



Parent Handbook

**2011-12
Academic Year**

27601 Fairmount Boulevard
Pepper Pike, Ohio 44124

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August, 2011 – Av, 5771

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

הברית *The Brit*

The Schechter Parent-School Covenant

INTRODUCTION

- Gross Schechter Day School is a community built on the foundations of academic excellence, personal development and social responsibility.
- In selecting an independent school, parents seek an optimal match between the needs of the student, their own expectations, and the philosophy and programs of the school.
- Parents and independent schools work together to create and sustain effective partnerships. Parents and the school recognize that effective partnerships are characterized by clearly defined responsibilities.
- The Schechter Parent-School Covenant is founded on the belief that parents and the school must establish and maintain a partnership in all aspects of school life, but most especially in the education of the students.
- Because Schechter's program incorporates two challenging curricula it is crucial to have a strong partnership among faculty, parents and students.
- This Covenant is a binding effort designed to strengthen the relationship between parents and the school, as well as between parents and their children.

THE SCHOOL'S COMMITMENTS

Gross Schechter Day 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.

Responsibilities

The school agrees to:

1. Provide a program of education that is in line with its stated mission and core values.
2. Provide a safe, stimulating and nurturing environment for learning.
3. Work to develop an effective partnership with parents through collaboration, respect and open communication.
4. Work with parents to develop a common vision of the goals to be reached during a family's journey at Gross Schechter Day School.
5. Actively seek the knowledge it needs to work effectively with a diverse student and parent body.

6. The school will strive to create and maintain a school environment infused with Jewish observances, and holidays, while showing respect for the dignity and potential for every individual.

Collaboration

The school agrees to:

1. Seek and value the parents' perspective on the student.
2. Define clearly how it involves parents when considering major decisions that affect the school community.
3. Suggest effective ways for parents to support the educational process.
4. Offer and support a variety of parent education opportunities.

Communication

The school agrees to:

1. Clearly and fully present its philosophy, program, and practices to parents during the admission process, at parent information nights, and through ongoing communication.
2. Encourage dialogue that clarifies parental expectations and aspirations for the student.
3. Model candid and open dialogue.
4. Ensure that teachers and administrators are accessible to parents.
5. Keep parents well-informed through systematic reports, conferences, publications, and informal conversations.

PARENTS' COMMITMENTS

Responsibilities

Parents agree to:

1. Commit to a common vision of the goals to be reached.
2. Be familiar with and support the school's policies and procedures.
3. Observe deadlines.
4. Make timely payments of tuition and other expenses.
5. Observe security, safety and traffic policies and procedures.
6. Create a home environment that supports the development of positive learning attitudes and habits.
7. Make sure their child attends school regularly and arrives on time and ready to learn.
8. Help their child learn to be more responsible and independent at home by giving him/her responsibilities.
9. Help provide order and certainty in the lives of their children.
10. Listen to, supervise and hold their children accountable, with consequences for inappropriate behavior.

11. Be supportive and responsive to the school's policies, academic and disciplinary decisions, and other ongoing and typical requests from the school.
12. Ensure that students treat all subject areas seriously.
13. Parents will commit to uphold and reinforce Jewish observances within the school environment, while at the same time respecting that the Schechter community is comprised of families and staff that represent a wide spectrum of Jewish observance in their personal lives. *Ahavat Yisrael* (love of all Jews) is of paramount importance to the Schechter school and community.

Collaboration

Parents agree to:

1. Seek out and understand the school's perspective on the student.
2. Share with the school any religious, cultural, medical, or personal information that the school may need to serve the student best.
3. Inform the teacher honestly about the child's behavior and work at home.
4. Maintain realistic expectations.
5. Clarify and support both the school's efforts and your children's responsibilities if your children are experiencing academic or other difficulties.
6. Give everyone the benefit of the doubt before judgment, and seek a collaborative solution, involving parents, school and student, to problems.
7. Have respect for the authority of teachers and the teaching profession.
8. Avoid criticism of teachers and the teaching profession in front of children.
9. Recognize the teacher's expertise in his/her own field.
10. Get involved in the life of the school.
11. Volunteer as needed (e.g. drive on field trips, help with class projects, work a booth at the Rib Burn Off).
12. Take an active role in their child's education process.
13. Do their best to attend school events and activities.
14. Attend parent/teacher conferences and parent information nights.
15. Read school newsletters and publications.
16. Provide financial support beyond tuition, as able and appropriate. Understand that tuition covers less than half of the actual cost of school.

Communication

Parents agree to:

1. Maintain open lines of communication and mutual respect.
2. Seek information directly from the school, consulting with those best able to address the concerns.
3. Register dissatisfactions and concerns in a responsible and fair way, starting with the school.
4. Understand the structure of operations and management at school, so that you can use proper channels to communicate concerns.
5. Model integrity and civility in all contacts with the school.
6. Work with the school to maintain confidentiality when necessary.

A. Daily Routine

Bad Weather

See “School Cancellation”

Calendar

An updated school calendar can be found online at www.grossschechter.org/calendar/. Please check your weekly e-newsletter for additional updates.

Daily Schedule

Teachers will explain the daily schedule for their class at Parent Information Nights 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. All Judaic Studies 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 large hallways or gymnasium.

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 e-newsletter 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 or check your e-newsletter for information.

Fire and Tornado Drills

We are required by law to conduct monthly fire drills. Fire drills are conducted with by both administrative and facilities staff to ensure that proper procedures are followed. The monitoring company also checks to see that the 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” announcement will be made 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. The number to call is: 216-763-1400 x402.

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 by 12 p.m. (noon) 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 clinic.

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.

Lice

If a child is found to have nits or louse in their hair, they will be sent home with treatment instructions. The parents with a child in the same class as the affected child will be notified that a “case” of head lice has been detected in the classroom. Siblings of the child will also be checked. Schechter does have a nit free-policy. If a child is sent home with lice, he or she will need to be re-checked by a Schechter staff person before returning to school. If your child is still found to have nits, he or she will be sent back home. We will continue to check your child until he/she is nit free for three days in a row.

Lost & Found

All “found” items are placed in specially marked “Lost and Found” box located at the entrance of the elementary hallway. 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 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, or cough drops.

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, cell phones 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.

All entrances are attended until 8:30 a.m. 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 or call in the morning, indicating the early pick up time. At pick up time parents must first come to the office sign out their child, the office staff then calls the student’s classroom to let the teacher know the parent has arrived.

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 asked to return to the office to sign in and receive a pass.

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*, Parents 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. If there are any new items teachers want children to bring, they will inform parents during the first two weeks of school. As a convenience, parents are given the opportunity to purchase school supplies for the upcoming year at the end of the current school year.

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 tree nut 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.

Classroom/Teacher Requests

We divide classes based on academic and social criteria. While we try very hard to accommodate requests, sometimes conflicting needs make it impossible for us to honor a request.

Communication

From the School: We publish a weekly e-newsletter which is emailed to parents each week. 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 contact the school office with any contact information changes (new phone number, new work number, new cell phone, email address, 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 on their voicemail.

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/DeAnna Martin
Preschool	Tracey Bortz
Elementary	Susan Siegel
Guidance Counselor	Wendy Cohen
Headmaster	Rabbi Jim Rogozen
Judaic Studies	Dan Weiss
Media Center	Priscilla Dann
Middle School	Susan Siegel
Support Service/Testing	Laurie Gross Kammer
Tributes / Donations	Amy Einhorn or Lance Colie
Tuition Billing	Mindy Slade

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 and on the playground)

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 *Totally Kosher Rib Burn Off* and *Mishloach Manot* are two of the larger events that 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 the Pepper Pike Fire Department and the State of Ohio Board of Education

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

Our school is accredited by the Schechter Day School Network and chartered by the State of Ohio.

Teacher Gifts

Parents and students are not required to give gifts to teachers. It is common, however, for parents to participate in the “Teacher Gift Program” sponsored by the Parents Association. This program coordinates mid and end of the year gift for teachers. All parents are invited to participate. The “Teacher Gift Program” forms are sent home during the month of August each year. Again, there is no requirement to do so. Families are, of course, free to give a gift of their choosing or might consider making a donation to the school in honor of teachers.

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.

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	216-464-6609
Cleveland Heights / University Heights	216-371-7195
Mayfield Heights	440-995-7891
Orange	216-831-8600
Shaker Heights	216-295-4390
Solon	440-349-6250
South Euclid / Lyndhurst	216-691-2029

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 the best times for visiting can be determined. 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, copying materials or answering phones... it all helps and is appreciated! Ask your child's teacher or room parent 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)

Classroom /Teacher Requests

We divide classes based on academic and social criteria. While we try very hard to accommodate requests, sometimes conflicting needs make it impossible for us to honor a request.

Computer Use – (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.

Promotion & Retention

Per OAC 3301-35-04(F)(3) <http://codes.ohio.gov/oac/3301-35-04> : Criteria for decisions on student promotion and retention shall be in accordance with sections 3301.0711, 3313.60, 3313.608, 3313.609 and 3319.01 of the Revised Code.

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 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*. Schechter students learn to be empathetic, responsible, engaged members of society. They become independent, self-aware citizens who feel a sense of responsibility for themselves and others.

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 snowballs.

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 Directors.

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 seasonal flyers, outlining learning opportunities for adults and families. We offer courses in Hebrew, Torah study, Passover Preparation, Prayer, and more. Information about classes and workshops will be available through our weekly-newsletter (Shavuon).

Affiliations

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

We are accredited by the Schechter Day School Network.

We are affiliated with the Jewish Education Center of Cleveland.

We are a beneficiary agency of The Jewish Federation of Cleveland.

After School Activities

Each semester there are opportunities for students to participate in after-school activities. Previous offerings included: Taekwondo, Art Club and Golf. 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 Parent Information 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 e-newsletter 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

Please check the Shavuon (weekly e-newsletter) and website for calendar information.

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. Students acquire study skills that enable them to be organized, manage their time and the perseverance needed to accomplish their goals.

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 students 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.

Room Parents

Each year the *Parents 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, etc.

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. Schechter’s nurturing environment recognizes each child’s unique abilities. Our faculty works with students to develop superior learning and thinking skills that allow them to reach their full potential. 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
- 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 one or two 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 Institutional Advancement Office.

Parents Association

The *Parents 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. 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: Unger’s, Lax and Mandel

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

Approved Pizza: Issi’s, Kinneret

Approved Restaurants: JCC 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. Our Judaic studies program inspires students to find meaning and develop personal connection to their faith through study and love of Judaism.

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. We do not provide *kippot* for girls or boys. Students are encouraged to bring them from home.

Tallit (prayer shawl): The *Torah* requires all four-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

Absence and Tardiness Policies

Goals and Philosophy Statement

Computer Use Policy

Working With Parents

Glossary of Hebrew Terms

Approved *Kashrut* Certification Symbols

Calendar

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Bullying Policy

**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 seamless transition to high school, college and beyond.
- 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.

- Demonstrate academic mastery and a strong sense of personal and communal responsibility toward addressing the needs of the larger society.

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 and place equal emphases on General and Judaic studies.

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

Develop analytical and conceptual skills, interpret texts and data AND apply ethics, logic and creativity to their daily lives.

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

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. 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, Schechter 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, 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

Updated August 1, 2011

Vision Statement for Gross Schechter Day School's Technology Plan: As a school committed to engaging, empowering and inspiring students, we will seamlessly integrate technology to maximize teacher instruction and individual student achievement, promote efficiency and open communication across all areas of the organization, foster and support Jewish identity, and prepare our students for school and life beyond Schechter.

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 and laptops. Even though our computers have limited and controlled access, there are times when we need to depend on the responsibility of students.

Use of Gross Schechter Day School's computer systems and equipment will be allowed only for students who act in a considerate, ethical, legal and responsible manner. As the owner of the computer systems, Gross Schechter Day School reserves the right to monitor the use of its computers and systems by students, faculty, staff and others, and the students and their parent(s)/guardian(s) expressly agree and acknowledge that they do not have an expectation of personal privacy.

Access to computers and the Internet is a privilege – not a right.

General Use - Students agree not to:

- View, use, or copy passwords, data or networks to which the student does not have authorization.
- Attempt to remotely control or change settings on any other server, laptop or computer.
- Attempt to change the local administrator password on any laptop or computer.
- Distribute private information about others or themselves.
- Intentionally access, transmit, copy or create material that violates the School's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
- Intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
- Load any software onto the computer or laptop without specific authorization of the school.
- Load any unlicensed software, materials, or data.
- Load any software, materials, or data in violation of any laws, including laws protecting copyrights and patents.
- Send instant message during School hours.
- Use the computer or laptop for purposes unrelated to school work.
- Place personal information, unrelated to the School, on the computer or laptop.
- Use the computer or laptop for any commercial purpose.

- Damage computers, computer systems or computer networks
- Violate copyright laws
- Trespass in another's folders, work or files

Internet Use – Students agree not to:

- Send or displaying offensive messages
- Send spam, chain letters, or other mass unsolicited mailings.
- Show disrespect to others
- Violate copyright laws
- Harass, intimidate or bully others through electronically transmitted acts i.e., Internet, cell phones, personal digital assistance (PDA) or wireless hand-held devices.

Internet access entails responsibility. All children are expected to abide by generally accepted rules of network etiquette. Students expressly agree that they are responsible for rejecting the receipt of any links, web sites, addresses or other electronic material that violate the policies or school rules of Gross Schechter Day School. Students expressly agree that if a particular behavior or activity generally is prohibited by law, Gross Schechter policy or other school rules, use of the computer systems for the purposes of carrying out such behavior or activity is also prohibited.

Violations of this policy may lead to withdrawal of the access privilege and/or disciplinary measures up to and including expulsion from Gross Schechter Day School.

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 *haftarah* (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 “*Barukh 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 regiment 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 Directors

The Board of Directors 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 Directors for the 2011-12 academic year are:

Officers:

Rabbi Melinda Mersack	<i>President</i>
Kyla Epstein Schneider*	<i>Vice President</i>
Ginny Galili	<i>Vice President</i>
Steven Hartstein*	<i>Vice President</i>
J. David Heller*	<i>Vice President</i>
Marc A. Melamed	<i>Vice President</i>
Debbie Rothschild	<i>Vice President</i>
Ronnen Isakov	<i>Treasurer</i>
Harvey Sass*	<i>Secretary</i>

Board Members:

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Mindi Axner	Rabbi Sharon Marcus
Irv Berliner	Natan Milgrom (a)
Howard Bobrow	Dr. Ruth R. Miller ז"ל
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Sarah Gross ^A	Brian Stein
Rabbi Michael Hecht	Robert L. Stein**
William H. Heller**	Peggy Sullivan Bloom
Michelle Hirsch	Dr. Sanford Timen*
Keith Israelstam*	Rabbi Stephen Weiss*
Dr. Jack Jaffe	Charles H. Whitehill
Ann Nickman-Jacobson ז"ל	Cheryl Wikas*
Ilana Katz	Iris S. Wolstein
Merle Kiwi* **	Dara Yanowitz*
N. Herschel Koblenz	Donna Yanowitz**
Rabbi David Kosak	
Jordan Lefko	
James D. Levine*	

* *Schechter Alumni Parent*

** *Schechter Grandparent*

^A *Alumnus/Alumna*

ז"ל *Deceased*

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. It is also important to take into account the victim’s point of view. Namely, were the actions something that a reasonable person would perceive as “bullying” behavior?

Indirectly encouraging bullying: there will be disciplinary consequences for children who indirectly encourages bullying.

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.

Retaliation: anyone who retaliates against someone who reported cases of bullying will face disciplinary consequences.

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"/> Expulsion |
| <input type="checkbox"/> Apology – Voluntary and Written | <input type="checkbox"/> Referred to Police |
| <input type="checkbox"/> Apology – Written – Parent Signature | <input type="checkbox"/> Refer for assertive training |
| <input type="checkbox"/> Clarify Behavior Expectations | <input type="checkbox"/> No Action Taken |
| <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 | |

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 2011-12

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
- 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.