismissed as follows: Parents must send a note in the morning, indicating the early pick up time. At pick up time parents must first come to the office, sign out their child, and receive a slip that must be presented to the classroom teacher. Teachers will not release children to any adult without that office note.

All visitors to the school will be asked to wear a "visitor's pass." Anyone wandering the halls without a visitor's pass will be stopped and questioned.

Sending Money to School

Parents who are sending in money or checks to pay for a trip, *challah*, etc. are asked to send it in a sealed envelope to the main office. Please include a note indicating what the payment is for (e.g. field trip, *challah*, Parent's Association donations, etc.) At the end of the day, parents should ask their children if they gave the envelope to the office.

Regarding students and spending money: see "Money and Valuables" and "Field Trips."

Separation

It is our practice to start preschoolers off slowly – a little bit each day during their first week of school.

Kindergarteners, on the other hand, jump right into school with a full day on the first day. There is a short family ceremony on the first day, and then parents are asked to leave. Our staff will help children make the transition, and will contact parents if additional help is needed.

Supplies

A supply list is sent home every year in June and is posted on our web site (www.grossschechter.org). If there are any new items teachers want children to bring, they will inform parents during the first two weeks of school. We also sell supplies at a discounted rate through out Schoolkidz program

Telephone

Students will be allowed to use the office phones only in cases of emergency, and only after requesting permission from the main office. Please arrange transportation changes and after-school plans the night before. Cell phones and beepers are not allowed in school.

B. General Policies and Information

Administration

Our administrators are here to ensure a productive learning environment for everyone. Parents should feel free to contact administrators about concerns they have, to ask questions about our program or curriculum, or to give constructive feedback and suggestions. Many questions are best addressed by a child's teacher. Parents are encouraged to make that the first call when appropriate.

Bar/Bat Mitzvah

When a Schechter student becomes a *Bar* or *Bat Mitzvah*, our school community celebrates! In order to avoid conflicts we ask Schechter families to do the following:

1. **Let us know the date** of your child's *Bar/Bat Mitzvah* as soon as you can. Our office maintains a Master Calendar and we will let you know if someone else has already secured a particular date.
2. **Don't leave anyone out!** Plan on inviting the entire class, or just the girls, or just the boys.
3. **Be mindful of Shabbat.** If you have a Saturday night party, make sure it doesn't start before *Shabbat* ends (in the Spring and Summer, Sunday parties are better).
4. **Make sure your party is Kosher.** It is easier and less awkward to serve *only* Kosher rather than offering both Kosher and non-Kosher foods.

Birthday parties

Building a sense of community requires us to be sensitive to the needs of others. Being able to anticipate what will make a person feel good or bad takes some extra thought and planning, but the payoffs are great. *Kehillat Schechter* (The Schechter Community) proudly welcomes families with a variety of Jewish practices. In many parts of the Jewish world such diversity often leads to division – not at Schechter! At Schechter, Jewish unity is encouraged and preserved through mutual respect as well as through our commitment to being inclusive. Our goal is to find ways to make people feel comfortable under one roof. To this end, we have established school policies which reflect the practices of Conservative Judaism while at the same time contributing to *Shalom Bayit* - Goodwill and peace in our community.

1. **Birthday Treats at School:** all food brought into the school must be Kosher. There is a list of Kosher bakeries and packaged foods under the "Kashrut" section. Please let teachers know in advance if you are bringing in a treat. Please avoid sugary foods – they affect the learning environment.

Please note that we serve dairy lunches on Mondays, Wednesdays and Fridays, and meat meals on Tuesdays and Thursday. Be mindful of dairy and peanut allergies – try to buy "pareve" foods whenever possible.

2. **Birthday Parties Away From School:** There are several things to keep in mind when planning a birthday party for Schechter kids:
 - a. **Be mindful of Shabbat and Holidays:** Do not plan a party on Shabbat or a Jewish holiday. Also, please make sure your party doesn't start too close to the beginning of Shabbat or a Jewish Holiday, or begin before *Shabbat* or a Holiday ends (in the Spring and Summer, Sunday parties are better).
 - b. **Don't leave anyone out!** Plan on inviting the entire class, or just the girls, or just the boys. If you are only inviting a few children, send invitations in the mail.
 - c. **Make sure your party is Kosher.** See the section on *Kashrut*, as well as the list of acceptable Kosher symbols in the Appendix.

Books

Books that are supplied by the School for student use are to be returned in good, usable condition. The School will send a bill for library materials and textbooks that are lost or damaged beyond repair.

Books are storehouses of information, wisdom and guidance. They should not be defaced, treated roughly or left lying around. Textbooks must be covered neatly from the day they are issued to students. Judaica texts deserve special care as they most often contain God's name.

Communication

From the School: We publish a weekly Bulletin which is sent home with students and posted on our Web Site. In addition, teachers send home periodic "newsletters" which vary in length.

Contacting Your Child: If you need to contact your child at school please call 763-1400. If no one answers the phone, leave a message on the voice mail system (ext. 6000).

Emergencies: If we need to contact a parent we will use the information from the Emergency Forms parents are asked to fill out each fall. Parents should make sure to update these forms as needed (new phone number, new work number, new cell phone, etc.).

Contacting Your Child's Teacher: We encourage parents to contact teachers about classroom concerns. Since teachers are most often "in class" or supervising children, we strongly discourage "hallway conversations" at any time of the day. The best way to reach them is to call the office at (216) 763-1400 and leave a message for the teacher.

Contacting Administrators: There are many staff members at Schechter. Please use the following list to help determine the best person to contact. Dial 763-1400 and ask for...

Admissions / Tuition Assistance	Rachel Gonsenhauser
Classroom Teacher	Nikki Blake
Preschool	Tracey Bortz
Elementary	Susan Siegel
Guidance Counselor	Wendy Cohen
Headmaster	Rabbi Jim Rogozen
Judaic Studies	Rabbi Jim Rogozen
Media Center	Priscilla Dann
Middle School	Dan Weiss
Support Service/Testing	Laurie Gross Kammer
Tributes / Donations	Amy Einhorn or Lance Colie
Tuition Billing	Mindy Slade
Family Education	Rabbi Andy Pepperstone

Custody

In cases where custody is shared or not clear, the school will be guided by legal documents when it comes to release of student information, report cards, tuition and release of students at dismissal time.

Dress Code

Policies regarding clothing are designed to create a safe, comfortable environment which is conducive to learning, decorum and reflects the value of *tzniyut* (modesty). The dress code is applicable to all school activities, including field trips. When an event or trip requires special clothing, families will be notified in advance. If a student comes to school with inappropriate clothing parents will be asked to bring alternate clothes to school or take the child home.

All Students

Hats are not allowed.

Clothing should be neat and clean – no torn clothes.

Open toe shoes are not permitted.

Shoes must have a back or heel strap. (Shoes that slide off too easily are dangerous in the Science Lab)

Logos and designs on shirts must be in good taste.

All shirts must have sleeves – tank tops are not allowed.

Shorts may not be too low or too tight (e.g. bicycle shorts)

Any accessories which distract others from learning must not be worn.

Boys

Boys must wear *Kippot* at all times.

Girls

Spaghetti straps are not allowed.

Shirts/tops must have sleeves.

Low cut dresses, shirts or blouses are not allowed.

No bare midriffs!

Leggings which are tight/clingy must be worn with a long shirt (that ends no less than 4" above the knees).

Special Days

Fridays: In honor of *Shabbat*, students are required to wear nicer clothing. Boys – nicer pants and a shirt with a collar. Girls – a dress or skirt or nice slacks, and a nice top (girls who have PE that day may bring “gym clothes” to wear while playing). Blue jeans are not allowed on Fridays.

Wednesdays: We have set aside Wednesdays as “spirit days” at Schechter. Students are asked to wear any Schechter shirt, or blue and white. Jeans or khakis are preferred.

Cold Weather: Students must have appropriate clothing for outdoor play. Snow boots, gloves and a hat are a must! Please label all items.

Fundraising

The school conducts an Annual Fund Drive each year. This is the most direct way to contribute to the school. In addition parents are encouraged to donate books to the library in honor of birthdays, send in “tributes” to mark life-cycle events, and participate in school activities. The *Purim Gala* and *Mishloach Manot* are two of the larger events run by the Parent’s Association/PTO to both build community and raise funds for the school.

Gum, Candy, Food

Gum chewing is not allowed at Schechter. Candy should not be brought to school either, unless requested by a teacher for a party.

All food brought into the building must be checked by the Headmaster (see section on *Kashrut*).

Harassment

Physical, sexual or psychological harassment will not be tolerated at Schechter. Parents and students are encouraged to report any uncomfortable situations to a teacher or administrator immediately.

Licensing

Our Preschool is licensed by the appropriate County and State agencies.

Our building is regularly inspected by Pepper Pike's Health and Fire Departments.

Our Lunch Program is monitored by the Ohio's Department of Education.

Our school is accredited by the National Solomon Schechter Day School Association and chartered by the State of Ohio.

Teacher Gifts

Parents and students are not required to give gifts to teachers. It is common, however, around holidays or at the end of the year, for the Parent's Association to undertake a project to pool resources and buy something nice for the teachers. Again, there is no requirement to do so. Tribute Cards that benefit the school can be purchased (tax deductible!) from the Business Office.

Timely Payments

In order to ensure our cash flow and the smooth operation of our business, parents are reminded to make all tuition payments on time. If you foresee a problem making a payment, please contact the Business Office at 763-1400.

Transportation

Students travel to and from school by car pool or school district bus. A few walk or ride their bikes in good weather.

Car Pool: (1) Please make all arrangement in advance. We cannot alert students to changes after 1:30pm each day. Last minute changes are also very difficult on our younger students. (2) We will not take your child's word that a transportation change has been planned – we need a note or phone call!

Buses: Each school district is responsible for notifying parents about pick up and drop off spots, bus rules, transfers and procedures. There will be a few days each year when Schechter is open, but the public schools are closed (and the buses aren't running). Check with your local school district to determine their schedule and to ensure that your child's name is on their list. Here are their phone numbers:

Beachwood	464-6609
Cleveland Heights / University Heights	371-7195
Mayfield Heights	442-2200
Orange	831-8600
Pepper Pike	295-4390
Solon	(440) 248-1600
South Euclid / Lyndhurst	691-2029

Tuition Assistance

At Schechter we understand that day school tuition may place a large financial burden on families. Schechter sets aside a significant amount of money for Tuition Assistance. **The process for applying and receiving assistance is thorough and confidential.** Please contact Rachel Gonsenhauser at 763-1400 x413 for more information.

Visitors

Parents and special friends are encouraged to visit the school. We ask, however, that teachers be notified well in advance so that visitors can determine the best times for visiting. All visitors must register in the office and receive a visitor's pass. If a visit becomes too long or disruptive in any way, the school reserves the right to cut the visit short.

Volunteers

There are many ways to help support your child's school. Whether you get involved in fundraising, driving on field trips, making calls before an event, cutting and pasting or answering phones... it all helps and is appreciated! Ask your child's teacher how you can help.

Web Page

Check out our Web Site at www.grossschechter.org

C. Educational Policies

Admissions

Before students are admitted, they must undergo a screening process, which may involve observation, interaction and academic testing. In addition, all appropriate information from a child's current and/or previous schools will be requested and evaluated. In some cases, Schechter staff will observe a child either at Schechter or in the child's current school setting.

A special "Kindergarten Screening" takes place in the Spring for all children applying to Kindergarten. Children applying for Kindergarten must turn 5 years old by September 30th of the year for which they are applying for Kindergarten.

Final decisions regarding admissions will be made by the Headmaster.

Assessments / Testing

See "Support Services," Section E.

Attendance

Students are expected to be in school. Our instructional program is based on a great deal of teacher-student and student-student interaction. Homework assignments cannot make up for lost time.

(See Appendix)

Computer Use

Please see Appendix.

Kindergarten Screening

See "Admissions"

Participation and Eligibility

In order to participate in after school sports, field trips, student government, music and drama programs, students must demonstrate acceptable levels of behavior and academic performance. The faculty reserves the right to temporarily deny participation in the above activities based on a student's academic performance and behavior.

Restricted Activity

It is assumed that if a child is well enough to come to school s/he can participate in all activities, including gym and recess. A doctor's note is required to exempt a child from regular activities, including P.E.

Standardized Testing

We administer the ITBS (Iowa Test of Basic Skills) and the COGAT Ability Test in grades 4, 6, & 8. Parents will receive notice of these tests, as well as suggestions on how to help your child during the week of testing. Students will also be prepared for test-taking.

Tardiness

Students must be in school by the first bell which rings at 8:25am. School begins at 8:30am (in middle school at 7:45am on Wednesdays and Fridays) which means that students must be in their classroom, with their backpacks and coats put away by 8:25am. Students who do come late must get a “late slip” from the main office. When a late student comes into the room they not only cause everything to stop, but they often have a tough time joining in the classroom activity. Better to be on time!

(See Appendix)

D. Derech Eretz – Behavior

Conduct and Behavior

As a Jewish school, our school environment is shaped by adherence to the behavioral values of our Tradition, known as *Derech Eretz*.

There are **four basic rules** at Schechter:

1. Respect yourself and others.
2. Be a *mentsch* (good, ethical person).
3. Work hard.
4. Help others learn and grow.

General Expectations:

- We expect students to follow all directions from authorized adults.
- We expect students to be courteous and use good manners.
- We expect students to respect property.
- We expect students to walk in the building.
- We expect students to stay with their class.
- We expect students to leave gum and candy at home.
- We expect students to keep our classrooms and building clean.
- We expect students to remain on school grounds.
- We expect students to avoid disrupting classes.
- We expect students to use words to solve problems.
- We expect students to greet others with a smile.

Expectations on the Playground / Recess Time

- We expect students to follow all directions from authorized adults.
- We expect students to take care of playground equipment.
- We expect students to include others in their games.
- We expect students to play safely on the playground:
 - It is forbidden to throw rocks, sticks, sand or dirt.
 - It is forbidden to push or get rough.
 - It is forbidden to throw snow balls.

Expectations at Lunch

- We expect students to recite *Netilat Yadaim* before meals.
- We expect students to recite *Brakhot* before & after meals.
- We expect students to remain seated except to get food or throw away trash.
- We expect students to observe polite table manners.
- We expect students to clean up under and around their seats.
- We expect students to follow all directions from authorized adults.
- We expect students to treat food with respect.

Discipline & Suspension

Depending on a child's behavior and the number of infractions, teachers will involve administrators and/or parents in a process to improve or respond to inappropriate behavior. Discipline will be enforced under due process as outlined in the Ohio Revised Code Section 3313.661. In the following cases, suspension from school may result:

- Vandalism
- Disrespect, rudeness, vulgarity
- Physical or verbal aggression
- Cheating
- Stealing
- Fighting
- Immoral or immodest behavior
- Behavior which disrupts the learning environment
- Playing or tampering with fire alarms, extinguishers or other safety equipment
- Bringing fireworks or other dangerous materials or objects to school
- Any violation of the law.

Expulsion

Based on a child's behavior and academic performance, and following consultations with administrators, parents and specialists (as needed) the school reserves the right to expel a student. Appeals may be directed to the President of the Board of Trustees.

Bullying

Please see the Appendix for our policy regarding bullying.

E. Program

Adult/Family Education

Schechter is a “learning community” – adults as well as children! The school publishes a brochure each fall, as well as seasonal flyers, outlining learning opportunities for adults and families. We offer courses in Hebrew, Torah study, Passover Preparation, Prayer, and more. In addition to the brochure, information about classes and workshops will be available through our weekly bulletin.

Affiliations

Our school is chartered by the Ohio State Department of Education.

We are accredited by the National Solomon Schechter Association.

We are affiliated with the Jewish Education Center of Cleveland.

We are a beneficiary agency of the Jewish Community Federation of Cleveland.

After School Activities

Each semester there are opportunities for students to participate in after-school activities. Previous offerings included: Kids on Broadway, cartooning, science club, chess, and Taekwondo. In addition, our Middle School Play and athletic teams meet after school. Schedules fees and forms will be sent home during the first semester.

Curriculum

Every year we publish our *Curriculum Guide* for parents and prospective parents. We also explain our educational program at Open Houses and Curriculum Nights. Please consult your calendar for dates. If you would like a copy of the *Curriculum Guide*, please contact the Headmaster’s office.

Events

Our school is a busy place! Between student and adult activities, committee meetings, field trips and fundraisers, it’s possible to be here six days a week! In order to simplify life, we issue a year-long calendar in August, so that you’ll know when the “big events” are happening. **Check your weekly bulletin or the web site for updates.** New families are encouraged to contact their Mentor Families if they have questions about any of these events.

School Events

(check Shavuon and web site for additional information)

August 23	Check In Day, 9-3pm (lice check, car wash, school supplies)
August 24	1 st day of school, K-8
August 25	1 st day of school, Preschool
September 6	Rib Burn Off, 12-5
September 9-10	Rosh HaShana, no school
September 14	Curriculum Night, grades 1-5, at 7pm
September 16	Curriculum Night, grades 6-8, at 7pm Daytime: school pictures
September 18	Yom Kippur
Sept 23-4	Sukkot, first days, no school
Sept 30-Oct 1	Shemini Atzeret & Simhat Torah, no school
October 4-7	6 th grade Teva (outdoor ed) Trip
October 29	Schechter Shabbat (Friday night dinners)
November 12	Staff Work Day, no school
Nov 17-23	Book Fair (in school's Media Center)
November 22	Parent Teacher Conferences, 6:30-9:30pm
November 23	Parent Teacher Conferences, 4:00-8:00pm
Nov 24-28	Thanksgiving Break, no school
November 29	Parent Teacher Conferences, 8:00am-4:00pm, no school
Dec 23-Jan 2	Winter Break, no school
January 17	Martin Luther King Day, no school
January 28-30	Schechter Showdown Basketball Tournament, Detroit (MS)
February 18-21	Teacher Work Day/President's Weekend, no school

March 4	Teacher Work Day, no school
March 12	Purim Gala
March 20	Purim
April 12-15	CVEEC (5 th grade environmental ed trip)
April 18-26	Pesach Break
April 28-May 18	Israel Trip (8 th grade)
May 30	Memorial Day, no school
June 7	Last day of school, half day
June 8-9	Shavuot

Field Trips

Off-site learning is an important part of our educational program. Parents are asked to sign a Master Field Trip Permission form to cover all regularly scheduled trips (e.g. Museum, Orchestra, etc.) For out-of-town trips, such as trips to Columbus, CVEEC, Washington, Teva or Israel, the school sends out special forms. There is usually no extra charge for local field trips. Parents will be notified if and when there is a charge, or a need to bring spending money. There are always enough staff and/or adults on these trips.

Teachers will notify parents when drivers and/or chaperones are needed. Parents who drive on field trips are asked to submit a copy of their driver's license and auto insurance to the office.

Goals and Philosophy

Our complete *Goals and Philosophy* can be found in the *Curriculum Guide* and in the Appendix section of this Handbook.

Homework

Homework is an important part of the learning process. It is often used to reinforce concepts taught in the classroom or to teach students how to do long-term, multi-faceted projects.

Teachers will assign an age-appropriate amount of homework. In the event of an excused absence, teachers will grant students extra time to complete homework. Parents may call the office to make arrangements for a sibling or friend to pick up homework assignments for a sick child. Homework due dates will be scheduled in a way that student will not be required to work on assignments on *Shabbat* or Jewish holidays.

Here are some helpful guidelines for students:

- ✓ Write down all assignments.
- ✓ Turn in work on time.
- ✓ Make sure you know what your assignments are before you leave school for the day.
- ✓ Take home all books and materials you'll need to do your homework.
- ✓ Try your best. Your best effort counts – even if you don't finish the work.
- ✓ Budget your time – don't let work pile up.
- ✓ Call a friend or the teacher if you need help.

Homework during family vacations: while some family trips can be very educational, we cannot help students “make up” for the learning experiences they missed at school while on their trip. Similarly, teachers cannot be expected to prepare comprehensive packets of activities and assignments for students to take on the trip. In some cases, parents may have to invest in a short-term tutor to help their children catch up.

Library/Media Center

Children in grades K-5 use the Library on a weekly basis; middle school students come in as needed for research projects. All students are allowed to check out books from our library. At the end of the school year Library materials must be returned before final Report Cards will be released.

Room Parents

Each year the *Parent's Association* asks several parents per grade to take on the responsibility of “room parents.” Room parents help make phone calls before important events, coordinate occasional class get-togethers, and make sure the phone tree is working on school cancellation days.

Student Council

The mission of Student Council is to generate “*ruach*” (spirit) in the school, conduct *Tzedaka* projects and plan various activities for students. There is a faculty advisor to the group. Elections for officers (grades 6-8) and classroom representatives (other grades) take place in the fall.

Student's Rights

Children have the right to...

- A warm, safe, loving and respectful environment
- Develop positive self esteem
- Make choices
- Learn in their own style and at their own pace.
- Develop independence
- Be listened to and to be heard
- Succeed
- Fail
- Get messy and dirty – no matter where their clothes are from
- Be children

Student Services

Introduction:

Gross Schechter Day School seeks to provide an outstanding education for the students we admit to our school. Our hope is that all students will be successful within the framework of our regular classroom program. However, for some students, success can only take place if the classroom experience is supplemented with additional “tutoring” in General and/or Judaic Studies subject areas, as well as more specialized help in areas such as speech/language.

Policies Regarding Charging for Services:

- Schechter faculty will determine eligibility for services at school.
- Students who receive tutoring or specialized services outside of regular classroom instruction (or regular classroom small groups) will be assessed a fee, based on the number of tutoring sessions.
- This fee shall be charged to parents based on a “sliding-scale” (ability to pay) basis, with the “full price” set at \$45/hour and the “minimum” set at \$10/hour.
- This fee will be set at the sole discretion of the school’s Business Office.
- Schechter faculty will keep track of usage and the Business Office will send out monthly bills for services rendered during the previous month.

Service Options:

- Parents have the right to seek tutoring or specialized services outside of the school.
- In such cases, the school wants to be an active partner and will gladly coordinate with outside providers at no charge.

Included in Tuition:

- Guidance (individual and/or group sessions)
- Classroom study skills
- Social worker (individual, group, parent or family sessions)
- Child Study Team meetings

- Coordination with outside service providers
- Hebrew tutoring for lateral transfer students during *their first academic year in the school* (as staff are available)
- Vision Screening
- Hearing Screening
- Speech Screening (Kindergarten, 1st grade and lateral transfer students, classroom instruction)
- Services for students as outlined in an IEP (Individual Education Plan) from their school district which we have available.
- Advanced Math and Hebrew Language instruction in the Elementary and Middle School

Billable Services:

- Tutoring (in cases where staff work with 1 or 2 children on a regular basis) in Judaic and General Studies. These services may be delivered in or out of the classroom.
- Academic Assessments (testing) – Judaic and/or General Studies
- Speech
- Other services to be determined at the discretion of the school.

As stated above, we are committed to serving and meeting the educational needs of our students. If you have any questions about this program, please feel free to contact the Director of Student Services or the Headmaster at 216-763-1400.

Tzedakah

Teachers will inform students and parents which days they will be collecting *tzedakah* (charity). The money collected is turned over to a variety of organizations: Jewish National Fund, Jewish Community Federation, disaster relief as it is needed. Parents are discouraged from sending large amounts of money for *tzedakah* with their children. Parents wishing to make a contribution to the school are encouraged to contact the Business Office.

Parent's Association

The *Parent's Association* sends home a special packet each fall outlining their plans for the year, dues, special events and committees. All parents and teachers are encouraged to be members of this important organization. All meetings are open and parents are encouraged to attend.

F. Religious Life at Schechter

Birthday parties

Building a sense of community requires us to be sensitive to the needs of others. Being able to anticipate what will make a person feel good or bad takes some extra thought and planning, but the payoffs are great. *Kehillat Schechter* (The Schechter Community) proudly welcomes families with a variety of Jewish practices. In many parts of the Jewish world such diversity often leads to division – not at Schechter! At Schechter, Jewish unity is encouraged and preserved through mutual respect as well as through our commitment to being inclusive. Our goal is to find ways to make people feel comfortable under one roof. To this end, we have established school policies which reflect the practices of Conservative Judaism while at the same time contributing to *Shalom Bayit* - Goodwill and peace in our community.

Birthday Treats at School: all food brought into the school must be Kosher. There is a list of Kosher bakeries and packaged foods under the “Kashrut” section. Please let teachers know in advance if you are bringing in a treat. Please avoid sugary foods – they affect the learning environment. Please note that we serve dairy lunches on Mondays, Wednesdays and Fridays, and meat meals on Tuesdays and Thursday. Be mindful of dairy allergies – try to buy “pareve” foods whenever possible.

Birthday Parties Away From School: There are several things to keep in mind when planning a birthday party for Schechter kids:

Be mindful of *Shabbat* and Holidays: Make sure your party doesn’t start too close to the beginning of *Shabbat* or a Jewish Holiday, or begin before *Shabbat* or a Holiday ends (in the Spring and Summer, Sunday parties are better).

Don’t leave anyone out! Plan on inviting the entire class, or just the girls, or just the boys. If you are only inviting a few children, send invitations in the mail.

Make sure your party is Kosher.

Kashrut

The Jewish Dietary Laws represent an important means for sanctifying the act of eating – raising it from a biological to a religious function. The Gross Schechter Day School has chosen to uphold a very high standard of *Kashrut* so that all members of the Jewish community will feel comfortable eating in our school. Our policies are:

All food brought into the school must be kosher and approved by the Headmaster.

Food from outside the school must be purchased from a Kosher-supervised bakery, butcher or store.

All store-bought foods must have a reliable *heksher* (Kosher Certification) – see Appendix. Foods that have a plain “K” on the label are not acceptable.

Home-made food is not allowed at school even if you keep Kosher at home.

All food cooked in the school must be approved before cooking begins.

Kashrut will be observed on all school field trips.

Kashrut will be observed at birthday parties (see “Birthday Parties”)

Approved Bakeries: Ungars, Lax and Mandel

Approved Ice Cream Cakes: Chocolate Emporium, Cold Stone, Mitchell’s

Approved Pizza: Issi’s, Kinneret

Approved Restaurants: Subway, Contempo, Issi’s, Kinneret, Sababa, Jerusalem Grill

Approved Kosher Certification Symbols: see Appendix

The Kosher status of restaurants and packaged foods can change from time to time. The school will let you know of any important changes. When in doubt – ask the Headmaster.

Religious Policies

Our school is affiliated with the Conservative Movement and is committed, as an institution, to the interpretation of Judaism taught by that movement.

While home observances vary, we expect members of *Kehillat Schechter* - our community - to observe and support the practices outlined below.

T’filla (Prayer): Students pray every day at Schechter. Boys and girls participate equally and are expected to contribute to an atmosphere of *Kedusha* (holiness).

Brakhot (Blessings): Various *brakhot* are recited throughout the day, especially before and after meals.

Kippot (Head covering): We cover our heads as a sign of humility before God, and as way to identify ourselves as Jews. Boys must wear a *kippah* throughout the day; baseball hats are not allowed.

While some believe that *married* women must cover their heads, it remains optional for school aged girls. In recent years however, in an attempt to add a level of *kedusha* (holiness) at the time of prayer, some girls and women have begun covering their heads, either with regular *kippot* or specially made head-coverings. While the school will not require such a practice, teachers will consistently offer girls the opportunity to wear a *kippah* and will make sure everyone understands the reasons for wearing one. If parents do not want their daughter(s) to wear a *kippah*, they should let the child's teachers know.

Tallit (prayer shawl): The *Torah* requires all 4-cornered garments to have *tzitzit* (fringes) tied to each corner. Since very few modern articles of clothing are made with four corners, Jewish boys and men have taken the extra step of wearing a *tallit katan* (also called *tallit katan* or *tzitzit*) in order to fulfill the commandment of *tzitzit*.

Our practice at Schechter is that boys must wear an external *tallit* during *T'filla* unless they are wearing a *tallit katan*.

Halakha (Jewish Law) requires *tzitzit* for boys and men; it is optional for girls and women. In recent years however, in an attempt to add a level of *kedusha* (holiness) at the time of prayer, some girls and women have begun wearing a *tallit*. While the school will not require such a practice, teachers will consistently offer girls the opportunity to wear a *tallit* and will make sure everyone understands the reasons for wearing one. If parents do not want their daughter(s) to wear a *tallit*, they should let the child's teachers know.

T'fillin (phylacteries): Our practice at Schechter is that boys who have reached *Bar Mitzvah* must wear *T'fillin* during *T'filla*.

Halakha (Jewish Law) requires *T'fillin* for boys who have reached *Bar Mitzvah*; it is optional for girls and women. In recent years however, in an attempt to add a level of *kedusha* (holiness) at the time of prayer, some girls and women have begun wearing *T'fillin*. While the school will not require such a practice, teachers will consistently remind girls that opportunity to wear *T'fillin* exists and will make sure everyone understands the reasons for wearing them. If parents do not want their daughter(s) to wear *T'fillin*, they should let the child's teachers know.

Kashrut (Dietary Laws): Please see above section on "*Kashrut*"

Shabbat and Hagim (Sabbath and Holidays): No school activity will be scheduled to conflict in any way with the traditional observance of *Shabbat* and *Haggim*. Likewise, the school will not recommend, publicize or require any participation in any program which would involve violation of *Shabbat* or holiday observance. Please see "Birthday Parties" for further information.

G. Appendices

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SOLOMON SCHECHTER DAY SCHOOL OF CLEVELAND EDUCATION COMMITTEE - ATTENDANCE POLICY

Adopted on April 6, 2000

I. ATTENDANCE

Regular attendance is essential for academic progress and success. In order for students to get the full benefit of the educational program offered and to maximize time in completing the dual curriculum, students are expected to be present in all of their assigned classes every day. This provides continuity in their educational program and conforms to the mandates of state law. **Parents are urged not to schedule vacations during school days and not to schedule medical appointments during school hours.**

1. Parents and guardians are responsible for getting students to school. Parents and guardians may keep students out of school for the following reasons: personal illness, necessary medical/dental treatment, family simchas, illness in the family or the death of a relative.
 - ❑ **Absences from school for activities such as haircuts, shopping trips, sporting events, etc. are not considered valid excuses from school. Such absences are considered unexcused and students may not make up the work for credit.**
 - ❑ The parent or guardian must call the school before 8:30 a.m. and report any absence.
 - ❑ Medical, dental and orthodontic appointments should be made during nonschool hours. When medical appointments or other necessary absences are known in advance a written excuse to the office and teacher should be sent.
2. Although teachers have procedures in place to provide for the work of absent students, it is the student's responsibility to ask teachers for missed assignments and to arrange to make up any tests or quizzes.
3. **Students are permitted to make up work for a period of time equal to the number of days of absence. Teachers have the option to allow additional time for make up work.**
 - ❑ **Parents may call the teacher at the beginning of the day and request assignments for the end of the day in case of illness.**
 - ❑ **Excused absences shall receive full credit for make-up work.**
 - ❑ **If parents anticipate that a student will be absent for three or more days they should request assignments in advance.**
 - ❑ **Many educational strategies cannot be made up outside of school, such as manipulative experiences, science labs, discussions, group work, etc. What this means is that much learning takes place in class and cannot be made-up.**
 - ❑ **A student's grades may be reflective of excessive absence.**

II. TARDINESS

Students are expected to report to school on time. On time means, in the classroom at 8:25 a.m. and seated ready to go at 8:30 a.m. Arrival of school buses is out of the control of the student and tardiness caused by the late arrival of the bus will not be counted.

1. Students who arrive late must receive a late slip from the office in order to be admitted to class.
2. If a child is tardy three times in a trimester the parent(s) will be contacted.
3. When a student has been tardy six times, a parent/student conference will be required.
4. A seventh tardy will require parents and students to attend a session with the guidance counselor to address the problem. Topics might include time management, parenting skills, etc. The session will take place during non- classroom time.
5. Continued tardiness will necessitate additional disciplinary action.



Educational Goals and Philosophy Statement

Mission Statement

To provide children an education equally outstanding in general and Judaic studies, in an engaging, empowering environment based on Conservative Judaism, so they become committed to Jewish life and emerge as leaders in the Jewish and general communities.

Our Students

Students come to our school from families with varying forms of Jewish affiliation, observance and commitment, and from a variety of family configurations. We are sensitive to the issues that arise when a school's curriculum and practices do not match those of a child's home. It is our goal that families will be made to feel comfortable and accepted at Gross Schechter Day School, regardless of background, affiliation or commitment.

General Goals

We are preparing our graduates to . . .

- Have a high level of confidence and self-esteem.
- Have the ability and desire to further their learning, both independently and in group settings.
- Take on responsibilities as members of youth communities, and ultimately in adult communities.
- Have a strong Jewish identity, supported by competency in and knowledge of the Hebrew Language, Jewish texts, customs and practices.
- Have a commitment to core Jewish values, including *Ahavat Yisrael* (Love of the Jewish People), *Derech Eretz* (Ethical Behavior), *Halakha* (Jewish Observance), and *Tziyonut* (Zionism and Love of Israel).
- Take pride in their heritage as Jews and Americans, with a desire to identify with, and participate in, the Jewish and general communities.

Foundations of Instructional Philosophy

Promote a love of learning.

Encourage cooperative learning and social participation skills.

Develop knowledge, critical thinking skills, attitudes and values through the acquisition, recording, organization, analysis, evaluation and communication of ideas.

Promote an understanding and love for *Torah* and *Mitzvot* and the internalization of Jewish knowledge, ethics, and values through a program grounded in Hebrew Language and traditional Jewish texts.

Integrate General and Judaic studies.

Emphasize the mastery of skills and concepts, as well as the processes of learning.

What We Believe About Children and How They Learn

In order to accomplish our goals, we must be aware of the way in which children learn. The following understanding of children guides us in our planning and instruction:

Children are unique individuals. Levels of interest, motivation and ability differ from child to child.

Children learn through a variety of modalities (e.g. oral, visual, kinesthetic, auditory, tactile). The educational program takes these characteristics into account. Children develop their own strategies and preferences for learning, and these "styles" are encouraged and developed as part of our instructional program. Teachers allow their students to seek alternative ways to demonstrate mastery of material (such as dioramas, video clips, art, drama, etc.). Classroom instruction also reflects differences in learning styles by providing individualized opportunities for children to seek and absorb knowledge. We use a diverse range of teaching methods to maximize student learning. Teachers seek materials which appeal to different modalities (tapes, videos, works of art, manipulatives, etc.).

Children's social, intellectual, physical and emotional growth is continuous. Growth is not necessarily linear, nor does it occur at the same time for all students in these different domains. Our educational program is sensitive to these varying levels of growth and development.

Children seek meaning in their world. They look for the connections between and among objects and ideas. Children attempt to develop integrated understandings of facts and ideas in both general and Judaic Studies.

The Learning Environment

Our school environment provides:

High Expectations: We provide an educational program at the highest academic level. A dual curriculum of General and Judaic Studies requires students to work hard and aim high. We set high, realistic goals for each child, and provide support to help the child achieve these goals. A classroom program that attends to student's needs and fosters excitement for learning pushes each child towards his/her own level of excellence.

Love, Care and Concern: Children are helped to feel that their teachers and classmates care about them and want the best for them.

Concern for the Whole Child: All aspects of a child are taken into account when teachers plan and think about the students in their classrooms. Flexibility is built into classroom life so that teachers can adapt lessons and materials in a way that will promote growth along the various developmental continua.

Individualized Approach: Children's needs (academic, social, emotional and spiritual) are met by the school program. This is accomplished through lessons and activities designed to address individual student's needs.

Stimulating Learning Environment: The classroom contains a variety of learning materials and media which both aid students in their assigned work and encourage them to explore beyond the bounds of "teacher planned" activities. Students are encouraged to be open to new ideas and subject matter.

Freedom and Safety: Children are helped to know that they can be free and safe to explore, question, experiment, ask for help, improve, succeed and fail - without fear of criticism.

Respect: Teachers and students respect each other's feelings and concerns. Teachers seek at all times to foster self-esteem and self-confidence. Students are praised and appreciated for who they are; their ideas and work are respected.

Positive Peer Interaction: Children are encouraged to learn cooperatively, offering help, guidance and support to one another.

Responsibility: Children are given opportunities to develop leadership and group participation skills, whether it is classroom chores or leading activities, so that they will learn to deal with responsibility. Teachers create an environment which enables children to play an active role in their own learning. Children must understand that their "job" is school and that success in their studies rests upon their commitment to meeting the standards set by the school, their teachers and themselves.

Integration: Using a thematic approach, we encourage children to see the connections among and between the various academic disciplines, in both General and Judaic Studies. We believe that children should not develop a compartmentalized view of life and learning.

Overview of Curricular Goals

1. Foster student achievement in an integrated program of English and Hebrew Language Arts through listening, speaking, reading and writing. The approach will be literature-based, meaning-centered, and draw on students' experiences.
2. Further the process of interpreting physical phenomena by developing a basic understanding of mathematical and scientific concepts.
3. Promote an understanding of the human body, including the respect for one's own body and its requirements for physical and mental well-being.
4. Foster appreciation, understanding, and an abiding interest in various forms of art, and encourage the development of skills for creative self-expression.
5. Foster a sense of responsibility for the environment through the study of social and ecological systems and human behavior, using knowledge and skills drawn from history, geography, social and natural sciences, and Jewish texts.
6. Teach the skills and meaning of Jewish practices.
7. Develop an appreciation for American and Jewish History.
8. Develop an appreciation of the various aspects of the contemporary Jewish Community, and the contribution Jews have made to this country.
9. Develop an understanding of the role of the Land of Israel in Jewish History and its importance in contemporary life.
10. Explore various conceptions of God, and the implications for beliefs and actions.

Curriculum Areas

The following "areas of knowledge" will be incorporated into the curriculum of the Gross Schechter Day School:

Social Studies:	History, Geography, Civics
Jewish Studies:	Hebrew, Prayer, Torah Reading, Bible, Theology, Israel, Custom and Practices, Rabbinic Literature, Jewish History, Jewish Law, Conservative Judaism
Science:	Mathematics, Health, Physical Science, Life Science
Language Arts:	Reading, Writing, Oral Communications, Literature
Specialties:	Music, Computers, Physical Education, the Arts

Staff Development

The Gross Schechter Day School serves as a center for learning: for our children and their parents, for our teachers, and for the larger Jewish community. Our faculty exemplifies the value of learning which we seek to instill in our students. We recognize that the educational program described above requires tremendous dedication, resources and skills on the part of teachers. The school encourages and helps teachers further their learning at all times, so that they may grow professionally and personally. The Gross Schechter Day School provides teachers with the necessary resources and planning time they need in order to facilitate integrated and effective instruction.

The Role of Parents

Parents serve an important role in our school. To be an effective partner in a child's education, parents must be receptive to the ideas, practices and beliefs fostered at school. We look forward to working with parents to make their child's experience in school positive and productive. We encourage active parent participation in school activities.

The years when a child is in school are exciting (and challenging!) for parents, as well as children. We recognize that children are exposed to ideas and practices that may be new to their parents. Just as our teachers and students continue to learn, the Day School invites parents to become partners in learning through a variety of workshops and classes in Judaism, Parenting, Education and other topics of interest.

Program Evaluation

An important element of any school program is the constant study and re-examination of what we do as a school. The school will continually examine programs, methods, outcomes and attitudes so that we can best achieve our goals.

Student Evaluation

In addition to standardized testing, we will share information with parents about their child's strengths, areas for growth, progress and effort, in the cognitive, physical and emotional domains, on a regular basis, thus providing a complete understanding of the whole child. As a responsible educational institution, we must be certain that our students are progressing in all areas, and that they will integrate smoothly into local public and private schools.

Class Size

In order to provide an individualized approach to education, the Gross Schechter Day School will maintain small classes and provide an appropriate number of qualified instructors and support staff in each classroom, thus maintaining a low student-teacher ratio. Research and experience indicate that an ideal class size contains 16-22 students. In the earlier years smaller classes are preferred. The Headmaster, upon consultation with appropriate faculty members, will determine the best combination of students, teachers and support staff for each grade in the school.

PARENTS WORKING WITH SCHOOLS/ SCHOOLS WORKING WITH PARENTS

Parents and independent schools work together to create and sustain effective partnerships. The following principles of good practice describe the respective roles and responsibilities of both partners.

Parents Working with Schools

1. Parents recognize that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached.
2. In selecting an independent school, parents seek an optimal match for the needs of the student, their own expectations, and the philosophy and programs of the school.
3. Parents are familiar with and support the school's policies and procedures.
4. Parents provide a home environment that supports the development of positive learning attitudes and habits.
5. Parents involve themselves in the life of the school.
6. Parents seek and value the school's perspective on the student.
7. When concerns arise, parents seek information directly from the school, consulting with those best able to address the concerns.
8. Parents share with the school any religious, cultural, medical, or personal information that the school may need to serve the student best.

Schools Working with Parents

1. The school recognizes that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached.
2. The school clearly and fully presents its philosophy, program, and practices to parents during the admission process and encourages dialogue that clarifies parental expectations and aspirations for the student.
3. The school seeks and values the parents' perspective on the student.
4. Teachers and administrators are accessible to parents and model candid and open dialogue.
5. The school keeps parents well informed through systematic reports, conferences, publications, and informal conversations.
6. The school defines clearly how it involves parents when considering major decisions that affect the school community.
7. The school offers and supports a variety of parent education opportunities.
8. The school suggests effective ways for parents to support the educational process.
9. The school actively seeks the knowledge it needs to work effectively with a diverse parent body.



NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS NAIS *Principles of Good Practice, 1999*

Computer Use Guidelines

Adopted August 22, 2000

We are pleased to be able to offer students at the Gross Schechter Day School of Cleveland access to the Internet using the school's computers. Even though our computers have limited and controlled access, there are times when we need to depend on the responsibility of students.

Access to computers and the Internet is a privilege – not a right. This access entails responsibility. All children are expected to abide by generally accepted rules of network etiquette. These include (but are not limited to) the following:

- Sending or displaying offensive messages
- Showing disrespect to others
- Damaging computers, computer systems or computer networks
- Violating copyright laws
- Using another's password
- Trespassing in another's folders, work or files
- Following classroom directions

Violations may result in a loss of access as well as other disciplinary action.

Glossary

Aliyah

Being called up to the *Torah*; one “goes up” (*oleh*) for this honor. Plural = *Aliyot*. On weekdays (Monday and Thursday) there are 3 *aliyot*, on *Rosh Hodesh* (new Hebrew month) there are 4 *aliyot*, on *Shabbat* there are 7 *aliyot* plus a *maftir* (additional) *aliyah*, followed by a *haftorah* (reading from *Nevi'im* – the Prophets).

Ba'al Keriah or Ba'al Koreh

The person chanting the *Torah*. Plural = *Ba'alei Keriah*. The *ba'al koreh* uses a special set of musical notes called *ta'amei mikra*, called “trope” in English. Students at SSDS receive special instruction in this skill beginning in 4th grade.

Berakha

Blessing. Begins with “*Barukch ata...*” Plural = *Brakhot*.

Bet Din

A court of three Jewish adults, typically Rabbis, who can render legal decisions or testify to certain legal acts, such as when a convert immerses in a *mikveh*.

Bimah

The pulpit or stage on which services are lead and sermons delivered.

Birkat HaMazon

Blessing after meals. Some call this *birkat* for short.

Brakha Akhrona

The blessings one recites after eating non-bread foods.

Brit Milah

Literally, “the covenant of circumcision”.

Derekh Eretz

Polite, courteous, respectful behavior. This is one of the primary attributes of a Jewish person.

Fleishig

Yiddish for foods that are meat. In Hebrew we use the word *basaree*.

Hadlakat Neyrot

Candle lighting, which takes place 18 minutes before sunset on Friday

evenings and before Jewish holidays.

Halakha

Literally, “the way.” It means Jewish Law, as decided by Rabbis – in the past and in our own time.

HaMotzee

The *brakha* recited before eating bread. One performs the ritual of *netilat yada'im* prior to eating the bread. When one includes bread in a meal, it is proper to recite a full *Birkat HaMazon* afterward.

Hekhsher:

A seal of Rabbinic supervision, attesting to the fact that a particular food product meets the standards of *Kashrut* for that Rabbi and his or her organization. Some *hekshers* are more universally accepted, such as the O-U

Hiddur Mitzvah:

Beautifying a *mitzvah* through the use of beautiful, artistic ritual items (e.g. nice *Tzedakah* boxes, *Tallitot* with colors and designs, nice *Seder* plates, etc.)

Hol Ha'Moed:

The intermediate days of a holiday. On *Pesach*, for example, the first and last days are called *Yom Tov*, while the in-between days are *Hol Ha'Moed*. We continue the holiday spirit on *Hol Ha'Moed*, but the restrictions of *Yom Tov* don't usually apply. If a day of *Hol Ha'Moed* coincides with *Shabbat* the rules of *Shabbat* take prevail.

Kashrut:

The system of Jewish dietary laws which permits certain animals and fishes and prohibits others, prohibits mixing of milk and meat foods and utensils, and regulates which packaged foods are permissible. The system creates a sense of Jewish distinctiveness throughout the day, linking us with our ancestors, our contemporaries and our descendants to come.

Kiddush

Literally, “sanctification” – usually referring to the blessing over wine at a *Shabbat* or holiday meal. A special cup (*kiddush cup*) is often used.

L'shem Hinnukh

“For educational purposes” one can opt for a more lenient reading of *Halakha* in some cases when it comes to children. For instance, a teacher can shorten a prayer service for young children.

Mashgiach

The person who supervises the *Kashrut* in a kitchen or restaurant.

Mehitzah

A physical division, like a wall, whether transparent or opaque, that separates men from women in Orthodox prayer settings.

Midrash

The genre of Jewish sacred texts which interprets the Bible through stories, allegories, legends and word clarifications. Plural = *midrashim*

Mikveh

A pool of natural water, like rain or spring water or the ocean, in which people immerse in order to effect a spiritual cleansing of their bodies and souls. Plural = *mikvaot*. Immersion in a *mikveh* is part of the conversion process and is used by married women on a monthly basis as part of a regimen known as *taharat ha-mishpacha* (family purity).

Milchig

Yiddish for foods that are dairy. In Hebrew we say *halavi* for dairy foods.

Minyan

A quorum of ten Jews of *Bar/Bat Mitzvah* age or older needed to conduct a complete prayer service. Some synagogues include women in this number, some do not. Plural = *minyanim*

Mitzvah

A “commandment” or obligation, based on the *Torah* or Rabbinic decisions. Plural = *mitzvot*. The Yiddish meaning of “good deed” has become the common understanding of the word, but it is truly based rooted in a sense of obligation.

Netilat Yada'im

Washing the hands, with a *brakha*, prior to eating a meal in which bread is served. One usually uses a special cup and pours water over both hands 2-3 times, then recites the *brakha* ending with the words *al netilat yada'im*.

Parasha

Sometimes pronounced *parsha*. The weekly *Torah* reading or portion. In some synagogues the entire *Parasha* is read, in others only 1/3 is read (this is called a triennial cycle). Another term used is *Sidra* or *Sedra*. The plural of *parasha* is *parashiyot*.

Pareve

Food that is neither milk nor meat, such as eggs, soda pop, fruits, vegetables, etc. These foods can be eaten with milk or meat foods, as long as they weren't prepared in the opposite utensils (e.g. eggs cooked in a “dairy pot” shouldn't be served with a meat meal).

Rashi

Rabbi Shlomo ben Yitzhak, wrote a commentary to the *Tanakh* and *Talmud*. Lived in France 1105-1170. Rashi's commentary is studied in our school from the 3rd grade on.

Sefirah (Sefirat Ha'Omer)

A 49 day period beginning the second evening of *Pesach*, ending at *Shavuot* during which time each day is counted (preceded by a *brakha*). Due to tragic events which occurred many centuries ago during this period it has become a custom not to schedule joyous events or concerts during these seven weeks.

Shalich Tzibbur

“One who is sent by the congregation” to ascend the *bimah* and lead the congregation in prayer. The terms “cantor” or “hazzan” are also used.

Shaymot

Literally “names” – referring to any worn-out holy books or sheets of paper with God’s Hebrew name on them. Such materials are not thrown out, but buried in a Jewish cemetery. Classrooms each have a box for *Shaymot*

Siddur

Prayer book. Plural = *siddurim*. There are many different *siddurim* which have been edited by different schools, movements and synagogues..

Tallit

Plural = *Tallitot*. Prayer shawl. In Yiddish it is called a *tallis* (plural = *talayseem*). Some Ashkenazic Jews (Eastern European) do not wear a full *tallit* until they are married; others begin wearing one after their *Bar/Bat Mitzvah*.

Tanakh

Hebrew term for the Bible. The term itself is an acronym for the three sections of the Bible = *Torah* (5 Books of Moses), *Nevi'im* (Prophets), *Ketuvim* (Writings). There are 24 books in the *Tanakh*. The number and order of the books in a Hebrew Bible differs from the King James Bible or other Christianity-based Bibles.

Tefillin

The black boxes containing sacred scrolls which are attached to long straps which are placed on the head and around one’s weaker arm. *Tefillin* are worn every day except for *Shabbat* and Holidays. Wearing them helps a Jew feel “bound” to God and *Mitzvot*. The English phrase most often used for these items is phylacteries.

Torah

Literally “teaching,” most often referring to the first 5 books of the *Tanakh*, also called “The Five Books of Moses” or *Humash* (meaning 5). The term also means “studying Jewish sacred texts” so “studying Torah” can mean *studying* Talmud or *Midrash*.

Yom Tov (*often pronounced Yontif*)

The holy days of the Jewish calendar. They are distinguished from *Hol Ha’Moed*. They can coincide with a *Shabbat*. Generally, cooking is allowed on a *Yom Tov* (from a pre-existing flame) unless the *Yom Tov* coincides with *Shabbat*.

Kosher Symbols (*Hekshers*)

Acceptable at

Gross Schechter Day School



Board of Trustees

The Board of Trustees is responsible for maintaining the school's philosophy, establishing appropriate policies and ensuring a sound financial base for the school. Our Board is comprised of parents, grandparents, Conservative Rabbis and respected community members. The Board of Trustees for the 2010-11 academic year are:

Officers:

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N. Herschel Koblenz	
Jordan Lefko	
James D. Levine*	* <i>Schechter Alumni Parent</i>
Rabbi Hal Rudin-Luria	** <i>Schechter Grandparent</i>
Michael Mann ^A	^A <i>Alumnus/Alumna</i>

Preschool State Licensing Rules

Item #1 - The program shall have on file and provide to each parent a parent handbook that will encourage parental participation and keep parents informed about the program's operations, services and policies. The handbook shall include information to advise parents how to obtain copies of inspection reports of the program and how to file a complaint.

Item #2 – There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking or biting.

Item #3 – No discipline shall be delegated to any other child.

Item #4 – No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control.

Item #5 – No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box or a similar cubicle.

Item #6 – No child shall be subjected to profane language, threats, derogatory remarks about himself for his family or other verbal abuse.

Item #7 – Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.

Item #8 - Techniques of discipline shall not humiliate, shame or frighten a child.

Item #9 – Discipline shall not include withholding food, rest or toilet use.

Item #10 – Separation, when used as discipline shall be brief in duration and appropriate to the child's age and developmental ability and the child shall be within sight and hearing of a preschool staff member in a safe, lighted and well-ventilated space.

Item #11 – The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.

Item #12 - a preschool staff member in charge of a child or group of children shall be responsible for their discipline.



Anti Bullying, Harassment and Intimidation Policy

Adopted August, 2008

Introduction

The State of Ohio Board of Education has required all schools to adopt an “Anti – intimidation and Anti Bully Policy” to fulfill the requirements of House Bill Number 276.

Gross Schechter Day School has always acknowledged the importance of policies and strategies which promote positive behavior and a safe and secure school environment. The parent handbook delineates a framework of expectations for student behavior based on respect for one another and Jewish values.

Our school affirms the worth and dignity of each individual. Students are entitled to receive their education free from humiliation and abuse. The policy aims to:

1. Provide a safe, welcoming and secure environment for all students.
2. Create a supportive climate for all students.
3. Provide suitable services/interventions for bullies and targets of bullying.

Prohibition of Harassment, Intimidation or Bullying

In the Gross Schechter Day School harassment, intimidation or bullying of any student on school property or at school-sponsored events is prohibited.

Definition

Our school defines bullying as any intentional written, verbal, non-verbal or physical act that a student has exhibited toward another particular student, more than once AND the behavior both:

1. Causes mental or physical harm to another student AND
2. Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive environment for the other student.

Examples of bullying include, but are not limited to:

- Name - calling
- Hitting, punching, kicking, bumping
- Threatening
- Teasing
- Excluding
- Spreading rumors
- Sending hurtful notes, phone calls or e – mails
- Interfering with another student’s property

- Sexual innuendo and harassment
- Physical violence and/or attacks;
- Threats, taunts and intimidation through words and/or gestures;
- Extortion, damage or stealing of money and/or possessions;
- Exclusion from the peer group or spreading rumors; and,
- Harassment, Intimidation or Bullying also means electronically transmitted acts i.e., Internet, cell phone, personal digital assistance (PDA) or wireless hand-held device that a student has exhibited toward another particular student.
- Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other Web-based/online sites (also known as “cyber bullying”), such as the following:
 - Posting slurs on Web sites where students congregate or on Web logs (personal online journals or diaries);
 - Sending abusive or threatening instant messages;
 - Using camera phones to take embarrassing photographs of students and posting them online; and,
 - Using Web sites to circulate gossip and rumors to other students;
 - Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

In evaluating whether conduct constitutes harassment, intimidation or bullying, special attention should be paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred.

Policy Regarding School Personnel’s Requirement to Report Incidents

Teachers and other school staff, who witness acts of harassment, intimidation or bullying, as defined above, shall promptly notify the division principal and/or his/her designee (or the Headmaster) of the event observed, and shall promptly file a written, incident report concerning the events witnessed. Teachers and other school staff who receive student or parent reports of suspected harassment, intimidation, and bullying shall promptly notify the division principal and/or his/her designee (or the Headmaster) of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the division principal or his/her designee (or the Headmaster). If the report is an informal complaint by a student that is received by a teacher or other professional employee, he or she shall prepare a written report of the informal complaint which shall be promptly forwarded (no later than the next school day) to the division principal or his/her designee (or the Headmaster).

Policy Regarding Parent Notification

Report to the Parent or Guardian of the Perpetrator

If after investigation, acts of harassment, intimidation and bullying by a specific student are verified, the division principal or his/her designee (or the Headmaster) shall notify in writing the parent or guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification.

Reports to the victim and his/her parent of guardian

If after investigation, acts of bullying against a specific student are verified, division principal or his/her designee (or the Headmaster) shall notify the parent or guardian of the victim of such finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation and bullying.

Policy Regarding Access to Written Reports

To the extent permitted by section 3319.321 of the Revised Code and the "Family Educational Rights and Privacy Act of 1974, parents or guardians of any student involved in a prohibited incident shall have access to any written reports pertaining to the prohibited incident.

Policy Regarding Notification of Board President

The Headmaster will semiannually provide the President of the Board of Trustees a written summary of all reported incidents and post the summary on the district Web site, if one exists, to the extent permitted by state and federal privacy law. The list shall be limited to the number of verified acts of harassment, intimidation and bullying, whether in the classroom, on school property, to and from school, or at school-sponsored events.

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions or debate that is protected by state or federal law such as the nondiscrimination, suspension and expulsion/due process, violent and aggressive behavior, hazing, discipline/punishment, sexual harassment, peer sexual harassment and equal educational opportunity acts.

Policy Regarding Training Requirement

Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation or bullying, and their rights and responsibilities under this and other school policies, procedures and rules, at student orientation sessions and on other appropriate occasions. Parents will be provided with information about this policy and procedure, as well as information about other school rules and disciplinary policies. This policy and procedure shall be reproduced in student, staff, volunteer and parent handbooks.

Information regarding the policy on harassment/intimidation/bullying behavior shall be incorporated into employee training materials and volunteers with direct contact with students. Time spent by school employees in the training, workshops or courses shall apply toward any continuing education requirements mandated by the state, district or school.

School personnel members are encouraged to address the issue of harassment/intimidation/bullying in other interaction with students. School personnel may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of "harassment/intimidation/bullying."

Procedure for Reporting Prohibited Incidents

Students will be told that they must report any incidence of bullying to an adult within the school, and that when another student tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to any member of the school staff.

School personnel will closely supervise students in all areas of school and watch for signs of bullying. They need to respond quickly and sensitively to reports of bullying.

Formal Complaints

Students and/or their parents or guardians may file reports regarding suspected harassment, intimidation or bullying. Such written reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation and/or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the division principal and/or Headmaster for review and action.

Informal Complaints

Students, parents or guardians and school personnel may make informal complaints of conduct that they consider to be harassment, intimidation and/or bullying by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation and/or bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s), and the names of any potential student or staff witness. A school staff member or administrator who receives an informal complaint shall promptly document the complaint in writing, including the above information. This written report by the school staff member and/or administrator shall be promptly forwarded to the division principal and/or Headmaster for review and action.

Anonymous Complaints

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. The anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, intimidation and/or bullying.

Procedure for Documenting, Investigating and Responding to a Reported Incident

Investigation: The division principal and or his/her designee shall be promptly notified of any formal or informal complaint of suspected harassment, intimidation or bullying. Under the direction of the division principal or his/her designee, all such complaints shall be investigated promptly. A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation or bullying were

verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.

Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

Strategies for Protecting the Victim From Additional Harassment and Retaliation

- Supervise and discipline offending students fairly and consistently;
- Provide adult supervision during recess, lunch time, bathroom breaks and in the hallways during times of transition;
- Maintain contact with parents and guardians of all involved parties;
- Provide counseling for the victim if assessed that it is needed;
- Inform school personnel of the incident and instruct them to monitor the victim and the offending party for indications of harassing, intimidating and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed;
- Check with the victim daily to ensure that there has been no incidents of harassment/intimidation/bullying or retaliation from the offender or other parties.

Disciplinary Procedures

Students who have been determined to have engaged in prohibited behaviors are subject to disciplinary action, which may include suspension or expulsion from school. The school's commitment to addressing such prohibited behaviors, however, involves a multifaceted approach, which includes education and the promotion of a school atmosphere in which harassment, intimidation or bullying will not be tolerated by students, faculty or school personnel.

It is imperative that harassment, intimidation, or bullying be identified only when the specific elements of the definition are met because the designation of such prohibited incidents carry special statutory obligations. However, misconduct by one student against another student, whether or not appropriately defined or not, will result in appropriate disciplinary consequences for the perpetrator.

Verified acts of harassment, intimidation, or bullying shall result in an intervention by division principal or his/her designee (or the Headmaster) that is intended to ensure that the prohibition against harassment, intimidation or bullying behavior is enforced, with the goal that any such prohibited behavior will cease.

Harassment, intimidation and bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation and bullying. While conduct that rises to the level of "harassment, intimidation or bullying," as defined above will generally warrant disciplinary action against the perpetrator of such prohibited behaviors whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension; or expulsion) is a matter for the professional discretion of the division principal or his/her designee (or the Headmaster). The

following sets forth possible interventions for building principals to enforce the school's prohibition against "harassment, intimidation or bullying."

Non-disciplinary Interventions

When verified acts of harassment, intimidation or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation or bullying, its prohibition and their duty to avoid any conduct that could be considered harassing, intimidating or bullying.

If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

Disciplinary Interventions

When acts of harassment, intimidation and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

In and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation.

Expulsion may be imposed by the Headmaster, following consultation with the President of the Board of Trustees. This consequence shall be reserved for serious incidents of harassment, intimidation or bullying and/or when past interventions have not been successful in eliminating prohibited behaviors.



BULLYING, HARASSMENT, INTIMIDATION REPORT FORM

People Involved:

Name _____ Grade _____ Suspect/support of suspect/victim/witness

Name _____ Grade _____ Suspect/support of suspect/victim/witness

Name _____ Grade _____ Suspect/support of suspect/victim/witness

Date(s): _____

Time(s): _____

Location of incident(s):

Incident Type (Check all that Apply):

- Name - calling
- Hitting, punching, kicking, bumping
- Threatening
- Teasing
- Spreading rumors
- Sending hurtful notes, phone calls or email
- Interfering with another student's property
- Sexual innuendo and harassment
- Physical violence and/or attacks;
- Threats, taunts and intimidation through words and/or gestures;
- Extortion, damage or stealing of money and/or possessions;
- Exclusion from the peer group
- Spreading rumors

Harassment, Intimidation or Bullying electronically:

- "Cyber bullying"
- Posting slurs on Web sites
- Sending abusive or threatening instant messages
- Using camera phones to take embarrassing photographs of students and posting them online;
- Using Web sites to circulate gossip and rumors to other students
- Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

Other: _____

Incident Description: _____

Submitted by: _____ **Date:** _____

Received by: _____ Date: _____



BULLYING, HARASSMENT, INTIMIDATION RESPONSE FORM

Student Reported: _____

Investigation Record

Findings of Fact: _____

Verification of harassment, intimidation or bullying? _____

Recommendation for Intervention: _____

Action Taken (Check all that Apply):

- | | |
|---|---|
| <input type="checkbox"/> Apology – Voluntary and Verbal | <input type="checkbox"/> Refer for assertive training |
| <input type="checkbox"/> Apology – Voluntary and Written | <input type="checkbox"/> No Action Taken |
| <input type="checkbox"/> Apology – Written – Parent Signature | |
| <input type="checkbox"/> Clarify Behavior Expectations | |
| <input type="checkbox"/> Privileges Lost: _____ | |
| <input type="checkbox"/> Time Out | |
| <input type="checkbox"/> Contract/Agreement | |
| <input type="checkbox"/> In School Detention | |
| <input type="checkbox"/> After school detention | |
| <input type="checkbox"/> Parents Contacted | |
| <input type="checkbox"/> Recess Lost | |
| <input type="checkbox"/> Referred to Principal | |
| <input type="checkbox"/> Replaced Property | |
| <input type="checkbox"/> Reflection Sheet | |
| <input type="checkbox"/> School Service | |
| <input type="checkbox"/> Counseling | |
| <input type="checkbox"/> Parent/Staff Conference | |
| <input type="checkbox"/> Suspension | |
| <input type="checkbox"/> Expulsion | |
| <input type="checkbox"/> Referred to Police | |

Notes About Action Taken:

Are there written witness statements attached to this report? _____

Were victim's parents notified? _____ By whom? _____

Form Completed by: _____ Position: _____

Date: _____



Student Services 2010-11

Introduction:

Gross Schechter Day School seeks to provide an outstanding education for the students we admit to our school. Our hope is that all students will be successful within the framework of our regular classroom program. However, for some students, success can only take place if the classroom experience is supplemented with additional “tutoring” in General and/or Judaic Studies subject areas, as well as more specialized help in areas such as speech/language.

Policies Regarding Charging for Services:

- Schechter faculty will determine eligibility for services at school.
- Students who receive tutoring or specialized services outside of regular classroom instruction (or regular classroom small groups) will be assessed a fee, based on the number of “pull-out” session or “in class intervention” sessions.
- This fee shall be charged to parents based on a “sliding-scale” (ability to pay) basis, with the “full price” set at \$45/hour and the “minimum” set at \$10/hour.
- This fee will be set at the sole discretion of the school’s Business Office.
- Schechter faculty will keep track of usage and the Business Office will send out monthly bills for services rendered during the previous month.

Service Options:

- Parents have the right to seek tutoring or specialized services outside of the school.
- In such cases, the school wants to be an active partner and will gladly coordinate with outside providers at no charge.

Included in Tuition:

- Guidance (individual and/or group sessions)
- Classroom study skills
- Social worker (individual, group, parent or family sessions)
- Child Study Team meetings
- Coordination with outside service providers
- Hebrew tutoring for lateral transfer students during *their first academic year in the school* (as staff are available)
- Vision Screening

- Hearing Screening
- Speech & Language Screening (Kindergarten, 1st grade and lateral transfer students, classroom instruction)
- Services for students who are identified and determined to be eligible for special services by their local school district which we have available and agree to provide.
- Advanced Math and Hebrew Language instruction in the Elementary and Middle School

Billable Services:

- Pull-Out Tutoring or In-Class Interventions (in cases where staff work with 1 or 2 children on a regular basis) in Judaic and General Studies
- Academic Assessments (achievement and ability testing, including observations) – Judaic and/or General Studies
- Other services to be determined at the discretion of the school.

As stated above, we are committed to serving and meeting the educational needs of our students. If you have any questions about this program, please feel free to contact the Student Services Department or the Headmaster at 216-763-1400.

