



2016 ~ 2017

FAMILY HANDBOOK

**100 AMES STREET
SHARON, MA 02067**

781-784-8724

STRIAR HEBREW ACADEMY

2016~2017

FAMILY HANDBOOK

2016-2017 ~ 5777

LEADERSHIP TEAM

Rabbi Yehudah Potok, Head of School

Randy Bergel, Director of Admissions and Marketing

Susan Lagos, Business Manager

Dina Saks, Director of Teaching and Learning

Batya Foreman, Director of Educational Resource and Student Support Services

BOARD OF TRUSTEES

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Zamir Klinger & Dan Rosen (Co-Treasurers)

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STRIAR HEBREW ACADEMY MISSION STATEMENT

At **Striar Hebrew Academy**, we build community and better the future, one child at a time. We embrace Modern Orthodox Judaism as the wholehearted expression of Torah values and commitments through broad participation in the world. As a community of diverse individuals with shared values, our interpersonal, communal, and environmental relationships are governed by *tzedek* (justice) and *chesed* (loving-kindness).

To achieve this vision, we offer an outstanding education in the joyous context of Torah and *ahavat Yisrael* (love of Israel), with equal emphasis on excellence in general and Judaic studies. Our teaching and learning engage the full range of our students' abilities, talents, and interests, providing them with the tools to explore and discover as each child develops an integrated and confident sense of self.

Nondiscriminatory Policy for Students

The Striar Hebrew Academy admits students of any race, color, national and ethnic origin, and cultural heritage to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, cultural heritage, disabilities, political beliefs, sexual orientation, or marital status in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Dear SHAS Parents,

At Striar Hebrew Academy, we aim to maintain a "*community of learners*" in which students, parents and teachers work together to increase our knowledge and passion for learning.

This handbook is meant to layout policies and procedures at Striar Hebrew Academy to help ensure our students' growth and success. Please read through the handbook carefully and be in touch with us if you have any questions.

We look forward to an exciting year of inquiry and exploration!



Rabbi Yehudah Potok
Head of School

HOW TO REACH US

SHAS Main Office 781-784-8724
Email: office@striaarhebrew.org
Fax: 781-793-0654
Teachers' email: first_name_initial.last_name@striaarhebrew.org
Attendance/Dismissal changes: attendance@striaarhebrew.org

If you need to contact your child's teacher(s) or a school administrator, please send an e-mail directly with the pertinent information or leave a message during school hours. You may leave a voice mail message 24 hours a day. In most cases, we will respond to you within 24 hours (business hours).

FOR QUESTION OR CONCERNS ABOUT...

PLEASE CONTACT...

Your child's schoolwork or social issues	your child's teacher, Batya Foreman
A program or field trip	your child's teacher
Overall curriculum and Instruction	Dina Saks
Specific learning support	Batya Foreman
Logging into website and RenWeb, Admissions	Randy Bergel
Religious practice, educational philosophy	Rabbi Yehudah Potok
Billing questions, financial aid	Susan Lagos
Development opportunities	Rabbi Yehudah Potok
After-School Clubs	Nicole McGhee

PARENT-TEACHER COMMUNICATION

We are deeply committed to your child's development, and feel most effective when we can work together with you to understand your child and enhance his/her growth. Open communication is central to the well-being of a school.

Teachers will communicate with parents about their children by phone, email and if necessary, additional conferences. If you have any questions or concerns regarding your child, please contact your child's teacher. Please remember that teachers generally do not see their messages until after the school day ends. Teachers will respond within one school day.

The School's Administration:

If after speaking with your child's teacher, you still have concerns, we encourage you to speak with a member of Administration. If after speaking to a member of Administration you still have concerns, please contact the Head of School.

Additional school information is posted on the SHAS Facebook page and on the SHAS Website: www.striaarhebrew.org. The "*current families*" parents' section includes weekly classroom updates as well as links to important resources.

TELEPHONE MESSAGES

Urgent messages will be communicated to your child through their teacher or the office. Please bear in mind the difficulty in delivering messages to individual students and the disturbance this may cause in the classroom. Therefore, we ask parents to make all necessary arrangements before children leave for school so that interruption of classes can be avoided. Likewise, except in an emergency, students are not permitted to use the phone, so please do not ask them to call. In the event you need to make

an emergency carpool change, your child will be notified at pick-up time.

If you need to contact a teacher or administrator, please use our voice mail system to leave a message. Voice mail can be left during school or after school hours. We will try to return all calls within 24 (business) hours. We ask that you respect the staff's family time and refrain from calling them at home.

PARENT-TEACHER CONFERENCES

Parents are encouraged to communicate with staff whenever they have a concern about their child or the school program. Teachers are accessible via email and telephone. When a brief conversation or phone call will not suffice, a conference may be arranged by appointment directly with the teacher. Parents may also request a conference with a school administrator at any time.

If there are questions about what is going on in the classroom, parents are requested to speak with their child's teacher first. Teachers and parents communicate both informally throughout the year and more formally during Parent-Teacher Conferences about child-rearing practices to minimize conflicts and confusion for the child at home and in school.

Parent-Teacher Conferences will occur two times during the school year once in the fall and once in the spring. It is an opportunity to find out how your child is doing, to share information with the teacher and to ask questions. Parents will be notified of conference times in advance and will have the opportunity to choose their preferred range of times through electronic scheduling only.

REPORT CARDS

Report cards will be issued in January and June. Report cards are compiled using assessment tools, teacher observational data and portfolio documentation of the child's work.

PARENTAL INFORMATION AND RESPONSIBILITIES

Parent Conferences The school shall make the staff available for individual conferences with parents at parental request.

Parent Visits The school shall permit parents to visit the school and their child's room while their child is present.

Parent Input The school shall have a procedure for allowing parental input in the development of school policy and programs.

Confidentiality and Distribution of Records

Information contained in a child's record shall be privileged and confidential.

The school shall not distribute or release information in a child's record to anyone not directly related to implementing the program plan for the child without written consent of the child's parent(s). The school shall notify the parent(s) if a child's record is subpoenaed.

The child's parent(s) shall, upon request, have access to his/her child's records at reasonable times. In no event shall such access be delayed more than two (2) business days after the initial request without the consent of the child's parent(s). Upon such request for access, the child's entire record shall be made available regardless of the physical location of its parts. The licensee shall establish procedures governing access to, duplication of, and dissemination of such information; and shall maintain a permanent written log in each child's record indicating any time a child's record has been released.

Each time information is released or distributed from a child's record, the following information shall be recorded: the name, signature, and position of the person releasing or distributing the information, the

date, the portions of the record which were disseminated or released, the purpose of such dissemination or release, and the signature of the person to whom the information was disseminated or released. Such log shall be available only to the child's parent(s) and personnel responsible for record maintenance.

Amending the Child's Record

A child's parent(s) shall have the right to add information, comments, data, or any other relevant materials to the child's record.

The child's parent(s) shall have the right to request deletion or amendment of any information contained in the child's record.

If the parent(s) is of the opinion that adding information is not sufficient to explain, clarify, or correct objectionable material in the child's record, the parent shall have the right to have a conference with the licensee to make his/her objections known.

The school shall, within one (1) week after the conference, render to the parent(s) a decision in writing stating the reason or reasons for the decision. If the decision is in favor of the parent(s), steps shall be taken immediately to put the decision into effect.

RELEASE OF STUDENT RECORDS

Access to and release of a student's permanent record will occur with the written permission of the student's parent. Only parents or a legal guardian will have access to a student's records.

Transfer of Records

When a child is no longer in care, upon written request of the parent(s), the school shall transfer the child's record to the parent(s) or any other person the parent(s) identifies.

Charge for Copies

The school shall not charge an unreasonable fee for copies of any information contained in the child's record.

Availability of Information to the Office

Upon request of an employee authorized by the Head of School, and involved in the regulatory process, the school shall make available any information required to be kept and maintained under state or federal regulations and any other information reasonably related to the requirements of these regulations. Authorized employees of the office shall not remove identifying case material from the school premises and shall maintain the confidentiality of individual records.

Meeting with Parents

The school shall assure that the Head of School or his/her designee shall meet with the parent(s) prior to admitting a child.

At the meeting, the school shall provide to the parent(s) the school's written statements of purpose, services, procedures for parent conferences, visits and input to policy, procedures relating to children's records, and procedures for providing emergency health care.

The school shall provide the opportunity for the parent(s) to visit the classrooms at the time of the meeting or prior to the enrollment of the child.

LEARNING SUPPORT

Our goal is for all SHAS students to gain the knowledge and skills in our curriculum at a pace that is at once comfortable and challenging to them. To this end, there are numerous resources available for students who need learning support. We have learning specialists accessible to support students in reading, writing, math, Hebrew, organizational skills, and other context learning. The school also partners with Gateways, a Jewish organization which provides learning support to students both in and outside the classroom. If you are interested in Gateways services for your child, please contact Batya Foreman.

Additionally, we have a dedicated Team that meets with parents to discuss accommodations for students' learning. Team members include the Head of School, Director of Educational Resource and Student Support, classroom teachers and learning specialists. Teachers, administrators, parents, learning specialists, and outside consultants are invited to these meetings to create a plan to best meet students' needs and share results from any testing that may have occurred outside of school.

REFERRAL PROCESS FOR SUPPORT SERVICES

- Should a teacher or a parent have a concern about how a child is progressing, the school has a process to accomplish educational referrals. The following steps will be followed in an expedient manner. We will work with the child and family to accommodate a child's learning needs within the classroom setting before recommending that an evaluation be done through the child's public school.
- The classroom teacher identifies his/her concern(s) or shares concerns raised by the parent about a child to the Administration. The teacher brings a record of behaviors and challenges observed during the school day.
- A meeting is set up with the teacher(s), the parent and the Administration, if appropriate, to discuss the student's challenges and issues. During this meeting, intervention strategies and support will be discussed. This plan will include determining a reasonable period of time for instituting the plan before reconvening to assess its effectiveness.
- On the predetermined date, a meeting with the same participants is held to examine how well the strategies have been working. The classroom teacher brings documentation of the strategies used and what effect the strategies had in enabling the child to learn in a more productive manner. If it is determined that further support and/or assessment is needed, further steps will be discussed.
- The above process may be repeated at intervals determined by the participants.

WRITTEN POLICY FOR REFERRALS

From time to time, Striar Hebrew Academy may contract with a consultant for technical assistance to do general classroom observations, help develop policies, and conference with teachers to develop classroom plans. Should a child be identified as having a difficulty by the consultant, the school will contact the parents and set up a conference to discuss the staff's concerns. Currently, Striar Hebrew Academy consults with a counselor who consults with staff. When a teacher or other staff member becomes concerned regarding a particular child (e.g. observing a repeated inappropriate behavior), or feels that the needs of the child are unable to be, the following procedure shall be followed:

- The situation shall be discussed with the Head of School. The teacher, Head of School or other administrator will observe and document the occurrence of the behavior(s) that are of concern. Frequency, circumstance, and time of day will be recorded.
- The parent(s) shall be contacted and an appointment set to notify them of the noted concern, to discuss the situation, and to obtain permission for further follow-up (i.e. referral). At the meeting, the Head of School will provide the parent(s) with a written statement, including the reason for recommending a referral for additional services, a brief summary of the observations, and any efforts to accommodate the child's needs. If the child is under age three, the child's parent(s) will be informed of services provided by the Early Intervention Program.
- If it appears that consultation and/or referral may be needed, the concern, as well as what action is to be taken, shall be documented in the child's file by the teacher.
- The Administration will offer assistance to the parent(s) in making the referral. SHAS, with written parental consent, will make the referral contact to the Town of Sharon Special Needs Department for the parents if they desire. Either a consultant from the Town of Sharon will then be invited into the school to observe the child and possibly refer the family elsewhere, or the school will give referral information directly to the family. If the family does not live in the Town of Sharon, the child's hometown school department will be contacted.
- Follow-up with parents will then be initiated and documented by child's teacher. With parental permission, the child's teacher will also contact the agency or service provider who evaluated the child for consultation and assistance in meeting the child's needs. If it is determined that the child is not in need of services from this agency or is ineligible to receive services, the school shall review the child's progress every three months to determine if another referral is necessary.

PROGRAM HOURS

N/PK

Early Drop-Off:	7:45am - 9:00am
Half Day Program:	9:00am - 1:00pm
Full Day Program:	9:00am - 3:15pm
Extended Day:	3:15pm - 6:00pm

K-5

Early Drop-Off:	7:45am - 8:00am
Core Program:	8:00am - 3:15pm
Study Hall:	3:15pm - 6:00pm

Note: Grades 4 & 5 dismissal is 4:00pm Tuesday, Wednesday and Thursday following Mishna. All program hours on Friday end at 2:00pm with Extended Day/Study Hall ending at 3:00pm.

Early Dismissal Days

Dismissal is 12:00 noon.

Extended Day/Study Hall will run until 3:00pm.

After-School Clubs

After-school clubs for Grades K-5 are held from 3:30/4:00 to 4:30/5:00 pm.

See separate club schedule for details.

Arrival Procedures

We ask that children be dropped off and picked up in a timely manner, as it allows us to maximize the time available for learning. Core classes begin at 9:00am in N/PK and 8:00am for K-5.

We also ask that parents be mindful and courteous of our neighbors as you come and go from our school and that you maintain a safe driving speed at all times.

N/PK Student Arrival

- For Early Drop-off students, starting at 7:45 a.m., parents will park their car and walk their early drop-off students into Mercaz Bet where students will be supervised until 8:50 a.m.
- At 8:50 a.m., Early Drop-off students will proceed to their classrooms with their teachers and meet up with the Core Program students.
- Between 8:50-9:00 a.m., parents dropping off can either park their car and walk their child into the N/PK classroom or pull around the back of the building where a staff member will be waiting to greet their child.
- The school day officially begins promptly at 9:00 a.m.
- If an N/PK child arrives after 9:00 a.m., please park your car in the front parking lot and walk the child into through the main entrance to sign them in at the main office. Then walk them to their classroom.

K-5 Student Arrival

- Students may be dropped off starting at 7:45 a.m. and will have staff supervision in Mercaz Aleph. At 7:55 a.m., the classroom teacher will pick up his/her students from the Mercaz and bring them to their classroom to unpack for the day.
- The school day officially begins promptly at 8:00a.m. On Friday mornings, all classes will proceed to the Mercaz for Shabbat Ruach at 8:00a.m. and then proceed to tefillot.

- If a K-5 child arrives after 9:00 a.m., they must proceed to the front office and sign in before going to their classroom.

School in Progress (after 8:00 a.m. for K-5 or 9:00 a.m. for N/PK)

- Admittance to the school, main building or modular, is through the Main Entrance (front door). Use the intercom system at the front door.
- Tardiness (after 8:00 a.m. for K-5, after 9:00 for N/PK)

Dismissal Procedures

- No changes to dismissal will be allowed within 15 minutes of the dismissal time. Any changes prior to this must be made through email to attendance@stiarhebrew.org.
- Prior to dismissal time, parents should not pick students up at the classroom. If a child is to leave early, the child should be called to the office at the appropriate time and picked up there.
- No child may go home with any adult without the explicit written permission of his/her parent or guardian.
- If children need to be exchanged between carpools during dismissal, please park your car in the main lot.
- All “walkers and bikers” will be dismissed first.
- For safety reasons, only K-5 students will be permitted to walk or bike home without an adult. N/PK students will not be released by themselves or to an elementary sibling to walk or bike home.

1:00 Dismissal (for N/PK)

Parents should park in the parking lot and walk to the Annex Building through the gate to pick up your child.

3:25 - 6:00 Extended Day/Study Hall Program

Parents picking up their children after 3:25 pm should park in the parking lot and enter the Annex Building through the gate to be met by our Extended Day/Study Hall staff.

Grades 4-5 Dismissal

- Dismissal for Grades 4-5 on Tuesdays, Wednesdays and Thursdays, will be at 4:00 p.m. in the parking lot. Please wait inside your vehicle. Do not attempt to pass a vehicle waiting to load children.
- If you need to enter the building, please park your vehicle in the front lot and enter through the Main Entrance. Please remain in the front lobby and we will call your child to the lobby. DO NOT walk into the dismissal area or into the classrooms.

LATE PICK-UP

Parents are expected to be prompt when picking up their children. Our regular dismissal times are 1:00 p.m. (half-day program), 3:15 p.m. (full-day program), or 2:00 p.m. on Fridays. Our policy includes a grace period of 10 minutes beyond our dismissal times. After the grace period, children will be escorted to the next available program (Extended Day/Study Hall) when available. Parents will be charged the drop-in rate for the extended time.

At our 6:00 p.m. dismissal, or 3:00 p.m. on Fridays, there is no grace period. At one (1) minute past the hour, parents will begin being charged \$15.00 plus \$1.00 per minute for each minute they are late. ***In the case of a carpool situation, the driver responsible for the day's pick-up will be charged per child.***

EARLY PICK-UP

A parent must stop in the office to sign his/her child out of class early. Parents are asked to remain in the lobby until the child arrives. We do not encourage early dismissal unless necessary. Parents should send in a note to the school office ahead of time if a student needs to be dismissed early. If you need your child dismissed immediately around dismissal time, please pick up your child by 3:00 p.m., before the dismissal activity begins.

STUDY HALL/AFTER SCHOOL PROGRAMS

The Study Hall Program runs from dismissal time until 6:00 pm, Monday through Thursday, for the entire school year, except on early dismissal dates. A child may be enrolled in the Study Hall Program on a fee of \$12.00 per hour.

STUDY HALL

Study Hall is a service to families requiring supervision for their children. During Study Hall students can have a snack (that they bring), do homework, and engage in quiet relaxation/play with other children.

Children are expected to comply with school rules and to regard the supervisor with Derech Eretz (respect), as students treat their teachers. Children who cannot comply with these basic requirements will not be permitted to attend Study Hall.

On days that Grade 4 and 5 students attend classes until 4:00 pm, their elementary siblings may enroll in the Study Hall Program from 3:15 pm to 4:00 pm at no charge. Unfortunately, we are unable to provide free accommodation of other students who will be carpooling with Grade 4 or 5 students and/or their siblings.

In addition to the Study Hall Program, the school offers a variety of After-school Activities (Chugim) throughout the year, which are designed to enrich a child's educational experience. A schedule of After-school Activities (clubs) and fees will be distributed to students in the fall and late winter/spring. Students in After-school Activities may stay in the Study Hall Program prior to their class at no charge. Students must be picked up immediately when the class/activity ends.

Please note: The school may cancel the Study Hall/After-school Activities due to dangerous driving conditions arising from inclement weather that could develop in the late afternoon.

ATTENDANCE

Children learn best when they attend school consistently. They develop appropriate classroom behavior and participate in sequential educational activities. If a child will be absent or late please e-mail the school office at attendance@striarhebrew.org before 8:30 am. Any permanent change made to your child's schedule at school must be done in writing to the office.

Frequent tardiness and absences can greatly affect the child's ability to learn necessary concepts and information. Please do not take your child out of school early for family vacations. It is important for families to work out a plan to ensure that children are in school learning as much as possible. If you plan on picking your child up early from school, please let us know in advance by sending an email to attendance@striarhebrew.org. Doing so enables us to prepare your child for the change in routine and helps to make a smooth transition. You should park your car and sign your child out in the attendance book at the school office. Students coming in late or leaving early will have their time of arrival/departure recorded in the attendance log. Attendance reports of students attending the elementary campus will appear on their report card.

TRANSPORTATION

Children attending SHAS are driven to and from school by a parent or guardian or are in a carpool designated by their parents. Directions for Drop-off and Dismissal are outlined in this document and sent to the parents electronically at the beginning of each school year. When children need to be escorted from the program to attend a field trip, parents are enlisted to drive and provide the supervision for those children in their vehicle. Field trip arrangements, including parent consent information, are detailed below. In case of an emergency, children will be escorted by their teachers to a designated neighbor's house to wait in safety for pick up from their parent or designated driver. (See emergency evacuation procedures.)

Carpools

If your child(ren) is in a car pool, we require your carpool schedule in writing before the beginning of the school year. For the safety and security of your child, we need to be notified in writing of any changes in their daily transportation. *All* adults (even parents) authorized to pick your child up for any reason, including an emergency, must be listed on the **authorization to release form** and kept in your child's file.

Carpool Safety

The following is required if your child is in a carpool, regardless of the number of days you participate in the carpool:

- Please fill in your *Carpool Form* through RenWeb before the first day of school. Anyone authorized to pick up your child from school for a carpool must also be listed on your authorization to release form.
- For any permanent changes to your child's carpool schedule, you must make changes in

RenWeb to the *Carpool Form*.

- If there are any daily carpool changes, you must email us at attendance@striarhebrew.org the changes. Please indicate the date of change and the child's name. Remind your child who s/he is going home with, and make sure the drivers involved know of the change. **Changes e-mailed under 15 minutes before dismissal cannot be accommodated.**
- Please help children in and out of your car.
- Please do not leave children alone in your car while your motor is running.

Parents and designated drivers of students must follow all laws and guidelines set forth for child safety including the use of seat belts, car seats, booster seats and air bags. Massachusetts's law requires children younger than 8-years-old to sit in an age-appropriate car seat or booster seat.

It is the responsibility of the parent of the student to provide car seats and booster seats. Please supervise children getting in and out of your car. Do not leave children alone in your car while your motor is running.

FIELD TRIPS

Part of the program at Striar Hebrew Academy involves all-school and individual class field trips. Field trips are taken to rehabilitation centers, zoos, nature centers, flower shows, etc. We feel these trips augment what is being taught in the classroom and provide the children with wonderful "hands-on" experiences that relate to concepts of Mitzvot, Tzedakah, nature, etc. With (re)enrollment parents sign a general consent form for field trips. However, before a field trip, information will be sent home with your child about the trip. Tuition covers the cost of most field trips. At times we may ask for an additional fee to cover special field trips. Depending upon the number of students/classes attending the trip(s), the children will be traveling either by school bus or by car with parent drivers. Children under 8 years old must bring a car seat or booster to school on that day in order to go.

Parent Chaperones

We hope that you will be able to join us as a driver at least once during the year. It is a wonderful experience to share with your child. Please let your child's classroom teacher know when you can drive. Due to liability, babysitters may not be drivers.

Parents who volunteer to chaperone on a field trip are required to have a CORI on file. When driving, please maintain a safe speed and make sure that each child is in a car seat. Children may not sit in the front seat. During the program, supervise your group of children at all times. Unless specifically stated by the teacher, no stops on route are permitted. Children may need help to stay focused and to cooperate with the program leader.

In order to allow the children on the field trip to be the focus of your attention, siblings are not permitted.

FINANCIAL AID

Financial aid is allocated with consideration for the needs of the family and SHAS as a whole. SHAS follows guidelines established by the National Association of Independent Schools (NAIS) and also considers extenuating circumstances that may not be reflected in standardized tuition assistance application forms. Families will receive information about the financial aid application process in November/ December.

PARENT INVOLVEMENT

It is important to us that parents feel that they are a part of Striar Hebrew Academy and that we have an environment of parent participation at our school. There are many ways for you to be involved in your child's educational experience, from being a room parent to driving on field trips to helping organize and coordinate class programs. It is a wonderful opportunity for you to support your child's program within a time commitment comfortable for your family. We value every parent's talent and input. If you want to participate in or lead an activity, we ask that you pre-arrange this with your child's teachers so that they can coordinate with you. All parents/volunteers coming into the school to work with students will be required to fill out a CORI form. Please allow adequate time for processing your CORI as results can take a few weeks to be received by the school.

PARENT AND GUEST VISITS

Striar Hebrew Academy has an open door policy to parents coming into the school. Parents are always welcome to visit their child's classroom. However, in order not to disrupt the classroom routine, please check with the classroom teacher in advance of your visit. Please sign in and sign out at the Visitor's Book in the lobby.

Though it is often tempting to invite friends and relatives who are visiting your family to spend time in the classroom, this can often be disruptive to the classroom environment. If you would like to invite a guest to our school, please ask a member of the administrative team to ensure that this is an appropriate time. Once arrangements have been made, please sign in at the office first. ***Please bring anything forgotten, such as lunches, etc., to the office and not directly to your child's classroom.***

PARENT TEACHER ORGANIZATION (PTO)

The mission of the SHAS parent organization, is to support the school. The PTO organizes room parents from each grade as a core of leaders to encourage others to become more involved. The PTO is dedicated to enhancing the parent community by providing social opportunities for parents and families. In addition, the PTO supports the Admissions Office by formally welcoming new families.

The SHAS PTO sponsors events such as Rosh Chodesh lunch, Shabbat Rauch, and various fund raising events throughout the year. These events provide SHAS with funds to enhance holiday/ritual celebrations for our children, as well as special classroom enrichment programs. If you are interested in becoming active in the PTO, please email pto@striarhebrew.org.

PTO REIMBURSEMENT

The Head of School prior to the purchase of goods or services must approve all PTO expenditures. Any PTO member who is due reimbursement from SHAS for any purchases of goods or services must submit all receipts with proper approval documentation and a Reimbursement Form to the business office.

SCHOOL DRESS

Students will come to school appropriately dressed for an environment of teaching and learning. The basic principles underlying the SHAS dress code are:

- Safety
- Appropriateness for a Makom Torah (a place in which Judaism is learned and lived)
- Comfort

Boys are expected to wear a kippah and tzitzit in grades K-5 (a hat or kippah is strongly encouraged in N/PK while at school). Footwear should be comfortable and appropriate for the weather. Sandals should have heel straps secure enough for running and other activities. Students should wear supportive shoes on gym days.

Judaism values both safety and tzni'ut, acting and dressing in a modest manner. In order to create a safe and comfortable environment appropriate to our educational and recreational activities, please make sure that clothing covers the midriff, shoulders, and has a modest neckline. Please call us if you have any questions.

All Students:

- Your child's clothing should be comfortable and ready for all types of play and learning.
- Younger children should wear clothing that is manageable at toilet time. Elastic-waist skirts or jogging type pants are very practical.
- Please keep in mind that we go outside even in the winter (weather-permitting), so please send your children with snow pants, boots, hats, and mittens or gloves attached to the sleeves of their coats.

Grades 2-5:






- Boys should wear full-length pants (no sweats) and shirts, (Ts, polo's or button-downs).
- Girls should wear skirts, dresses or jumpers to an appropriate (i.e., knee-covered) length (with pants, leggings or shorts under them as desired), and shirts and blouses with short sleeves or longer sleeves and no midriff exposed.

TO AVOID CONFUSION, PLEASE BE SURE THAT YOUR CHILD'S CLOTHING IS CLEARLY LABELED WITH HIS/HER NAME.

LOST AND FOUND – HaShavat Aveida

To avoid the loss of clothing and other items, please label each article of your child's clothing. SHAS has a "HaShavat Aveida" box which resides in the lobby during school days. Remember to check the box periodically. Articles unclaimed will be donated to a tzedaka (worthy cause) twice a year.

FOOD

The SHAS community follows the kashrut standards set by Orthodox rabbinical authorities. We ask that families respect these guidelines in their homes when serving food to their children's classmates and in preparing food for lunch or snacks that are brought to school. When providing food for a school or class event, only store-bought items with the following kosher certified copyrighted symbols , , ,  or  may be purchased. The school will be happy to assist you with any Kashrut-related questions.

All children may bring dairy, meat, or Pareve food for lunch and snack. Please include a small piece of bread for lunch so that *ha-motzi* can be recited. We allow meat items for lunch only, not snacks. All students bringing in such items will use a paper placemat provided by the school. If a meat item was brought in for lunch, only pareve items should be sent in for both snacks.

The kashrut and health policy of the Striar Hebrew Academy does not allow students, even siblings, to share lunch or snack items brought from home. Please discuss this policy with your child.

The N/PK class only will provide a morning and afternoon snack on a daily basis.

For K-5, Please send one morning AND one afternoon snack for your child daily. We ask that you limit all snacks to no more than two food items each.

Also, please keep in mind that it is important to send a healthy as well as kosher lunch. In addition to a main course lunch, nutritional snacks, such as fruits and cut-up raw vegetables, help to make a well-rounded meal. We do not allow candy, and sugary desserts are strongly discouraged. Milk or 100% fruit juices are preferable to sugary beverages.

Here are some suggestions for a nutritional lunch

- Sunflower butter and jelly on pita or 2 slices of bread
- Sunflower butter and banana on pita bread
- Sunflower butter on rice cakes
- Cold pizza bagels or slices of pizza
- Cold pasta with cheese
- Tuna fish salad on whole wheat bread
- Cut-up apples with slices of cheese
- Deli Sandwich
- Cut-up carrot or celery sticks
- Boxed raisins or pretzels
- Granola bars
- Trail mix (granola, raisins, nuts, etc.)
- Piece of fruit - apple, orange, etc.
- Juice or milk

The recommended serving size is:

- 2 slices of bread
- 2 ounces of protein
- 6 ounces of milk
- 1 whole fruit or ½ cup of salad

Please be aware that there may be children who are highly allergic to certain ingredients and foods, such as peanuts which might necessitate putting our *Allergy Awareness Policy* into affect for different classes to take extra precautions to make sure our eating environment is safe for all our students.

ALLERGY AWARENESS POLICY

With the safety of its children a top priority, and a mission to be an inclusive community, SHAS is adopting an allergy awareness policy in order to protect and support children who have food allergies that can cause extremely dangerous, and even fatal, reactions. The school, therefore, will implement these guidelines as part of its allergy awareness policy, communicate the policy to its families, and urge families to comply.

- When there is a student at SHAS who is severely allergic to an allergen, with the potential for an anaphylactic reaction, **all** students who eat lunch or snack with that student will be asked to follow these guidelines when preparing lunches for their children:
- All students eating in an allergen-safe zone will not be allowed to bring in food items for snack/lunch that list the allergen as one of the ingredients or that lists that the product “**may contain traces**” of the allergen. Products that list the product as “processed in a plant/facility/on a line that processes the allergen” are ok to pack for snack/lunch.
- For **special occasions** on which specialty items, such as birthday or Shabbat treats, are being brought into the school and being shared with other students, the product brought into school must adhere to the allergen-free guidelines listed above. In addition, the family of the child with the allergy will keep individual specialty foods at school to be used as a substitute for their child when special treats are being brought into school.

When necessary, the school will maintain an allergen-safe zone and, in N/PK, will provide allergen-free snacks. The school will follow the following procedures in order to maintain the allergen-safe zone.

- Lunch boxes will be checked daily to make sure that the allergen is not mistakenly present in any of the foods served at the same table as the child with the allergy.
- The child with the allergy will be seated at the same table in the lunch room each day (with other students) to maintain a consistency and supervision around checking for potential allergens in foods and in thoroughly cleaning up the eating area of the room.
- Tables in the allergen-safe zone will be covered when students are being served food to help protect against cross contact.
- The school, when possible, will substitute allergen-safe products to be used for the whole school in place of the typical brand, which may contain the allergen in some format (for example, switching from one brand of crackers to another).

BIRTHDAY CELEBRATIONS

Each grade celebrates birthdays in their own way. If you would like to arrange for a classroom celebration, please contact the teacher at least one week in advance to coordinate the date, time, and type of refreshments. It is also important to check with the teacher about any allergies that students in the class might have. Whenever food is sent for the class to share, please follow the kashrut and allergy guidelines listed above.

- Students in Nursery through 3rd grade may have parents join the class as part of the birthday celebration.
- Fourth and fifth grade parents are welcome to make arrangements with a teacher to send in a special snack for the class.

- A non-food way to celebrate your child's birthday is by donating a book or education item in honor of your child to their classroom. Please check with the teacher for any suggestions.

In order to be mindful of all our children, please follow these guidelines when inviting your child's classmates to a birthday celebration outside of school.

- Invite either the entire grade/class or all the boys or all the girls in the grade/class.
- Please mail invitations to the children's homes rather than distributing them in school.
- Please follow the kosher guidelines listed above.

SNOW DAY POLICIES

Our first and foremost concern is to ensure the safety of our children and adults in hazardous driving conditions. In these circumstances, our rule is better to err on the side of caution. Our top priority is the safety of travel for all students, parents, and staff members, including those who live outside of the Sharon area, where conditions may not be favorable for travel.

The Administration will use independent discretion in making any decisions on closings and delays and will not indiscriminately rely on the decisions of the Sharon Public School system. Therefore, the SHAS policy is as follows:

- Unless notified otherwise, assume that the school will be open at its regular scheduled time.

IN CASE OF CLOSINGS OR DELAYS

- A message will be posted on the home page of the SHAS website.
- Parents will receive a recorded message from the school via RenWeb to their home or cell phone which you can choose in RenWeb. Parents will also receive an e-mail.
- Since some of our families travel from towns outside of Sharon, please use your best judgment about the safety of bringing your child to school.

SCHOOL OPENING DELAYS

When a one-hour delay is posted, school will open at 9 am.

When a two-hour delay is posted, school will open at 10 a.m.

Unless notified otherwise, there will be extended day/study hall/After-School Clubs.

EARLY DISMISSAL DUE TO INCLEMENT WEATHER

- On days when storms are expected, please stay aware of weather conditions.
- When severe weather makes it necessary to close school early, we will make every effort to contact each child's parents first and will then follow your emergency contact procedures.
- Please do not rely on previous carpool arrangements. Contact the carpool driver directly so that s/he receives specific instructions from you on getting your child(ren) home safely and expeditiously.
- In the event of poor driving conditions, you may wish to pick up your child early from school. Please follow early pick-up procedures.

PROCEDURES FOR HEALTH CARE AND EMERGENCIES

The following information outlines our procedures for managing health care and meeting potential emergencies including but not limited to missing children, the evacuation of children from the program in the event of a fire, natural disaster, loss of power, heat or hot water, or other emergency situation.

- A. Massachusetts requires all students to be vaccinated in accordance with Center for Disease Control (CDC) requirements unless there is a legitimate medical or religious exemption signed.
- B. An up-to-date vaccination record and signed physical exam shall be updated annually. Parents must specify children's special health care needs (allergies, asthma) when completing forms before the beginning of the year. These health care needs will then be recorded by someone on staff, listed on a master list, and distributed to each teacher. Please do not leave anything on the forms blank.
- C. A list of children with allergies will be distributed to each teacher and posted in each classroom and food preparation area so that these children are not exposed to items to which they are allergic. Every effort will be made to safeguard a child with a known allergy from the substance to which s/he is allergic.
- D. In the case of contagious illnesses (such as impetigo, pink eye, pinworm, chicken pox, fever, or strep throat), the parent must show proof that the child has had the required period of medication or proof from the child's physician that the child is no longer contagious.
- E. Use good judgment when sending your child to school. If there is a doubt about illness, please contact your doctor. A student should not be sent to school ill with instructions that parents be contacted if the child's condition worsens. To prevent other children from becoming ill, we expect that the sick child remain at home to recuperate. Please keep in mind that your children should be kept home if:
 - They have a temperature of 100 degrees or higher (the temperature should be normal (without fever suppressing medication) for 24 hours before returning to school);
 - They have had nausea, vomiting or diarrhea within 24 hours;
 - They have had a contagious cold with colored discharge, glassy eyes, and/or a persistent cough or sneeze;
 - They have an undiagnosed rash; or
 - They have a persistent sore throat, as well as any other contagious illness, as outlined by the Massachusetts Department of Public Health regulations.

PLAN FOR CARE OF MILDLY ILL CHILDREN

A child who is in good health will be able to learn and enjoy the school day experience. Sometimes, a child comes down with an illness during the school day. In these cases, we will do our best to care for the child until a parent or designate of the parent can come to pick up the child. We will keep calling to try to reach someone. The procedure will be as follows:

Should staff observe that a child has a fever, cough, a runny nose that has a thick greenish discharge, a rash of any kind, is vomiting, has repeated diarrhea, itchy eye(s) that are slightly pink, or small pimples on trunk or extremities of the body, that staff member will immediately notify an administrator and separate the child from the other children. A staff member will make the child

comfortable in a supervised area away from the other children while s/he contacts the parents or designate to request that they pick up the child. Should there be a delay for the child to be picked up, a staff member will stay with the child.

HEAD LICE

Head lice (*pediculosis capitis*) is spread most commonly by close person-to-person contact and clothing, especially hats and other hair implements. In an effort to control head lice, Striar Hebrew Academy has adopted the following policies:

1. The school has a lice/nit-free policy. Children should be checked before the start of a new school year by the town nurse or other health care provider, and periodically during the school year, if necessary. Children who are found to have lice/nits may not enter their classroom and must be picked up and taken home for treatment as soon as possible.
2. Children found with lice/nits will be re-admitted only with a note provided by a licensed medical practitioner attesting to being lice/nit-free.
3. At school or at school-related events, children may not share kippot, hats, or other head coverings, combs or brushes, barrettes, etc.
4. Information on head lice/nits and recommendations for treatment are available in our school office upon request.
5. A schedule to the availability of a Town of Sharon nurse to conduct an examination will be made available to the parents.

MEDICATIONS

In keeping with regulations concerning the dispensing of medications we must insist upon the following:

1. Whenever possible, have your doctor prescribe medications which need not be given during the school day.
2. All prescription and non-prescription medications must be brought by the parent to the school office and accompanied by the Medication Consent Form, which gives us consent to administer the medication and which states the child's name, the reason for medication, the name of the medication, the dosage to be given, number of times per day or other criteria for administration, the number of days that the medication must be given, the date prescribed, the possible side effects, and any storage information. This form must be filled out completely by parent and doctor and is valid for no more than one year for unanticipated nonprescription medications (acetaminophen, ibuprofen) or for topical nonprescription ointments that are applied to open wounds or broken skin.
3. All prescription medications must be brought in the original container with the label from the pharmacy. The pharmacist will provide an extra container with the appropriate label, if asked to do so, so that you may give us only the amount of medication needed at school. A specific Medication Consent form must be filled out by the doctor indicating the name, of the child, name of the medication, dosage amount, times to be taken, date prescribed and length of time to be taken each time a prescription medication is needed.
4. All non-prescription recurring medications (allergy/asthma etc.) must be brought to school in their original containers (please check expiration date) with the Medication Consent Form signed by a doctor. This form is good for the year, but needs to be updated weekly for each medication taken. An attempt will be made to contact the child's parents before non-prescription medication is administered pursuant to a standing physician's order, unless the child needs medication urgently or contacting the parents will delay appropriate care unreasonably. The parents shall be notified each time a non-prescription medication is administered to the child.

5. Sunscreen or any other topical lotions that are not applied to broken skin cannot be applied without written permission from the parent

EMERGENCY AND HEALTH CARE PROCEDURES

INJURY PREVENTION PLAN

1. The Head of School shall monitor the environment daily and will immediately remove or have repaired any hazard that may cause injury.
2. If an accident occurs, whichever staff member is present is responsible for recording what happened and when it occurred in the Accident Log and fill out the *Injury Report Form*. The *Injury Report Form* will be sent to parents within 24 hours of the incident, and a copy will be put in the child's file for documentation.

INJURY CARE: STAFF WILL

1. Stay with the injured child
2. Administer first aid to stop bleeding and/or CPR to begin breathing
3. Have other teachers tend to the rest of the children and get help
4. Call 911 if ambulance is needed
5. Call 911 if poisoning is suspected
6. Call the child's parents and ask them to meet at the hospital's emergency room
7. Take the child's medical information to the hospital
8. Stay at the hospital until the parents come

For Care of an Allergic Reaction

1. All teachers will have a list of all children with allergies listed from children's record forms.
2. Every effort is made to safeguard a child with a known allergy from the substance to which s/he is allergic.
3. Should a child have an allergic reaction during school hours:
 - a. Staff will try to make child comfortable while having other teachers tend to rest of children
 - b. Staff will check the child's allergy action plan and follow the appropriate procedures as outlined by the child's doctor
 - c. Staff will call the parent if an allergic reaction is suspected or is mild
 - d. Staff will call an ambulance if the reaction is severe. Staff will then call the parent or person to contact in case of emergency.

EMERGENCY AND HEALTHCARE PROCEDURES

Plan for Managing Infection Control

- Our school will take special precautions in order to minimize the spread of infectious diseases by:
 - Using the appropriate bleach mixture to keep tables, bathroom fixtures, and rest mats clean
 - Ensuring that staff and children wash their hands with liquid soap and running water, using friction.
 - Hands shall be dried with individual disposable towels. Staff and children shall wash their hands at least at the following times:
 - Before eating or handling food
 - After toileting or diapering
 - After coming into contact with body fluids and discharges
 - After handling animals or their equipment
 - After cleaning
 - Staff will wear food service gloves when preparing and serving food to children

At the beginning of each school year, during staff orientation, all staff will be instructed by the Administration and/or the First Aid instructor in what these procedures are and what their responsibilities will be following these procedures. Included in this orientation will be universal precautions of wearing rubber gloves when dealing with bodily fluids and the proper disposal of these materials.

All parents will be notified within 24 hours when any infectious disease, such as chicken pox, salmonella, etc., has occurred.

Missing Child

Attendance is taken every day. The attendance record and emergency numbers are taken when the class moves around the building, when they go out to the playground, and when evacuation drills are in progress. Each teacher routinely checks to make sure that every child is with the class as documented in the attendance record. We pride ourselves on our supervision and care of all the children in the program. However, we have a written procedure in the unlikely case that a child is reported missing by the teacher after review of the attendance. The following steps outline this process:

The Head of School and the administrative asst. in the front office will be notified immediately, and will help locate the child. The Head of School, class teacher, and administration will make

sure that every space in the building has been checked.

If the child is found: The child will be brought into the Head of School's office to assess if there are any injuries. The Head of School will immediately call the parents of the child to report the incident. Second, the Head of School will call DCF, where a 51A will be filed. Additional measures will be taken as directed by DCF. Additionally, the incident will be documented and logged in the school's files.

If the child is NOT found: If the initial search of the building and outside area does not result in finding the child, the first step for the Head of School would be to notify the police and let them know that a child is missing from the premises. The Head of School will then follow the remaining procedures from above; notifying the parents, and DCF of the incident and following any additional measures as directed by those offices.

Building Evacuation

If ever a question arises about the need to evacuate the building, the Head of School will call the Sharon police department to determine what steps to take if necessary.

1. A separate evacuation plan is posted in each classroom for that room's location.
2. Teachers and assistants will lead the children out of the building.
3. Attendance is taken every day. Attendance record and emergency numbers are taken out of the building when evacuation drills are in progress. Each teacher will check to make sure that every child is with the class as documented in the attendance record. The office sign-out sheets will also be checked.
4. The Head of School (or designated person in case of Head of School absence) will check for stragglers and is responsible for assuring the number of children in attendance to the number of children safely evacuated. The same person is also responsible for assuring that evacuation drills are practiced with all groups of children and staff at least every two months.
5. There are several fire extinguishers strategically located throughout the school. An instruction for how to use them is given at the staff orientation.

In Case of a Fire, Natural Disaster, loss of heat/hot water, loss of power, or a Disaster Situation (Chemical Spills, Bomb Threats);

In the case of a natural disaster or a "situation," staff and children shall follow the same evacuation procedure as stated above. Once everyone has been accounted for, teachers will carefully lead their children to a pre-identified location:

- Staff will then notify parents or their designated back-up persons of the need to pick up the children immediately. The regular pick-up procedure will be followed, i.e.: as a car drives up, the teacher will load the child(ren) into the car.
- In the case of a sustained loss of electricity (that will adversely affect the program), heat

(drops below 65 degrees Fahrenheit), or water, with children already in the school, an emergency early dismissal procedure will be followed. Staff will keep children occupied and comfortable, while parents or their designated back-ups are notified by telephone from school of the necessity for pick-up due to the school closing early. The Head of School or designate will stay with children until everyone has been picked up.

- Should the loss of electricity, heat, or water occur prior to the start of the school day, with the indication that there will be a sustained loss, staff and parents will be notified by our emergency notification system.

SAFTEY DRILL (Lock Down) PROCEDURES

- Remain inside the classroom or enter the nearest classroom or office suite.
- Teacher should quickly glance outside the room to direct any students or staff members into a classroom immediately.
- Immediately close classroom, connector or office doors.
- Turn out lights.
- Students should get away from windows and stay close to the floor. (If you can get your class into a bathroom, go inside and lock the door.
- Do not panic or attempt to evacuate – be calm. Keep children quiet.
- Stay quiet, stay put, listen for further instructions - Keep the children quiet. Stay on the floor near the wall of the door.
- Do not assume it is safe until an Administrative Staff releases you. Teachers and staff should listen for the all clear from an Administrator. Do not respond to anyone knocking on the door or another teacher or staff member telling you that it is okay.
- If student and teachers are outside the school building, they should stop drop and remain still.
- You will be directed where to relocate depending on the situation.

For Field Trips

The first aid kit and emergency card information will be carried at all times on field trips. Staff will follow emergency procedures listed above.

If Parent Cannot Be Contacted

Every effort will be made to contact the parent first; however, if parents cannot be reached, staff will check emergency card information and call the person listed as “person to contact in case of emergency.” If that person cannot be reached, staff will contact alternate person listed on that sheet as a “person to contact in case of emergency.” Parents will be notified later when they can be reached.

PROCEDURES FOR IDENTIFYING AND REPORTING SUSPECTED CHILD ABUSE OR NEGLECT

Pursuant to Massachusetts statute, M.G.L.c. 119, 51A; all staff are considered mandated reporters and are required to report any signs of child abuse or neglect to the Department of Children and Families (DCF) whenever he/she has reasonable cause to believe a child in the program is suffering from a serious physical or emotional injury resulting from abuse inflicted upon the child, including but not limited to sexual abuse, or from neglect, including but not limited to malnutrition, no matter where the abuse or neglect may have occurred and by whom it was inflicted.

Indicators of child abuse or neglect will be documented by the teacher and dated in a diary form. This information will include the full nature and extent of the child's injuries, abuse, or neglect, and will be reported to the Head of School. Information from DCF regarding the mandated reporting policy will be distributed to all staff members at the start of each school year. The Head of School will then follow the procedures for making a report of child abuse or neglect as described by DCF and school policy. A professional consultant will be involved in this process.

Written documentation of such allegations will be kept on file and reported to DCF by the Head of School following the procedures as described above. The Head of School will ensure that an allegedly abusive or neglectful staff member does not work directly with children until the Department of Social Services investigation is completed.

TERMINATION AND SUSPENSION POLICY

The goal of our school is to team with families to support and meet the developmental needs of their children. In cases where this becomes difficult due to challenging behavior, or unforeseen circumstances, we strive to continue working with the family to find alternative options, or develop new plans to support the student so that they would be able to remain in our program.

- Our first step is to meet with parents to discuss the options available to them so that we can manage the situation together without a suspension or termination.
- We offer referral suggestions to families regarding evaluations, diagnostic or therapeutic services. Gateways and our town public school system help to provide many of these services.
- As a staff team, we will pursue our options to obtain supportive services for our program, including consultation and educator training.
- Finally, in working with the parents, we develop a plan together for behavioral intervention to be used both at home and at school in supporting the child.

However, if after all our efforts, we are not able to find a solution that would best assist the student, they may be suspended or terminated from our program for any of the following reasons:

1. Severe discipline problems involving continual physical harm to others or self, or verbal/emotional abuse of others;
2. In the event that, after consultation among the teachers, the Head of School, the parents of a child, and the administration determines that the child's needs cannot be met by the school;
3. Parental failure to pursue a referral made by the school within the deadline stated in the letter of referral issued by the Head of School, or failure to make some other suitable written arrangements with the administration;

4. Parental failure to complete and return registration forms.
5. Parental failure to comply with SHAS's tuition fees, schedules, and policies.

In the case of suspension or termination due to severe discipline problems, the teacher will inform the Head of School of such problems and maintain a written, dated log of specific behavior. The teacher will contact the parents in an effort to modify the problems. When modification is unsuccessful, the Head of School will meet with the teacher and parents to discuss further solutions, including the availability of information and referral for other services. If the behavior continues, the Head of School will consult with the Board President and make the decision to terminate or suspend the student from the school and then notify the parents in writing of the decision and the reason for the decision.

In the case of an inability on the part of the SHAS to meet the child's needs, the decision to suspend or terminate shall be made only after:

1. Meetings with parents have failed to arrive at a mutually agreed upon solution;
2. The SHAS administration has reviewed the needs of the child in cooperation with any health and service providers providing services to the child (with parental permission) pursuant to the Written Policy on Referrals;
3. The SHAS administration has identified in writing the specific accommodations, if any, required to meet the needs of the child in the program;
4. The SHAS administration has determined that the special accommodations are unreasonable or would cause an undue burden on the program. The specific accommodations that must be considered include, but are not limited to:
 - a. Any change or modification in the child's participation in regular activities;
 - b. The size of the group to which the child may be assigned and the appropriate staff/child ratios; and
 - c. Any special equipment, materials, ramps, or aids.

The factors that may be considered by the SHAS administration in determining that the specific accommodations needed for the child are unreasonable or would cause an undue burden include, but are not limited to:

- The nature and cost of the accommodations needed to provide care for the child at the program;
- Ability to secure funding or services from other sources;
- The overall financial resources of the school;
- The number of persons employed by the school; and
- The effect on expenses and resources or the impact otherwise of such action upon the school.

In the case of suspension for #s 1, 3, 4, or 5, the child shall be re-admitted to the school once the terms as outlined in the suspension letter have been met.

It is at the discretion of the Head of School with input from appropriate members of the board and/or the psychology consultant, to determine whether or not the terms, as outlined in the suspension letter, have been met.

In the case of a suspension or termination due to parental non-compliance with SHAS policies the Head of School will first notify the parents in writing of failure to meet deadlines. After this, the Head of School will issue a reminder and warning if the parents do not cooperate. If non-compliance continues, parents will then be issued a written termination letter or suspension letter, as determined by the Head of School and in conjunction with the Board of Directors.

When a child is terminated or suspended from the program, whether termination or suspension is initiated by the school or by the parents, the school will prepare the child for termination or suspension from the program in manner consistent with the child's ability to understand.

Consequences of Behavioral Infractions

Being a member of a *kehillah* (community) comes with privileges and responsibilities. At the discretion of the professional staff, there is a policy of progressive discipline.

In Class (assigned by the teacher)

1. Task to "make it right" (write a letter of apology, complete the task again correctly, clean up a relevant space, complete a related task)
2. Loss of a privilege (choice time, reading a favorite book)
3. Time out
4. Lunch and/or recess detention

Outside of the Classroom (assigned by a school administrator)

1. Task to "make it right"
2. In-school time out
3. Student calls parent to explain behavior
4. Student may be asked to leave for a day, particularly in cases of physical aggression
5. Student may lose privileges of attending a school social event, program, or activity
6. Student may be asked to leave the school permanently

BULLYING PREVENTION AND INTERVENTION PLAN

At Striar Hebrew Academy, we expect that all members of our school community will treat each other with civility and respect. It is the policy of the School to provide and maintain a learning environment that is free of bullying and any other verbal or physical misconduct that disrupts the learning environment or makes it unsafe. The School Bullying Prevention and Intervention Plan, set forth below, pursuant to the requirements of the Massachusetts law against bullying, as amended spells out our approach to addressing bullying and retaliation.

POLICY

The School does not tolerate any form of bullying, which includes cyber-bullying, nor do we tolerate retaliation against any person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. Bullying is prohibited on school grounds and at school-sponsored events, activities, functions, programs and field trips. Bullying is also prohibited through use of technology or an electronic device owned, leased, or used by the school.

In addition, bullying and cyber-bullying are prohibited at any location, activity, function, or program that is not school-related or through the use of technology or an electronic device that is not owned, leased, or used by the school, if the bullying creates a hostile environment at school for a targeted student, infringes on the rights of a targeted student at school, or materially and substantially disrupts the educational process or the orderly operation of the school.

What is Bullying?

Bullying means repeated physical actions or gestures, written, verbal or electronic expressions, by one or more students or by any member of the school staff, that:

1. causes physical or emotional harm to the targeted student
2. damages a student's property;
3. places a student in reasonable fear of harm to himself or herself or of damage to his or her property;
4. creates a hostile environment at school for any student;
5. infringes on the rights of any student at school; or
6. materially and substantially disrupts the educational process or the orderly operation of the school.

For purposes of this policy, school staff includes, but is not limited to, any and all educators, administrators, custodians, advisors to extracurricular activities, and paraprofessionals.

Cyber-bullying

Cyber-bullying is any form of bullying (as defined above) through the use of technology or electronic devices such as telephones, fax machines, cell phones, email, instant messaging (IM), text messages or the Internet. Cyber-bullying can include (but is not limited to) bullying through the creation of a web page or blog in which the creator assumes the identity of another person, or knowingly impersonates another person as the author of posted content or messages and also includes bullying through the distribution of or posting on electronic media that may be accessed by others.

Retaliation

Retaliation is any form of intimidation, reprisal, or harassment directed against a student or staff member who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

PREVENTION OF BULLYING

SHAS recognizes that certain classes of students may be more vulnerable to becoming a target of

bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The School takes the following steps to support vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment:

From the earliest grades at SHAS, students learn that each person is created with Tzelem Elokim, in the image of G-d, and must be treated with civility and respect at all times. We have implemented several programs to create a positive atmosphere and sense of community in classrooms and in the school as a whole, to teach social skills, and to create a culture in which bullying is not accepted.

Reports of Bullying, Cyber-Bullying, or Retaliation

As a school, we take reports of bullying and retaliation seriously. Whenever bullying or retaliation is reported, the situation will be investigated promptly. Any student who is the target of bullying or has witnessed an incident of bullying or otherwise has relevant information about bullying prohibited by this policy, including cyber-bullying, should promptly report the matter orally or in writing to any administrator or to any other faculty or staff member with whom the student feels comfortable. Any student who is subject to retaliation by another student or staff member or by anyone else in violation of this policy or who knows of another student who has been subject to retaliation should promptly report such conduct. Reports of bullying or retaliation may be made anonymously. Any student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

Parents or guardians who believe that a student has been the target of bullying (including cyber-bullying), or retaliation, or have witnessed or otherwise have relevant information about bullying or retaliation, promptly should notify an administrator or any other faculty or staff member. Parents or guardians who believe that a student has been the target of bullying or retaliation by a staff member should notify a member of the administrative team immediately, or the Head of School. Furthermore, any parent or guardian who has himself/herself witnessed bullying or has relevant information concerning such an incident should report the incident to any administrator or to any other faculty or staff member. The form attached as may be used to report bullying or retaliation to the School. Reports of bullying or retaliation may be made anonymously.

Any member of the faculty or staff of the School who witnesses or otherwise becomes aware of or receives a report of bullying in violation of this policy, including reports of bullying by a member of the faculty or staff, or who becomes aware of retaliation against a student who reported information or cooperated in an investigation concerning a violation of this policy, is required to report it to a member of administration immediately. Reports may also be made directly to the Head of School.

School Response and Intervention

All allegations of bullying or retaliation shall be investigated. Because the School's goal of conducting a thorough investigation may require it to share information as part of the investigation or for other legitimate reasons, while the School conducts all investigations with appropriate discretion, the School cannot promise strict confidentiality as part of its investigation.

When a report of bullying, cyber-bullying, or retaliation is brought to the attention of a member of the School's administration, initial steps may be taken, if deemed necessary, to protect the well-being of students and to prevent the disruption of their learning environment while the investigation is being conducted.

The investigation may include (but is not necessarily limited to) interviews with the person(s) who made the complaint, each student who was the alleged target, and the alleged perpetrator(s) of the incident, and any other students, faculty, staff or other persons who may have witnessed the events or otherwise

have information relevant to the alleged incident.

Depending on the circumstances, the person(s) conducting the investigation may choose to consult with other teachers and/or the School Counselor.

In the case of an allegation of bullying by a non-faculty staff member, the staff member's supervisor shall also be informed of the allegation and shall confer with the responsible investigating party regarding the investigation and any remedial actions considered. In the case of an allegation of staff or faculty bullying, the person conducting the investigation shall inform the Head of School of the allegation and also confer with the Head of School regarding the investigation and remedial actions considered.

In the case of an allegation of bullying or retaliation by a member of the school administration, the Head of School shall conduct the investigation. In the case of an allegation of bullying or retaliation by the Head of School, the Board of Directors shall appoint or hire an individual not employed by the School to conduct the investigation. In any investigations of staff or faculty bullying or retaliation, students being interviewed as part of the investigation who are involved shall be interviewed only in the presence of the School Counselor and/or an Administrator.

Resolution, Notification, and Follow-up

The goal of an investigation and any disciplinary or other remedial process that is imposed following that investigation is to correct the situation and to take steps to prevent a repetition of the incident, to prevent the student or students targeted and others who participated in the investigation from being subject to retaliation, and to ensure that all students, and especially those who may have been the target of bullying, are made to feel safe at the School.

Upon completion of the investigation, if the School administrator or Head of School responsible for the investigation determines that bullying or retaliation in violation of this policy has occurred, he or she will notify the parents of the student or students who were the target of the incident and, as applicable, the staff persons, or the parents of any student or students who engaged in the conduct at issue of the results of the investigation and will inform the parties of the steps that will be taken to correct or address the situation and to prevent further acts of bullying or retaliation. The amount of information provided in these meetings may be limited by confidentiality laws.

In addition, when it is determined that the policy set forth in this Plan has been violated, the School, at its complete discretion, will determine what disciplinary action and/or other remedial action is appropriate and how it will be implemented. In the case of students, the disciplinary actions taken shall balance the need for accountability with the need to teach appropriate behavior and may include counseling, service requirements, written apologies, suspensions or any other discipline deemed appropriate by the School, up to and including expulsion.

No disciplinary action shall be taken against a student or staff or faculty member solely on the basis of an anonymous report. In appropriate circumstances, counseling or referral to appropriate services for perpetrators or victims and for appropriate family members of such students may be recommended or provided by the School Counselor. In the case of a determination by the School that a member of its faculty or staff violated this policy, disciplinary action may be taken by the School, up to and including termination of employment. In cases in which the School determines that criminal charges may be pursued against a perpetrator, the Head of School will notify the local law enforcement agency immediately.

Notice of the SHAS School Bullying Prevention and Intervention Plan

Students & Parents

Students and parents will be provided with annual written notice of the School Bullying Prevention and Intervention Plan.

School Staff

Faculty and staff will be provided with annual written notice of the School Bullying Prevention and Intervention Plan, and sections of the plan relating to the duties of faculty and staff shall be included in the School employee handbook.

Website The SHAS School Bullying Prevention and Intervention Plan will be posted on its website.

Responsibility for Bullying Prevention and Intervention Plan

The Head of School is responsible for implementation and oversight of the School Bullying Prevention and Intervention Plan.

Periodic Review of Bullying Prevention and Intervention Plan

The SHAS School Bullying Prevention and Intervention Plan will be reviewed on a regular basis, and at least once every two years.

**STRIAR HEBREW ACADEMY
BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM**

Date: _____

1. Name of Reporter/Person Filing the Report _____

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: Target of the behavior Reporter (not the target)

3. Check whether you are a: Student Staff member (specify role) _____

Parent Administrator Other (specify) _____

4. Provide your contact information/telephone number: _____

5. If you are a student, state your grade: _____

INFORMATION ABOUT THE INCIDENT:

Name of Target (of behavior):

Name of Aggressor (Person who engaged in the behavior): _____

Date(s) and Times of Incident(s):

Location of Incident(s) (Be as specific as possible): _____

6. Witnesses (List people who saw the incident or have information about it):

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

7. Describe the incident (include the names of people involved, what occurred, and what each person did and said, including the specific words used). Please use additional space on back if necessary. _____

GUIDELINES FOR STUDENT BEHAVIOR

Our aim is to build a safe, orderly and productive school environment where students are cooperative, take responsibility, appreciate and respect themselves and others. Sensitivity toward the feelings of others is emphasized, along with an understanding of the rights and responsibilities of the individual. We try to help students build self-esteem along with self-discipline and a sense of responsibility.

In an effort to ensure that students understand expectations for behavior, the teachers discuss and review the rules of behavior throughout the year. It is expected that students will adhere to the rules in a consistent manner. When a student is experiencing difficulty with behavior, the teacher will make every effort to respond in a reasonable and fair manner. We expect students to understand that they are responsible for their actions and that consequences for misbehavior will be applied.

School Rules

We seek your support in helping children meet these expectations by reviewing the rules of behavior with them.

Respect (*Kavod*) of self, respect of other, and respect of environment are at the core to what it means to be a responsible and engaged member of community. Everything else derives from these three *middot* (virtues and values).

The different grades, in ways appropriate for the children's age, will develop their own particular iterations of these rules.

Behavioral expectations are not only norms of conduct. They are critical aspects of what is taught and learned in school.

Consequences for Violations of School Rules

- The consequences for student violations of school rules are listed here in the progression that they will be followed if misbehavior continues or escalates:
- Separation from group within the classroom
- Loss of 5-10 minutes of an upcoming recess
- Notification to parents
- Conference with the Administration and/or teachers and the parents
- As a last resort, in the case of disruptive behavior, or in response to a student's violent behavior or abuse of another student or a teacher, the student may be subject to suspension or termination
- from school.
- Students will be given the opportunity to express their views to the Administration prior to any disciplinary action being taken. ***We seek your support in helping children meet these expectations by reviewing the rules of behavior with them.***

Annual Fund

With your support of the Annual Fund, you help facilitate the school's ability to apply financial resources on an annual basis to areas of greatest need. Our school relies on Annual Fund contributions to operate, as tuition alone does not cover the entire cost of a private education.

Capital Campaign and Endowment

We seek to maintain the sustainability of our school and the excellent education that it provides . Opportunities will be available to help in this endeavor through contributions to capital support, as well as through support of our institutional endowment.

Development Events

Development events at SHAS are an important way for us to communicate with the SHAS community and our extended community about the mission of the school . These events bring together the SHAS community and demonstrate tangible examples of the value of a SHAS education, while raising vital funds to benefit our Annual Fund, the cornerstone of SHAS's fundraising endeavors . Numerous volunteer opportunities exist to assist in the planning and execution of these events and programs.

The Annual Celebration

The Annual Celebration is our largest and most important fundraising event of the school year . This tradition draws SHAS supporters, Board, and community members from the greater Boston area and beyond. At this wonderful event, our honorees are presented with the *Kehillah* (community) Award for their outstanding dedication to SHAS.

This event has taken different forms over the years and provides an opportunity for many in the Greater Boston community to experience the essence of SHAS and learn more about our school . SHAS parents and other family members purchase tickets and sponsor ads in our SHAS Ad Journal which is published every year.

Yom Orchim

We welcome the grandparents and special friends of our students for a day, typically held on a Friday in May, to experience SHAS first-hand . Guests are invited for a program and a visit with the students in their classrooms and are asked to actively participate in their learning projects . We conclude with spirited *Shabbat Ruach*, where everyone can feel the true spirit of SHAS!

The Grandparents Association

This important group provides opportunities for SHAS grandparents to connect with the school and the activities of their grandchildren . There are a variety of volunteer opportunities available for SHAS grandparents. For more information, please contact Rabbi Yehudah Potok at ypotok@striaarhebrew.org or at 781-784-8724.

Alumni Association

Once you attend SHAS, you are a life-long member of the SHAS family . Through our Alumni Association, SHAS strives to maintain a strong relationship with our alumni and alumni families . Many alumni and alumni families return annually to SHAS for our annual events and reunions, as well as to assist with special projects and programs . We encourage alumni to contact the school to update contact information.

**We look forward to another wonderful year of learning and growing with your children!
Please contact our school if you have any questions regarding the policies and
procedures outlined in the Family Handbook.**

**Rabbi Yehudah Potok
Head of School**

APPENDICES

THE YAAKOV SPELLMAN EARLY LEARNING PROGRAM - NURSERY/PRE-K

Our N/PK program is a play-based, developmental program that consists of open play, a supervised lunch and rest period, and incorporates theme-based activities, such as parashat ha'shavua, Hebrew, science, Israel, cooking, art, music and movement. Friday's focus is Shabbat programming.

PREPARATION FOR SCHOOL

Advance preparation reduces early morning tension and helps to develop a more positive feeling about oneself and about school.

Helpful Hints:

- Allow your child to choose his/her clothes before going to bed.
- Always allow enough time for a calm, nourishing breakfast. Avoid junk food.
- Make sure your child arrives promptly to school so as not to miss out on a positive start to the school day.
- Select nutritious lunches that your child will enjoy. Many families find preparing lunch together the night before to be a helpful routine.

SEPARATION

Separation is difficult for some children. N/PK can be a new and unique experience. The teacher may request that you stay a little while until your child is comfortable. This is to ease whatever concerns the child may have. If possible, siblings of the N/PK child should not be present since the N/PK child may need your complete attention. Once settled, say good-bye and leave. Prolonging your departure after saying goodbye can cause more anxiety for your child

BRINGING THINGS TO SCHOOL

School Supplies

On the first day of school, please bring the following items (**PLEASE LABEL EACH ITEM WITH YOUR CHILD'S NAME**): These items should be packed in a shoe box labeled with your child's name:

- Set of underwear, undershirt, socks, shirt, and pants, to be changed seasonally and as your child grows
- Sweater or sweatshirt
- For boys, please include Tzitzit and an extra Kippah
- Knapsack large enough to carry projects home from school

If your child stays for lunch and rest:

- Please use a lunch box and reusable containers for lunch (to be kind to the environment).
- An ice pack for perishable items and a drink should be included with lunch.
- Please send a special stuffed animal, a special blanket, or a special book (marked clearly with the child's name) to make the transition from morning to afternoon at rest time more comfortable for your child, and let the teacher know that the item is in the backpack.

TOYS BROUGHT TO SCHOOL

Toys brought from home are discouraged. However, it is acceptable if a child needs the security of a familiar object (i.e. favorite stuffed animal) in order to feel more comfortable in his/her new surroundings. As we wish to encourage imaginative and cooperative learning in a positive manner, toys that are limited in play, such as action hero figures or war toys should be left at home.

CHILD GUIDANCE PLAN

Keeping in mind at all times that our goal is to develop a positive self-image within each child, our child guidance plan will be both age-appropriate and individualized. These goals are designed to maximize the growth and development of the individual child and to protect the group and individuals within it.

Teachers at Striar Hebrew Academy will always endeavor to praise each child's efforts and progress. Simple rules for classroom behavior will be clearly communicated to the children from the beginning of the school year. Verbal recognition of proper socialization skills (sharing, cooperation, taking turns) will be used as a natural part of conversing with the children.

Teachers will give the child suggestions for an alternative behavior and/or give activity choices as a means of redirecting inappropriate behaviors.

The teachers will model appropriate behavior and language. The teachers will try to anticipate difficult times for a child, such as transitioning from one activity to another, and utilize the physical set-up of the room and the programming structure to help make these times easier to handle and more pleasant for the children.

Teachers will also encourage the use of conflict resolution between children, i.e., expressing feelings and needs verbally, with the teachers coaching and modeling the process.

At Striar Hebrew Academy, if a child is out of control physically or emotionally, he/she is offered the opportunity to sit in a "safe place" within the classroom to calm down. No negative words are said to the child. Once the child is again able to discuss the problem, the teachers work on a resolution for the difficulty. If the classroom "safe place" strategy is unsuccessful or inapplicable to a certain situation, the child may be brought to a different supervised area of the building. ***The teacher may need to remove a child calmly from the group if an unacceptable behavior continues after verbal intervention has been attempted but unsuccessful.***

Repeated incidents of unacceptable physical behavior by a particular child will lead to a

teacher/parent(s) conference. If attempts at reward-incentive programs and teacher/parent(s) conferences provide to be inadequate, outside professionals may be consulted pursuant to our Written Policy on Referrals.

At no time will there be:

- Corporal punishment, including spanking;
- Cruel or severe punishment, humiliation, or physical/verbal abuse, neglect, or abusive treatment;
- Depriving children of meals or snacks; force feeding children or otherwise making them eat against their will, or in any way using food as a consequence.
- Disciplining a child for soiling, wetting, or not using the toilet, or forcing a child to remain in soiled clothing, or forcing a child to remain on the toilet, or using any other unusual or excessive practices for toileting; or
- Confining a child to a swing, high chair, crib, playpen or any other piece of equipment for an extended period of time. Time-out may not exceed one minute for each year of the child's age and must take place with an educator's view.

DIAPERING AND TOILETING PROCEDURES

Toileting is a developmental process that children go through each at their own pace. Staff support children and their parents through this progression. Striar Hebrew Academy acknowledges the fact that all children develop at different rates and will neither force a child to use the toilet or punish them for choosing not to.

Toileting Procedures

- No child shall be punished, verbally abused, or humiliated for soiling, wetting, or not using the toilet.
- All children should be encouraged to use the toilet several times each day.
- Children should be offered assistance with their clothing if they need it.
- Any staff member helping a child with bathroom hygiene must wear protective gloves.
- Hands should be properly washed after toileting, coming into contact with bodily fluids or discharges, and before leaving the bathroom.
- Clothing or cloth diapers soiled by feces, urine, vomit, or blood shall be double-bagged in a sealed plastic bag and stored apart from other items.

Diapering Procedures

- A change of clothing is available for each child.

- Diapering areas are separate from facilities and areas used for food preparation and food service.
- A common changing table or diapering surface is not used for any other purpose.
- The changing surface is smooth, intact, impervious to water and easily cleaned.
- A supply of clean, dry diapers adequate to meet the needs of the children is maintained.
- Each child's diaper is changed on a regular basis throughout the day and when wet or soiled.
- The changing surface is protected with a covering that is of adequate size to prevent the child from coming into contact with the changing surface.
- Educators keep at least one hand on the child at all times when the child is being changed on an elevated surface.
- Children shall be cleaned with individual disposable washcloths during each diaper change. After changing, the children's hands must be washed with liquid soap and water, and dried with individual or disposable towels.
- All diapers, wipes, changing paper, and gloves shall be disposed of in the closed diaper pail lined with a leak-proof disposable lining. Soiled diapers are removed from the program daily or more frequently if necessary.
- Soiled non-disposable diapers are placed in a sealed plastic container labeled with the child's name and returned to the child's parents at the end of each day.
- Children are toilet-trained in accordance with the requests of their parents and consistent with the child's physical, emotional, and developmental abilities.

Grades K-5

SCHOOL SUPPLIES

School supply lists are distributed over the summer and are posted on the SHAS website at www.striarhebrew.org. From time to time, teachers may ask children to bring in additional school supplies as these supplies run out. The school strives to keep these requests to a minimum, and parents will be notified of such needs in writing or via e-mail.

CELL PHONES AND ELECTRONIC DEVICES POLICY

Electronic devices (e.g., cell phones, cameras, iPods/MP3 players, games, etc.) are not allowed to be used from arrival time through the end of dismissal time (afterschool programs are included). Students who may need a cell phone outside of school hours may keep it in their backpacks concealed from sight and turned off. Electronic devices that are seen or heard will be confiscated.

HOMEWORK

Every homework assignment has an educational goal. Assignments may be given class-wide or on a differentiated basis, according to educational need. Please note that the following guidelines are just that — *guidelines* — and that children work at different paces. If your child seems to be taking an exceptionally long time to complete an assignment or completes it too quickly, please discuss this with the appropriate teacher.

Homework Guidelines

English reading is strongly recommended for all grades every day. Classroom teachers will provide the appropriate guidelines. In addition to reading, expect the following homework schedule:

	Approximate Homework Time	General Studies	Judaic Studies/Hebrew
Kindergarten	Occasional assignments		
Grade 1	20 minutes	2 times per week	2 times per week
Grade 2	30 minutes	15 minutes	15 minutes
Grade 3	40 minutes	20 minutes	20 minutes
Grade 4	50 minutes	25 minutes	25 minutes
Grades 5-6	60 minutes	30 minutes	30 minutes

You can help your child be successful by creating a conducive work environment for doing homework. Having a set place for keeping schoolbooks so they are not misplaced is beneficial. Set a routine time for doing homework and help your child stick to it. Please monitor your child's effort, but do not do the work for your child. If needed, give clues and ask guidance questions. Should there be an assignment that was particularly difficult, send a note/e-mail to let the teacher know where the child had difficulty.

Teachers list HW assignments in RenWeb so parents can check there if there are any questions.

If a child forgets to hand in his/her homework on time, it is his/her responsibility to make arrangements with the teacher for completing those assignments.

Homework Assignments During Absences

Children are responsible for making up class work, where appropriate, due to absence or tardiness. However, it does not have to be done in one night. If your child is at home sick and is able to do the homework, parents should make appropriate arrangements with the school office to pick-up the child's homework.