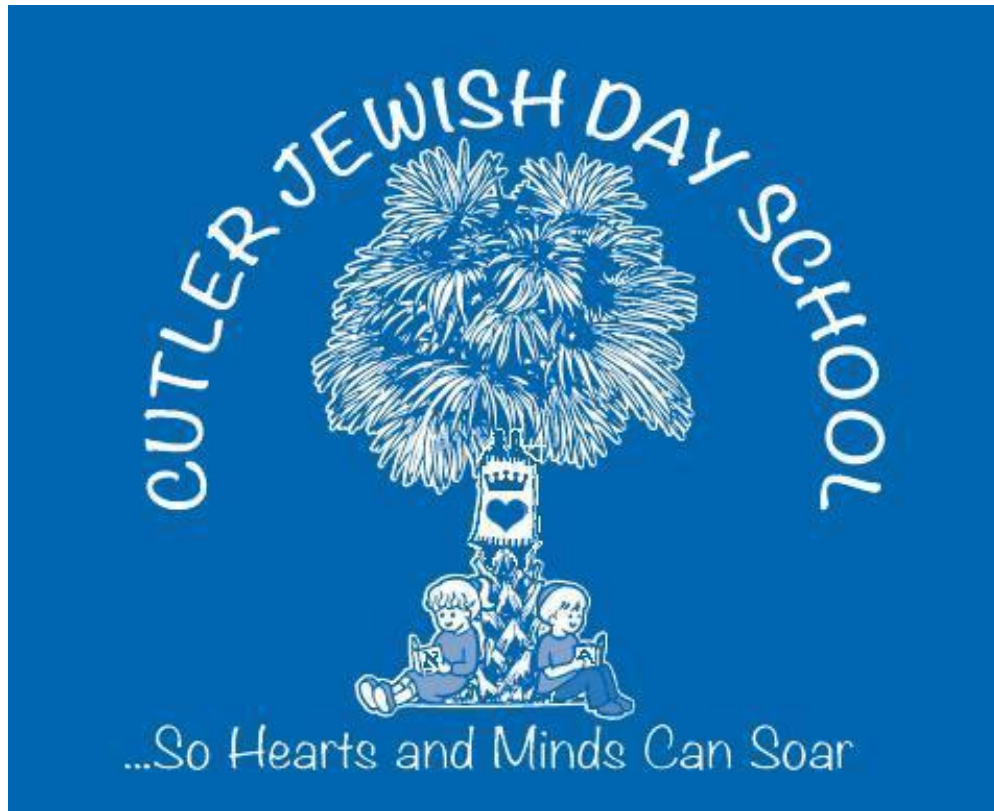


# Cutler Jewish Day School Family Handbook



Cutler Jewish Day School    782-1831  
5827A N. Trenholm Road, Columbia, SC 29206

Dear Families,

The following handbook offers information about our program. The handbook is an evolving document as our program is constantly striving to grow and enhance the high quality of care and education we provide. The following are our school priorities:

*Academic rigor with an emphasis on inquiry*

We believe that young children construct knowledge by experimenting and exploring with materials, reflecting, asking questions, and sharing ideas. Our teachers plan explorations that incorporate standards, assess each child, and strive to create students who are critical thinkers.

*Active Nurturing*

Active nurturing is the love and care we provide to our school community on a daily basis. Active nurturing is the centerpiece of our school and we value the mutual respect it fosters between our families and staff. We are committed to maximizing the cognitive, spiritual, and social-emotional development of our students in a safe learning environment.

*Jewish Life Skills*

The Judaic curriculum is focused on developing children who have Jewish life skills. This means that

- o Children explore the holidays, history, culture, and customs of Judaism through daily hands-on joyful celebration and practice of the Mitzvot (Torah directives).
- o In preschool, Hebrew phrases are used. In elementary school, we focus on speaking, reading, and writing Ivrit (Hebrew). Hebrew is viewed as a living heritage language. We also strive for a lasting connection with the land and people of Israel.

*Justice Pedagogy*

We believe that each person can effect change in the world. Children have an astute and sophisticated (albeit sometimes understated) understanding about issues of equity (fairness). Children are encouraged to explore issues of societal unfairness including racial, religious, sexist, and other instances. In age-appropriate ways, children shine a light on justice through their school work and personal actions.

We are attuned to our students constructing knowledge, coupling with families to best serve children, and appreciating the laughter and joy as children work together. CJDS is an environment focused on the safety, care, and academic needs of your children.

[NAEYC 2.A.01](#)

Sincerely,

Rabbi Hershel Spalter

## Cutler Jewish Day School Administration Team

Name	Role	Contact Information
Rabbi Hershel	Head of School	rabbihershel@gmail.com
Kristin Devers, Ed.S.	Elementary Principal	kristinmay0706@gmail.com
Billie Green-Smith	Preschool Director	billie.greensmith@gmail.com
Beth Clelland	Office Manager	cjdsoffice@yahoo.com
Morah Pesha	Jewish Studies Director	morahpesha@gmail.com

### **Leadership:**

The meaningful contribution to the CJDS vision/mission by all those associated with the school creates our school culture. Administration provides leadership that promotes program vision and goals. Administrators respond proactively to changing conditions to enhance our program. Good listening and effective communication with all concerned create a sense of trust that allows staff members to operate professionally as they plan for, implement, and evaluate all aspects of school life. Furthermore, CJDS administrators value and schedule time to foster collaboration, including as many voices as possible in the discussion. The administration values ongoing training for staff, with an emphasis on the necessary skills needed to build positive relationships, understand children's development, and establish good practices that involve our families and the community we live in.

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# Communication

CJDS strives for open communication between families and staff. Children in our youngest classes receive daily notes from their teacher. Preschool and elementary teachers send weekly class newsletters. Weekly school wide family website updates, weekly Facebook updates, weekly web page updates, and special notes are all used to help keep families informed about school activities and their children's activities and progress. Almost all communication is done via email unless otherwise requested.

Good communication allows our staff and families to work together to make decisions about how to best support children's development and learning and/or how to handle difficulties that arise. A family's knowledge about its children is considered essential to our ongoing assessment and planning for each child. In order to be sensitive to each child and his family's needs, our staff is interested in learning about and accommodating the various cultures and languages represented in our school community. Families are encouraged to share their needs with our staff.

Please do not hesitate to email or call any member of the administrative team with any questions or concerns.

## **Accessibility**

CJDS believes that appropriate family members should always have access to their children. Hence, a family member on a child's list has open-door access to that child at any time of the school day.

All families are expected to keep the school apprised of their current address, employment, home, and work telephone numbers. In a case where a family member is not reachable, the emergency contact number on the child's registration form will be called.

## **Conferences:**

As stated under the assessment section, preschool families have three scheduled yearly conferences. Elementary families have conferences twice a year (winter and spring). Either the teacher or the family may request additional conferences anytime.

In order to support our children's learning and development, it is recommended that when family members who are separated, divorced, or no longer living under the same roof want to participate in conferences, they attend these conferences at the same time. In situations where this is not beneficial, alternative arrangements can be made.

## **Family concerns:**

When families have a concern about educational, social, or safety issues, interactions with staff, or any other issue concerning CJDS and their child, they must inform the school. CJDS will make every effort to address these concerns in a timely manner, and families are invited to make appointments with the child's teacher, Ms. Billie Green-Smith, and/or Ms. Kristin Devers. Any concern not yet resolved can be addressed by writing a letter to the School Board president.

It is important that all families feel comfortable discussing matters with the staff at CJDS. A school is only as strong as all of the people involved – children, staff, families, and board members. We all have a responsibility to work together to solve problems.

## **CONFIDENTIALITY:**

Confidentiality concerning children is of utmost importance. Teachers will NOT discuss individual children at drop-off/pickup or in the halls at school where others are present. Families present in the building as volunteers or guests are also expected to respect children's confidentiality by not relaying situations/problems they observe to others. All child files will be kept secure/locked with access being open to the principal, assistant principal, and DSS. [\(NAEYC 4.E.07\)](#)

# Arrival/Dismissal Procedures

## Arrivals:

### 7:30-8:45

A family member must accompany all children arriving for precare to the precare room.

Adults

- o Supervise your child's hand washing
- o Notify the staff member in the room that your child is present
- o Finish good-bye routine

### 8:45 and later

A family member must accompany all children arriving for school to the classroom.

Adults

- o Supervise your child's hand washing
- o Notify the staff member in the room that your child is present so that they can be signed into the attendance roll
- o Finish good-bye routine

Elementary students should arrive in time to be in class at 8:15.

(NAEYC 10.D.06)

## Dismissal:

Each family member must sign out his or her child at pick up or agree to have staff sign the child in and out. Pick-up times are 1:00, 2:45, and 5:45 (5:00 on Friday) for preschool. Elementary school dismisses at 2:45 via car rider line. Children are only allowed to leave with a family member or adult listed on their pick-up list. No other adult will be allowed to pick up a child. Each person on the pick-up list will need to show identification (driver's license) until the staff recognizes him or her. If a person is running late and will not make the 5:45 closing time or the 5:00 closing time on Friday please call the school office. After 4:00 please first call the office to inform of a late pick-up. If you cannot reach anyone in the office please message Ms. Kristin or Ms. Billie using the Bloomz App. CJDS discourages families' automobiles in our parking area to idle unless needed due to extreme heat or cold to maintain interior or engine temperatures (NAEYC 5A.25)

## Afternoon program

The afternoon program provides an enriching environment for students.

Toddler and preschool children start aftercare at 1:00 p.m. and elementary students at 2:45 p.m. The following is a sample schedule for the preschool afternoon program.

1:00-2:15	Families can choose to have children nap or play (many children start nap prior to 1:00).
2:15-2:30	Hand washing and snack
2:30-4:00	Children explore classroom learning centers
4:00-5:00	Outside play
5:00-5:45	Inside activities such as literacy, art, and storytelling

After-school care ends at 5:00 p.m. on Friday. If you know you will be late any day, please call the school office. After 4:00, please first call the office to inform them of late pickup. If you cannot reach anyone in the office, please message Ms. Kristin or Ms. Billie using the Bloomz App.

## Families

### **Family/Staff Relationships:**

Teachers work in partnership with families, establishing and maintaining ongoing two-way communication. Teachers also communicate with families regularly about the child's individual needs to ensure a smooth daily transition from home to school and back again. Please share any concerns that you might have with your child's teacher. We understand that it is a big step to enroll your child in school. The teachers in turn will share information with you about classroom rules, expectations, and routines. Please check the newsletter each week for information about your child's classroom. Our teachers communicate in many different ways; websites, emails, bulletin boards outside the room, and weekly newsletters.

The staff at CJDS makes every effort to counter any potential bias or discrimination by treating all children with equal respect and consideration. Teachers will initiate activities and discussions that build a positive self-image and teach the valuing of differences. Classroom staff will intervene when children tease or reject others and will provide models and visual images in the classroom of adults and children with differing abilities, differing ethnic or cultural backgrounds, and differing primary language. Teachers strive to work with families to help children participate successfully in CJDS even when our professional values differ from the family values and practices.

Please let us know if it is difficult for you to communicate in English and we will arrange if at all possible for another person to interpret for you. ([NAEYC 1.D.01](#))

### **Clothing:**

Please dress your child for active play and learning with casual, washable clothes and well-fitting shoes with backs. Children's clothing must be appropriate for the weather and season. We will be going out every day, except for heavy rain days, so dress your child accordingly. In cold weather please dress your child in layered clothing. All outer clothing, especially sweatshirts, sweaters, and jackets should be clearly marked with the child's name.

Please send your child with a complete change of labeled clothing in a labeled plastic bag. As winter approaches a set of clothes for cold weather should be sent to school, and replaced by warm weather items again in the spring. ([NAEYC 5.A.07](#))

First grade and older boys must wear a head covering at all times. Kippot (yarmulkes) are always available in school, or a child can wear a baseball cap or other hat.

### **Birthdays:**

Each child is encouraged to celebrate his or her birthday in school. To decrease the intake of sugary foods, the school is moving to celebrate monthly birthday parties in class (all children born during a month will celebrate on the same day). The school will provide cupcakes and water. Families are asked not to bring any additional food or goodie bags. The school only hands out birthday invitations if everyone in the class is invited. The school strongly suggests that if the majority of children of both genders are invited to a party then all the children are invited. Excluding one or two children can cause hurt feelings and decrease the community goodwill.



**Attendance policy:**

The elementary student's school day is very full. It is impossible for your child's teacher to send home all the assignments completed during a child's absence. Introductions of new concepts and skills, math "games," science experiments, language experiences, etc. cannot be sent home. Your child will miss experiences that cannot be duplicated. We understand the need for some absences and feel children should certainly remain at home when ill, but we ask families to be reflective about multiple days missed. If your child is absent for more than a day, please email the teacher or call the school to find out if work needs to be picked up from school.

After 10 absences, the family may be asked to meet with the principal to discuss the absences. Students absent for more than twenty days run the risk of being ineligible for promotion.

**Lost and found:**

Items are kept in a box next to the aquarium. Please check "lost and found" regularly, as our storage space is limited. Unclaimed items will be donated to charity periodically. These donation times will be announced in notes and a notice will be hung on the front door. "Lost and found" is less of an issue when items are marked with children's names.

**Lunches:**

All lunch boxes must be labeled with the child's name. We suggest placing an ice pack in the lunch box. Families can choose to place a child's lunch in a school refrigerator, but if the lunch contains an ice pack or needs no refrigeration, it can be placed in a classroom basket. At the start of the school year, each family will receive a handout describing kosher and nutritious lunches. In emergencies, the school has food to feed a child who does not have lunch or does not have enough lunch. ([NAEYC 5.B.02](#))

**Bottles**

Families provide bottles for infants and toddlers. Children who cannot sit up are held when they have bottles. Children who can sit are either held or they sit while they have their bottle. Bottles are never given to children in cribs or beds and never propped. Toddlers/twos do not carry bottles, sippy cups, or regular cups with them while crawling or walking. Teaching staff offers children fluids from a cup as soon as the families and teachers decide together that a child is developmentally ready to use a cup.

**Diapering:**

Each family should provide disposable diapers and special creams. We ask that only commercially available diapers or pull-ups be sent unless a medical reason does not permit their use. Please be sure that your child always has an adequate supply of these very important items. A diaper note will be sent home if the staff notices the supply is running low. Diaper changing follows the posted procedures.

**Breast Feeding Policy:**

Please see addendum five

# Judaism

## **Jewish/Hebrew Curriculum:**

Judaica and the Hebrew language are presented through an inquiry-based, hands-on approach. All staff members are involved in this process under the guidance of Rabbi Hershel, Morah Pesha, Morah Sarit, Morah Mushka, Rabbi Mendy, and Morah Vered Almor. In learning Judaica, children are exposed to the traditions, symbols, and holiday celebrations of the Jewish people. In Hebrew, the focus will be on prayers and conversational language through songs, games, and storytelling. Conversational Hebrew is formally introduced during Kindergarten and the iTaLAM curriculum starts in first grade.

## **Kosher:**

Although we do not mandate kosher lunches, a brief guide to the kosher laws will be supplied to each family. All food served by the school is Kosher. Therefore, any food that comes from home for sharing among the children can only be whole fruit or vegetables (this includes the snacks that families donate to classes). ([NAEYC 5.B.02](#))

## **Holidays:**

Our curriculum includes as themes all Jewish holidays along with Thanksgiving, Dr. Martin Luther King Day, Veteran's Day, Memorial Day, and Presidents' Day. Our curriculum does not include the following holidays: Halloween, Christmas, Valentine's Day, St. Patrick's Day and Easter.

**Rosh Hashanah** - In Hebrew, Rosh Hashanah means, "head of the year". Rosh Hashanah is commonly known as the Jewish New Year and is one of the holiest days on the Jewish calendar. The Jewish New Year is a time of introspection, looking back at the past year and working on ways to be an even better person. Traditionally celebrated with sweet or round foods such as apples and honey, and the blowing of the shofar, a hollowed-out ram's horn, during services. A customary greeting is shanah tovah or "happy new year!"

## **Yom Kippur**

Is a day designed to bring one closer to G-d. Known as a day of prayer, Yom Kippur has numerous prayers associated around the central theme of returning or repenting.

## **Sukkot Evening**

The holiday of Sukkot commemorates G-d's kindness of watching over the Jewish people when they were in the desert at the time of the Exodus. We mark this kindness by eating in a Sukkah, a hut covered with branches. One of the special Sukkot mitzvot is the mitzvah of the "Four Kinds" - the lulav (palm branch), etrog (a citron fruit), myrtle and willow. Each represents a different type of person. We bind these types together showing our desire to be close to all people. When the blessings are recited over them, it is customary to wave them to all the four winds and upward and downward, signifying that G-d is everywhere.

## **Simchat Torah**

We celebrate the completion of the year-round cycle of reading of the Torah (Five Books of Moses). All the Torah scrolls are taken from the Ark and carried in a parade around the synagogue.

## **Chanukah**

The eight-day festival of Chanukah—or "Festival of Lights"—commemorates the miraculous victory of the Maccabees and rededication of the Temple in Jerusalem. It is customary to eat fried foods such as potato latkes or jelly doughnuts.

**Purim** - Purim commemorates the deliverance of the Jewish people as recorded in the Biblical Book of Esther (Megillat Esther). The day is celebrated by giving mutual gifts of food and drink (mishloach manot), giving

charity to the poor (mattanot la-eyyonim), celebrating with a carnival, and reading of the Book of Esther. Other customs include wearing of masks and costumes.

**Passover (or Pesach in Hebrew)**

The week-long spring festival of Pesach commemorates the deliverance of the Jewish people from bondage in ancient Egypt. The Passover Seder—an elaborate and ritualized meal—recounts the story of Exodus using ritual foods, prayers, stories and songs. Many extended Jewish families gather for this meal

**Shavuot**

Marks the giving of the Law (Torah) at Mt Sinai.

## Health and Safety

### Allergies

Families should enter all allergies on the child's registration form and tell any staff member that interacts with the child. The following are some of the school's precautions in dealing with allergies.

- o An allergy sign with pictures of affected students is posted in each classroom.
- o A child with an allergy eats lunch at a smaller table with children who are known not to bring food that may contain allergens.
- o A staff member takes prime responsibility for repacking lunch boxes to make sure that no items are packed that do not belong to the child, for wiping all children's hands after lunch, and for checking the allergy poster hanging in each room.
- o Staff is also on alert for allergies to challah or birthday cupcakes.
- o We also request that families not send in breakfast items with a child, as children who walk in while still eating cannot be properly monitored.

### **Animals/Pets:**

Arrangements for class pets or animals visiting from home must be made before any animal enters the classroom. Teachers will consider any allergies present in the group and ensure that any child allergic to an animal is not exposed to that type of animal. Animals must appear in good health and their owners must provide documentation from a veterinarian or animal shelter to show that the animal is fully immunized (if appropriate) and that the animal is suitable for contact with children. Staff needs to be consulted before reptiles visit, as there can be a risk of salmonella poisoning. Teaching staff is responsible to closely supervise all interactions between children and animals and to instruct the children in safe and appropriate behaviors with animals. (NAEYC 5.C.05)

### **Emergencies/emergency transport:**

It is important that student information be carefully completed, with special care given to the listing of allergies, the physician and dentist telephone numbers, and the numbers of those persons to be contacted in case of an emergency. Should a child become ill while at school, we will contact the family immediately. If no family member can be reached, we will call the alternate emergency telephone number.

When a child's health requires immediate medical attention that cannot be administered in school, the following steps will be taken:

- o Call 911 to request immediate assistance (if deemed necessary by administrator). Examples include broken bones, seizures, poison, concussions, etc.
- o Call the family members, or if not available, then the emergency contact person
- o Child will be transported by ambulance to the hospital indicated on form or Providence Hospital on Forest Drive.
- o Gather appropriate medical information/paperwork to carry with the child
- o Kristin Devers, Billie Green-Smith or appointed staff person accompanies the child in the ambulance, if permitted, or follows by car to the hospital. This school representative remains with the child until the families arrive and are briefed.

(NAEYC 10.D.06)

### **Emergency School Closing:**

In case of inclement weather, CJDS will follow the Richland School District One policy on opening and closing for the first day of the weather emergency (snow, hurricane, etc.). However, if the district closes only because of "extreme cold" CJDS will remain open.

If the public schools are on a delayed start, CJDS will begin at 9:30. However, this is only if there is

precipitation or electricity outage. If the delayed start is due only to “extreme cold” CJDS will start on time. Should weather conditions deteriorate during the day requiring that we close before 5:45 p.m. families and/or emergency contacts will be notified by phone.

If the public schools are closed for more than one day, CJDS delay or closing (for the second or subsequent days) will be announced via an email, Facebook, and on the local television stations and the school’s website.

Although it is generally our policy to follow the public-school schedule, there may be times that CJDS feels school can operate and hence will have school. Of course, families can decide to keep their children at home.

As a private school, any missed days due to inclement weather will not be made up.

### **Emergency drills:**

We hold emergency drills for emergencies including fire, intruder, tornado and earthquake periodically. Evacuation plans are posted in all rooms. Office personnel are assigned to assist in evacuating our youngest children. Staff carries class rosters and emergency bags for evacuations.

### **Evacuation**

Primary and secondary evacuation procedures are posted in each room and are practiced.

In the event of a tornado warning, each class has a designated area in the building to go to shelter in place. Teachers must bring their attendance reports. The principal will ensure that all children are out of the classrooms.

### **Hand washing:**

Hand washing is our #1 defense against the spread of illness at school, and especially in the early childhood setting. We teach the handwashing steps as directed by the U.S. Department of Health and Human Services (HHS) and follow the NAEYC guidelines on when hand washing is to be done. We encourage families to teach/use the same procedure at home to aid the children in internalizing this process.

#### *Hand washing expectations:*

Children and adults wash their hands

- o On arrival for the day
- o After changing a diaper or using the toilet
- o After handling bodily fluids (nose, cough, etc.)
- o Before meals and snacks
- o After water play involving two or more persons ([NAEYC 5.A.10](#))
- o After handling pets/animals, or surfaces touched by animals.
- o When moving from one group to another group of toddlers.
- o When escorting a group of older children to a toddler group or bringing toddlers to an older group

Adults also wash their hands

- o Before and after administering medications
- o After assisting a child with toileting/diapers
- o After handling garbage or cleaning

### *Hand washing method:*

- o Use soap and warm running water
- o Rub hands vigorously for 15 to 20 seconds.
- o Wash all surfaces, including back of hands, wrists, between fingers, under fingernails
- o Rinse well
- o Dry hands with a paper towel
- o Turn off the water using a paper towel instead of bare hands ([NAEYC 5A.19, 10.D.01](#))

### **Harassment:**

All suspected issues of child abuse/neglect by family members, staff, volunteers, or others must be reported immediately to DSS and any other appropriate local agencies. Confidentiality surrounds these issues.

CJDS is committed to providing an environment free of harassment of any kind. Sexual harassment and harassment based on gender, age, race, color, religion, national origin, or disabilities are prohibited by law and are contradictory to the school's policy. As an institution, CJDS believes in the worth of the individual as stated in the school's philosophy. Every individual is entitled to appropriate respect and freedom from harassment in any form, sexual or nonsexual (see addendum to this handbook). ([NAEYC 10.D.03](#))

### **HEALTH:**

CJDS strives to maintain a healthy and safe learning environment for its children, staff, and families. In order to accomplish this:

- o Exclusion policies follow the AMA handbook and the DHEC regulations.
- o CJDS participates in the United States Department of Agriculture's Child and Adult Care Food Program and is regularly inspected by DHEC and DSS
- o Written snack menus are posted and shared with families
- o Child health and immunization records are maintained in accordance with South Carolina DSS ([NAEYC 10.D.05](#)).
- o Many of our staff are trained in and maintain certification in CPR and First Aid
- o Our Sick Policy and Medication Policy (in all handbooks) detail expectations/procedures related to actively sick children, contagious illnesses and their reporting, and the use of medications.
- o Diagnosed allergies are monitored and adapted for on an individual basis.
- o Our school - inside, on playgrounds, and in entrance areas - is designated a NO SMOKING zone.
- o Our children play outdoors daily, weather permitting, and have large-motor play opportunities when they need to be indoors due to inclement weather
- o During outdoor play, cold, heat, sun exposure, and insects are considered. Extremes in temperature shorten the length of time outdoors.
- o We teach, use, and recommend for home use the handwashing method recommended by HHS and follow NAEYC recommendations for occasions that require hand washing of children and/or adults.
- o Precautions are taken to ensure that communal water play does not spread infection. Water is changed before a new group of children comes to participate in the water play activity ([NAEYC 5.A.10](#))

- o Routine maintenance -- cleaning and sanitizing -- follows the NAEYC Cleaning and Sanitation Frequency Tables and is monitored daily by checklist ([NAEYC 5C.5](#))
- o Equipment and materials are managed with health in mind (for example, toys mouthed by children are set out of reach until sanitized).
- o An Animal/Pet Policy details conditions under which animals may be in the school building.

**Our staff created the following health policy statement:**

*Keeping children healthy is a goal of the Cutler Jewish Day School. At the Day School, our staff has certain guidelines to follow and we provide recommendations for families to follow. While there are many challenges to keeping children healthy, a partnership between home and school increases the health of all children in the program.*

[\(NAEYC 10.D.01\)](#)

**CJDS Staff Requirements:**

- o Hand washing as described above
- o Cleaning and sanitizing areas, toys, and surfaces
  - o Toys should be cleaned weekly in soapy water or a dishwasher
  - o Toys that a child places in the mouth need to be removed and cleaned
  - o Countertops, floors, doorknobs, and handles are cleaned daily
  - o Diapering and toileting procedures are posted in changing areas

**CJDS Family Recommendations:**

We trust your judgment regarding when to include and exclude your child from school. The following guidelines can assist you in making this decision:

**Reasons for Exclusion**

- o A child cannot participate comfortably in school activities
- o A fever above normal and behavior changes or other symptoms (e.g., sore throat, rash, vomiting, and diarrhea). If a temperature of one hundred (100) degrees Fahrenheit is noted, family(s) will be notified. The child may return to school when the temperature remains normal for 48 hours without the aid of a fever-reducing medicine such as Tylenol or Advil.
- o Diarrhea
- o Rash - Suspicious rashes are considered contagious until the child's physician indicates otherwise, in writing. When a rash is noted, the family(s) will be notified.
- o Congestion and Discharges - Serious lung congestion or a continuous purulent discharge from the ears or nose will necessitate confirmation from the child's pediatrician stating that this condition is allergy-related and/or non-contagious in order for the child to attend school.
- o Head Lice - Considering the rapid spread of this condition, children with active head lice are removed from the school and must not return until treatment has been given. The school has a lice policy that can be requested by a family member.
- o Vomiting more than two times in the previous 24 hours -- If a child has been vomiting prior to coming to school, he/she should be kept at home. If vomiting occurs while the child is at school, family(s) will be notified that the child needs to be picked up and temporarily removed from the school.
- o Abdominal pain that continues for more than two hours
- o Pink eye
- o Strep throat, TB, Impetigo, Head lice (until after first treatment), and other known illnesses (e.g., Mumps, Measles, Hepatitis)

In the interest of maintaining a healthy atmosphere for all, our program cannot keep actively sick children at school. It is the family's responsibility to make alternate arrangements in the event of illness. No child with fever or signs of infectious disease will be admitted or retained. The same holds true if a child is under-immunized when a vaccine-preventable disease to which children are susceptible occurs in the program (5A.14). The office will call you if your child becomes ill during the day (fever, vomiting, etc.).

- o *Families and staff should be aware that the school does not employ a nurse.*
- o *Families are notified in writing when two cases of a communicable disease are reported at school. Notices are sent to all families and indicate the age group in which the illness occurred.*

An ill child will be cared for in the school office by the principal or office manager until the child is collected by his or her family. Until that time, the child will be offered a rest mat and made as comfortable as possible. (NAEYC 5.A.04, 5.A.05, 10.B.08, 10.D.01)

Smoking - Fire regulations prohibit smoking in the classrooms, hallways, and bathrooms. Our school building and the grounds are smoke-free environments. (NAEYC 9.D.06, 10.D.09)

### **Immunizations:**

To comply with state laws regarding immunizations, our school requires all children entering our program and all students new to the school to submit the official State of South Carolina "Certificate of Immunization" signed by a doctor, the Health Department, or military clinic. Make sure you ask your doctor for a "Certificate of Immunization." Without this form, properly completed, your child cannot attend school.

#### *Minimum Immunization Requirements for the Final Certificate for Day Care Attendance:*

- o Four (4) doses of any combination of DTP, DT, DTP-Hib, DTaP, or Td vaccine with at least one (1) dose received on or after the fourth birthday.
- o Three (3) doses of any combination of oral or inactivated Polio vaccine with at least one (1) dose received on or after the fourth birthday.
- o Two (2) doses of Rubeola (measles) vaccine with both doses received on or after the first birthday and separated by at least one month.
- o One (1) dose of Rubella (German measles) vaccine was received on or after the first birthday.
- o One (1) dose of Mumps vaccine received on or after the first birthday.
- o Three (3) doses of Hepatitis B vaccine
- o One (1) dose of Varicella vaccine (Chicken Pox) received on or after the first birthday for all children admitted to kindergarten.
- o Current, age-appropriate Haemophilus influenza type b conjugate (Hib) vaccination according to the Recommended Childhood Immunization Schedule, United States.

### **Inclement weather or emergency closing:**

In case of inclement weather, CJDS will follow the Richland School District One policy on opening and closing for the first day of the weather emergency (snow, hurricane, etc.). If the public schools are closed for more than one day, CJDS closing will be decided (for the second or subsequent days) and announced via an email, Facebook, and on the local television stations and the school's website. Although it is generally our policy to follow the public-school schedule, there may be times that CJDS feels school can operate and hence will have school. Of course, families can decide to keep their children at home.

If the public schools are on a delayed start, CJDS will begin at 9:30. However, this is only if there is



precipitation or electricity outage. If the public school delayed start is due only to “extreme cold” CJDS will start on time. Should weather conditions deteriorate during the day requiring that CJDS closes before 5:45 p.m. families and/or emergency contacts will be notified by phone.

Because CJDS is a private school any missed days due to inclement weather will not be made up.

## **MEDICATION POLICY:**

CJDS follows South Carolina law and policies set by South Carolina DSS and DHEC Laws, including the following guidelines:

- o A family member or legal guardian must sign the CJDS medical consent form.
- o Medication must be in its original prescription bottle with the correct, up-to-date dosage on the bottle.
- o If the doctor changes the dosage, he/she must change the prescription or provide a note on the physician's letterhead with new directions and an original signature.
- o The prescription must be written for the child to whom it is to be given.

*We cannot administer medication at school under the following circumstances:*

- o It is sent in a baggie or any container other than the original prescription bottle. (This includes any over-the-counter medications such as cough drops.)
- o We do not have a CJDS medical consent form signed by the appropriate family member or legal guardian.

Procedures:

- o Office staff or the Principal's designee administers medications on a daily basis.
- o Those administering medications receive training in this area.
- o The person administering the medications signs a daily medication log kept with the medication.
- o If a child fails to come to the office to take medication, he/she will be called to the office.
- o The administration checks the medication log once a month.
- o All medication is locked up at all times according to South Carolina law and DHEC regulations.
- o

DSS regulations state as follows:

1. Written, signed and dated family consent is required prior to the administration of any prescription or over the counter medication or administration of special medical procedures:
  - a. All medications shall be used only for the child for whom the medication is labeled.
  - b. Medications shall not be given in excess of the recommended dose; and
  - c. Prescribed special medication procedures ordered for a specific child shall be written, signed, and dated by a physician or other legally authorized healthcare provider.
2. Storage of Medication
  - a. All medications shall be kept in their original labeled containers and have child protective caps. The child's first and last name shall be on all medications.
  - b. All medications shall be stored in a separate locked container under proper conditions of sanitation, temperature, light, and moisture and
  - c. Discontinued and expired medication shall not be used and shall be returned to the family or disposed of in a safe manner.
3. Medication error

- a. Any medication error, e.g. failure to administer medication at the prescribed time, incorrect dosage, or wrong medication, is recorded in the child's records, and families are immediately notified verbally and in written form. (NAEYC 5.A.11, 10.B.08)

## **Staff**

### **Staff**

The administration evaluates staff annually. Observations by the principal and preschool director as well as the content of newsletters and other written material are used in the assessment process.

The principal and preschool director will meet with each staff member to discuss the contents of the report.

### **Principal**

The CJDS Board uses the Principal's job description as the tool for the Principal's annual evaluation. Staff and families assess the Principal through survey results and are welcome to contact the Board president to help in this assessment.

### **Overall program**

Assessment of the overall program is based on regular feedback from our families and staff. Reflection on the program takes place on a monthly basis at meetings between the Principal, preschool director, and Jewish studies directors. The Principal also uses the Parent-Teacher-Organization (PTO) feedback to assess the school. Family and staff surveys are used to assess the program and are used for planning. Periodic evaluations are also conducted by outside professionals/organizations including the South Carolina Department of Social Services (DSS), South Carolina Department of Health and Environmental Control (DHEC), SCISA, and NAEYC. Experts from the early childhood community and the University of South Carolina are also invited to assess the school.

## **Enrollment**

## **Class Placement**

Following the South Carolina state policy, children are placed in the class corresponding to their age as of September first (one on September first are in one-year-old class, etc....). As of 2017, no exceptions are made to this policy.

### **Enrollment:**

Ideal class enrollments at CJDS

Infants 2 staff, 8 children

P1 2 staff, 10 children

P2 2 staff, 14 children

P3 2 staff, 16 children

P4 2 staff, 16 children

K 2 staff, 16 children

1-5 1 staff, 14 children

Enrollment requires submission of all financial forms and all forms required by the South Carolina Department of Social Services (DSS). These include but are not limited to a Certificate of Immunization and a copy of the child's health form/physical signed by a doctor.

Families are encouraged to make arrangements to visit the school with their children to acquaint the children with the staff, environment, and classmates prior to their first day of school.

### **Tuition rates:**

- o Tuition rates are published in the CJDS tuition brochure.
- o We are dedicated to education and believe that a child in our program will benefit immensely. Hence, we provide scholarships to families who are in need. The school will accept, will provide scholarships, and will not discriminate against any student regardless of race, color, and national or ethnic origin. Scholarships are strictly confidential; please ask Rabbi Hershel for details.
- o The Cutler Jewish Day School shall admit students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The Cutler Jewish Day School does not discriminate on the basis of race, color, and national or ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school administration programs. ([NAEYC 10.B.08](#))

## **Behavior**

### **Conflict resolution/guidance:**

The goal of guidance is for the child to develop his or her own rules of behavior that are consistent with family and cultural expectations. In line with the behavioral policies stated in this handbook, conflict resolution should encourage children to self-regulate and take control of their actions.

Children need some controls and limits as they learn to adjust to societal standards. Children feel more secure if they know what is expected of them.

Among children conflicts will arise. The staff at CJDS focuses on being proactive, especially with the youngest of our children. Our high teacher to student ratio allows staff to know each child, anticipate behavior, and use redirection strategies. Our abundance of materials also helps with sharing and other issues often found in preschool classes.

When conflict does arise, staff will address the situation, identify what has happened, and assist the children (as age-appropriate) in identifying feelings, describing problems, and trying alternative solutions. Helping the children with appropriate words, role-playing, and problem-solving strategies can end a conflict and prepare children to minimize future confrontations.

Adults (families, teachers, and support staff) can help children learn acceptable behavior by

- o Modeling acceptable behavior
- o Reinforcing appropriate behavior through positive comments and nonverbal responses
- o Avoiding negative comments or actions that might label or shame a child
- o Offering limited choices or alternatives whenever possible and respecting children's decisions
- o Helping children understand the natural consequences of their behavior
- o Designing an environment that inhibits undesirable behavior
- o Establishing home/class schedules and routines so the child knows what is expected

When behavior is unacceptable, adults may help by

- o Ignoring the undesirable behavior (where the behavior is not harmful to the child or others)
- o Reinforcing the proper behavior
- o Redirecting the behavior without calling attention to the negative behavior (i.e. touch shoulder, stand close, and model)
- o See Family Concerns/Grievance Policy (CJDS Staff Handbook) for information on conflict resolution among adults

When behavior is consistently unacceptable, adults may help by

- o Taking into consideration any illness or out-of-school situation which might lead to the behavior
- o Removing the child from the situation (see Staff Handbook)
- o Bringing behavior to the attention of all concerned, discussing possible causes, and planning methods for helping the child

### **BEHAVIOR MANAGEMENT: NAEYC 1.B.09 and 1.B.10**

The focus of the Cutler Jewish Day School's child guidance policy is on building self-worth, increasing social competence and enhancing the dignity of each child. All guidance and discipline techniques used at the school shall be in accordance with this positive emphasis. We believe that children who are given the techniques to solve social problems themselves will gain in self-regulation and social skills.

### **Steps in addressing behaviors: NAEYC 3.B2**

The focus of the Cutler Jewish Day School's child guidance policy is on building self-worth, increasing social competence, and enhancing the dignity of each child. All guidance and discipline techniques used at the school shall be in accordance with this positive emphasis. We believe that children who are given the techniques to solve social problems themselves will gain in self-regulation and social skills.

### **Steps in addressing behaviors:**

#### **Occasional challenging behavior NAEYC 3.B2**

Staff will implement classroom techniques while remaining calm and respectful to the child and while providing safety for the child and the other children in the room.

- o Using all available data, consider the underlying issues of behavior and the specific incident.
- o Redirection (or guiding children) is recommended to model and show children acceptable social, communication, and emotional skills.
- o Classroom modifications may be implemented when necessary. These can include changes to the environment, activities, or teaching strategies.
- o Positive role modeling
- o Proactive intervention
- o Teacher-directed problem-solving
- o Removal from group time
- o Discussion with director

Teachers will maintain records to assist in behavior modification and parents will be contacted when deemed appropriate.

#### **Continued challenging behavior NAEYC 3.B2**

- o Using all available data, consider the underlying issues of behavior and the specific incident.
- o The Preschool Director or principal will be alerted for guidance and expert professionals consulted.
- o Families will be contacted by phone, text, email, or note. A behavior modification plan will be set up with the families' input focused on positive behavior support.
- o The child's records will be maintained (including positive behavior).

#### **When behavior does not change NAEYC 3.B2**

- o Observation by the Preschool Director or principal
- o Meeting with family, teaching staff, and The Preschool Director or principal to develop a new plan of action focused on positive behavior support.
- o The teaching assistant will monitor the child.
- o Progress updates will be created by the teacher and sent to all stakeholders
- o Regular meetings will occur to monitor the progress of the situation.

### **The following are examples of discipline techniques not permitted: NAEYC 1.B.09 and 1.B.10**

- o Corporal punishment, physical force, psychological abuse, or coercion is never allowed including disciplining a child. NAEYC 1.B.08
- o Physical punishment includes: Shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair, or ears; requiring a child to remain inactive for a long period of time. NAEYC 1.B.08
- o Examples of psychological abuse include shaming, name-calling, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child; ostracism, withholding affection. NAEYC 1.B.08
- o Examples of coercion: Rough handling (shoving, pulling, pushing, grasping any body part); forcing a child to sit down, lie down, or stay down, except when restraint is necessary to protect the child or others from harm; physically forcing a child to perform an action (such as eating or cleaning up). NAEYC 1.B.08
- o A child is never to be deprived of food, water, a nap or rest or bathroom facilities.
- o A child is never to be physically restricted in any way unless his or her actions would bring harm to self or others.

- o Unsupervised isolation of a child is never allowed. If a child must be isolated from the group, he/she must be attended by a member of the teaching team. The length of the separation shall be appropriate to the age of the child and the individual circumstances (ex- age 3-4, three minutes or age 4-5 five minutes). The use of a timer can help the child monitor the length of time.

Adults are never to discuss a child's behavior with another adult in the presence of other children or other parents. Written or verbal reports to parents regarding conflicts or disagreements between children shall not include the name of the child who acted in an aggressive manner.

Consequences for inappropriate behavior should be individually assigned. The entire class should not be reprimanded for the behavior of a few children. Preschool and kindergarten students are never suspended or expelled or excluded from school for their actions. **NAEYC 1.E.1**

### **Supervision**

The Cutler Jewish Day School accounts for students by using the class clipboard (tracking sheets), which holds the daily attendance, and head counts. Teachers check the tracking sheets and then count the children. This is used as the children are moved from room to room, enter and exit the premises or move to a new location in or around the school. The policy of the school is that teachers of infants, toddlers and twos must be able to see and hear all of the children at all times.

**NAEYC 3C.9**

## **Curriculum**

### **Accreditation**

CJDS is accredited by the National Association of the Education of Young Children (NAEYC), the South Carolina Independent School Association (SCISA) and the Merkos Board of Jewish Day Schools.

### **Assessment:**

Assessment is the process of gathering information from several forms of evidence, then organizing and interpreting that information. Assessment is an integral part of our program. In one sense assessments are done every day and formally sent home three times a year. Families can also request an assessment at any time ([NAEYC 4.A.1](#), and [4.E.1](#)). Assessments of children, staff, administration and the program as a whole are conducted in the following manner:

### Children

In our preschool, we use the ASQ (Ages and Stages Questionnaire) to assess children. These are completed three times each year (November, February, and May) ([NAEYC 4.A.1](#) and [4.E.2](#)). This valid, research-based performance assessment is designed to check a child's general development. ASQ tracks the growth of children across developmental areas (social/emotional, physical, and cognitive). The assessments are used to assist teachers in adapting curriculum, lesson plans, activities, and environment to meet a child's specific needs and interests. They also help the school identify children who might benefit from special services and assist the teachers in communicating children's progress to families. ([NAEYC 4.A.1](#))

Furthermore, each child has an individual portfolio. This informal assessment tool contains a variety of materials that document the child's growth and development. Documentation methods may include work samples, photos, teacher's observations, anecdotal records, audio recordings, other checklists, and rating scales. Portfolios are shared with families at each conference.

Written conference narratives are provided to each family at conferences; assessments are emailed home to families that cannot attend conferences (and given to the family if they do not have email) ([NAEYC 4.A.1](#)). As with many aspects of the school, assessment is viewed as a team effort. Families are asked to supply information about their child through written documentation and in conferences. At conferences teachers explain that the preschool director mentored them in using the ASQ tool and answer any questions about their training in this area ([NAEYC 4.A.4](#)). Families are encouraged to be active participants throughout the school year by continuing to share information not only during conferences but whenever necessary ([NAEYC 4.A.1](#)). We also invite families to discuss the types of assessments during conferences ([NAEYC 4.A.3](#)). Our goal is to achieve consensus with families about our assessment methods.

At the end of the school year, much of the portfolio content will be sent home. Teachers make copies of the developmental checklists, and these are included in each child's permanent files. Assessment tools are also used as indicators of the overall program's success and areas of improvement. The gathered information helps guide the program and planning for the next school year.

The staff is committed to confidentiality surrounding children and their assessment. Documents are housed in a secure manner and shared only with those directly involved in supporting the child. Staff will not discuss individual children, their progress, or classroom situations at any time when others may hear the conversation or with anyone outside of the child's immediate family. Families are always welcome to schedule a meeting if a concern should arise. ([NAEYC 2.A.05](#), [2.A.06](#), [4.A.02](#), [4.E.02](#), [4.E.04](#), [4.E.06](#), [4.E.07](#), [7.B.03](#), [7.B.04](#))

### Elementary School



In kindergarten, we assess students using portfolio assessment, narratives and developmental checklists. Older grades have grades and/or narratives posted on Jupiter Grades.

(<https://jupitergrades.com/login/>).

The staff is committed to confidentiality surrounding children and their assessment. Documents are housed in a secure manner and shared only with those directly involved in supporting the child. Staff will not discuss individual children, their progress, or classroom situations at any time when others may hear the conversation or with anyone outside of the child's immediate family. Families are always welcome to schedule a meeting if a concern should arise. (NAEYC 2.A.05, 2.A.06, 4.A.02, 4.E.02, 4.E.04, 4.E.06, 4.E.07, 7.B.03, 7.B.04)

### **Class Hebrew Names:**

Each pre-kindergarten class has a Hebrew name that translates as part of a plant, to reflect developmental progress.

Infant Class - Hebrew Name – T'Nokeya (Colloquialism for young child).

Ones class - Hebrew Name – Zereh - Seeds

Ones class – Hebrew Name – Shoresh - Roots

Twos class - Hebrew Name – Giv'all – Stem

Twos class - Hebrew Name – Nevet – Sprouts

Threes class - Hebrew Name – Alva - Leaves

Fours – Hebrew Name – Tzemach – Plant

These names were chosen to signify the school's affinity with nature, an understanding of developmental milestones, and our connection to the Hebrew language.

### **Curriculum (Preschool):**

Our preschool curriculum has been carefully planned to provide the best developmentally appropriate experience possible for your child. The curriculum at our school is based upon the constructivist (inquiry) approach and developmentally appropriate practice. Our curriculum incorporates the following resources as a framework for planning and environment: Creative Curriculum by Jones and Dodge (to ensure all activities are developmentally appropriate) and NAEYC guidelines by Sue Bredekamp & Carol Copple. Hebrew instruction uses the iTaLAM Curriculum. Our work is also guided by the Reggio Emilia approach.

Activities and experiences are planned for the total group, small groups, and individual children. The daily schedule includes active and quiet times, large and small motor activities, and child-initiated and staff-initiated activities. Outdoor play is scheduled each day.

The curriculum is flexible and child-centered and is part of the total school program. The CJDS staff selects topics for exploration and investigation based on the interest of children and families. These topics guide the teachers' planning for classroom activities. The South Carolina Early Childhood Standards and Objectives are reflected in our curriculum. An overarching component of the curriculum is that it is culturally relevant. CJDS defines culturally relevant as a curriculum that focuses on development of each child in academics related to their culture, cultural competence and social political consciousness. Using these three ideas the administration leads the teachers in creating a curriculum that allows for every family's culture and linguistic diversity to be seen and valued. This is but a brief outline of our curriculum, and we encourage families to visit CJDS and review the curriculum administrators..

(NAEYC 2.A.01, 2.A.02, 2.A.04 and 3.F.01)

### **Curriculum (Elementary):**

The elementary school is very different from many other schools. This can be seen in the classrooms, in the outdoor areas, and even after school. In the classrooms there are no desks, so children have the freedom to work in groups, at tables or on the carpet, or sometimes in an indoor tent! Children outside are often in our forest, enjoying the benefits of nature-based learning by exploring the creek, climbing trees, and noting different parts of the outdoor environment. After school, children have a small amount of homework, providing them with the freedom to spend their free time as their families see fit. Students are challenged to use higher-order thinking skills to exceed state standards while pursuing issues of societal justice. Through reading, writing, social studies, mathematics, science, Hebrew language, and Jewish studies, children gain the education and ethics that create student leaders with a great sense of self-worth and integrity.

### **Field Trips (NAEYC 10.B.08, 10.D.06)**

Our staff is not covered completely by our insurance in the case of mishap. Parents should be asked to drive their children to the location of the trip. The trips should connect to curriculum, secular and/or Judaic.

All field trips must be cleared with the Principal before a trip is finalized and drivers secured. The trip will be written on the school master calendar in the staff room.

Signed permission slips and emergency medical forms are required for each field trip. Each driver should have a folder with the list of students in their car, directions to destination, permission slips and emergency medical forms. These should be returned to the teacher in charge upon return from the trip. Each teacher must have a cell phone and first aid kit with him or her.

### **Homework:**

The school's philosophy leans towards a minimal assignment of homework in most cases. This policy is based on current research that has not shown a consistent correlation between the amount of time spent on homework and the child's level of academic achievement. The administration also is concerned that children do not have enough time to play and enjoy childhood. Hence, the school is very selective with homework assignments. In general, there is a brief Hebrew assignment each evening and perhaps a small assignment from another subject.

### **Inclusion:**

Inclusion involves looking at children along a spectrum from those requiring the most individual assistance to those who are the most independent and supporting their growth across all developmental areas: social/emotional, physical, language, and cognitive.

This is accomplished by

- o Screening and ongoing assessment
- o Gathering information from families, staff, and relevant professionals
- o Establishing and fostering communication among family members, teaching staff, and administration
- o Adapting curriculum, environment, strategies, schedules and materials
- o Facilitating the provision of inclusion aides, as needed
- o Encouraging families to be actively involved in the inclusion process

**Primary responsibility:**

Each classroom lead teacher has primary responsibility for the children assigned to her or his class. The teachers (both a.m. and p.m.) are supported in their efforts for each child by teaching assistants, as well as by administrators and specialty teachers. Staff also work across age levels to support one another through teams and mentoring.

**Standardized Testing:**

Standardized tests will be administered for students in third grade and above. Results can be discussed with the teacher. Rabbi Meir has written a FAQ guide on CJDS testing policy that can be requested by families. To quote from the guide: "I feel that standardized testing is not a good tool to measure the academic success of a child. CJDS academic goals include producing students who think deeply, ask great questions, and become passionate about learning. A standardized test does not measure any of these objectives. In my years as an educator I have never heard a teacher state, 'Oh, I thought Johnny was a good reader because he summarizes what he reads so eloquently, reads for pleasure, and gets excited about books. But since he did poorly on the standardized test I guess I was wrong.' When assessing a student, I rely on the classroom teacher or team of teachers to have the most authentic information and best insights."

**Technology:**

Each first through fifth grader is assigned a Google Chromebook primarily for educational research.

# Community

## **Parent Teacher Organization (PTO):**

The primary purpose of the PTO is to create community among the families at CJDS. This is facilitated through monthly play dates, a summer get together, educational events, and two town hall meetings (at which the PTO provides an opportunity for families to submit questions for the administration to answer). The PTO helps with communicating the school's mission to families and the community.

## **USC students:**

Practicum students from the University of South Carolina interact with our students, from three year olds through third grade. USC students are not used to maintain our ratios or relied upon to reach our curriculum goals. We value our partnership with USC and feel that the USC students' involvement benefits CJDS students.

## **Visitors:**

While we have an Open-Door Policy for designated family members and legal guardians, for the safety of our children and for educational purposes no visitor is allowed to enter a classroom without the permission of the office (principal or assistant principal). While a family member has free and full access to his or her child without prior notice, if there is a court order limiting family access the school will enforce that order. We have found that visits during naptime can be disruptive and we discourage visits at this time, but do allow them. (NAEYC 7.A.11)

## **Community Resources:**

CJDS staff and administration are aware of a variety of community resources available to families including, but not limited to, BabyNet (South Carolina First Steps), Interfaith Family Resource and Referral, and specialists in child psychology, occupational therapy, etc. Families seeking assistance should contact Rabbi Meir. Jewish Family Service (803-787-2023 ext. 220), part of the Columbia Jewish Federation, is an organization that will help any staff or families with many issues including support in wellness, prevention and treatment of depression, and stress management. ([NAEYC 10.D.09](#))



## **ADDENDUM ONE** (NAEYC 10.D.03, 10.D.04)

### **Harassment/Abuse – draft of policy**

**\* All suspected issues of child abuse/neglect by families, staff, volunteers, or others must be reported immediately to South Carolina DSS and appropriate local agencies.**

**\* Confidentiality surrounds these issues.**

### **HARASSMENT:**

CJDS is committed to providing an environment free of harassment of any kind. Sexual harassment and harassment based on gender, age, race, color, religion, national origin, or disabilities are prohibited by law and are contradictory to the school's policy. As an institution, CJDS believes in the worth of the individual. According to the school's philosophy, every individual is entitled to appropriate respect and freedom from harassment in any form, sexual or nonsexual. (NAEYC 10.D.03)

**Sexual Harassment:** Sexual harassment is defined to include unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Undesired physical contact, repeated, unwelcome requests for social engagements, and questions or comments about sexual behavior or preference are included in this definition. Sexual harassment is prohibited by school policy and may be the subject of an action under state and/or federal law when the behavior is directed to an individual because of his or her gender and (1) submission to such conduct is made either explicitly or implicitly a term or condition of instruction, employment or otherwise full participation in school life; (2) submission to or rejection of such conduct is considered in evaluating a person's academic work or job performance (3) or such conduct has the purpose or effect of unreasonably interfering with a person's academic or job performance or creating a sexually intimidating, hostile, or offensive educational or working environment.

The above definitions will be interpreted and applied by the school consistent with accepted standards of mature behavior. It is important to recognize, however, that society's mores are rapidly changing with respect to what is considered verbal sexual harassment. Women and men are becoming sensitive in a disapproving way to comments that can be interpreted sexually. Such harassment is especially inappropriate coming from a perceived superior (e.g., employer or manager to employee, teacher to student, and older student to significantly younger student).

**Nonsexual Harassment: Protected Status and Other Harassment:** Nonsexual harassment includes conduct which has the purpose or effect of unreasonably interfering with a person's academic or job performance or creating an intimidating, hostile, or offensive educational or working environment on the basis of a person's protected status other than sex, i.e. race, age, color, religion, national origin and/or disability. Such harassment may also be based upon gender, despite lack of sexual advances. For CJDS's purposes, nonsexual harassment may also be defined as any behavior that threatens a person's safety and any behavior, either verbal or nonverbal, which on a *recurring* basis, traumatizes the individual to a point that the individual's performance is significantly affected.

### **ABUSE:**

CJDS is committed to the prevention of any form of abuse, including physical, sexual, or

psychological abuse. For CJDS's purposes, the term "abuse" can refer to any incident where any individual, whether adult or child, engages in conduct that harms or substantially threatens the physical, sexual, or psychological well-being of any student. Such abuse can be subdivided into three areas:

- A. Physical abuse: non-accidental physical injury and/or extreme and/or repeated failure on the part of the caretaker to meet the child's physical needs;
- B. Psychological abuse: extreme and/or repeated conduct which is inhumane or otherwise unconscionable;
- C. Sexual abuse: sexual involvement between a child and faculty or staff who has greater knowledge, authority, power or resources.

#### **REPORTING DUTIES FOR HARASSMENT/ABUSE OR NEGLECT:**

Any student or employee who believes that a faculty member's, administrator's, supervisor's, (another) employee's, (another) student's or a nonemployee's actions or words constitute discrimination, harassment, or abuse toward himself or anyone else has a responsibility to report the situation *immediately* and thereafter submit a written description to the appropriate administrator, counselor, or rabbi.

#### **DISCIPLINE FOR HARASSMENT AND/OR ABUSE:**

***Complaints Involving Students:*** The school, at its discretion, may suspend any elementary student it suspects of harassment or abuse as defined herein. The school and/or appropriate law enforcement agencies will promptly investigate the circumstances. Following investigation of any complaint of harassment or abuse by a student, a written report will be placed in a confidential file for review by the principal and/or his/her designee. Any student determined, by investigation and at the sole discretion of CJDS, to be guilty of any form of abuse is subject to discipline, up to and including immediate expulsion.

***Complaints Involving School Employees:*** CJDS, at its sole discretion, may suspend with or without pay any school employee accused or suspected of abuse or harassment as defined herein. Any school employee who engages in abuse or harassment is subject to discipline, up to and including immediate termination. The principal and/or appropriate law enforcement agencies will promptly investigate the circumstances.

***Complaints Involving Families:*** A student's enrollment contract may be terminated for parental misconduct which is, or may be, disruptive to the educational process, interferes with the work of the school, is contrary to the mission of the school, impinges on the rights of other students, employees or members of the school community, or has a direct or immediate effect on the discipline or general welfare of the school, even if such conduct takes place off campus, on social networking websites, during non-school hours or on breaks from school. Such conduct will be evaluated at the sole discretion of the school, and the school reserves the right to take disciplinary action deemed necessary by the circumstances.

**INVESTIGATION OF SEXUAL HARASSMENT, HARASSMENT BASED UPON PROTECTED STATUS AND/OR SCHOOL-RELATED ABUSE COMPLAINTS INVOLVING STUDENTS, FACULTY, STAFF AND ADMINISTRATORS:**

A written complaint of alleged sexual/protected status harassment or school related abuse with all appropriate times, places, and dates must be submitted to the appropriate administrator, counselor, or rabbi, who will forward the information to the principal. The school will promptly conduct an appropriate investigation of any allegations of abuse, sexual harassment, or harassment of a similarly offensive nature based on protected status, including gender, age, race, color, religion, national origin and disability. Upon receipt of the report, the principal will notify the individual charged and/or the families, if a student is involved, that a complaint has been lodged. The principal will appoint a member of the faculty or staff to investigate and document the events specific to the charges. Upon receipt of the documentation from the appointee, the case will be submitted to an *ad hoc* committee comprised of the Principal, a Chabad Rabbi, Principal's appointee(s), the Chair of the CJDS School Board, and a member of the Board appointed by the School Board Chair. The findings of the committee and recommendations for appropriate action will be presented to the Principal, who will make the final decision.

Retaliation against any student or employee for filing a complaint or participating in an investigation is strictly prohibited. However, if after investigating any complaint of harassment or unlawful discrimination CJDS determines that a student or employee has intentionally provided false information regarding the complaint, disciplinary action may be taken against the individual who gave false information. Each step of the process must be done with confidentiality.



**ADDENDUM TWO:**

The Cutler Jewish Day School has provided an overview of the policies and procedures related to the program's operation. It was developed in an effort to communicate important information to families and to have it available for review as needed.

These policies include a discipline policy (redirection and discussion are preferred) and medication policy.

Please sign the statement below and return to your child's teacher.

I have read the Cutler Jewish Day School handbook and am aware of the policies stated in this manual.

Either sign or have meta-data electronic form

\_\_\_\_\_

Family Member Signature

\_\_\_\_\_

Date

## **ADDENDUM FOUR:**

A child will not be released to an adult who appears to be intoxicated. In such a case, another adult on the child's pick up list will be called.

## **ADDENDUM FIVE:**

### **CJDS Policy Promoting and Supporting Exclusive Breastfeeding**

Because breastfeeding has been shown to be the best form of infant nutrition, providing a multitude of health benefits to both the infant (reduces ear infections, respiratory infections, juvenile diabetes and a host of other diseases) and the mother (helps them get their bodies back in shape after pregnancy, takes less time than using infant formula and saves money), and because breastfeeding employees need ongoing support from childcare providers to provide their milk for their babies the Cutler Jewish Day School subscribes to the following policy:

- Breastfeeding mothers, including employees, shall be provided a private and sanitary place to breastfeed their babies or express milk. This area will have an electrical outlet, comfortable chair, and nearby access to running water.
- Breastfeeding mothers and employees may store their expressed breast milk in the school's refrigerator. Mothers should provide their own containers, clearly labeled with name and date.
- The childcare center is committed to providing ongoing support to breastfeeding mothers, including providing an opportunity to breastfeed their baby in the morning and evening, and holding off giving a bottle, if possible, when mom is due to arrive. Artificial baby milks (formula) and solid foods will not be provided unless the mother has requested. Babies will be held closely when feeding and bottles will never be propped.
- All childcare center staff is trained in the proper storage and handling of human milk, as well as ways to support breastfeeding mothers. The center will follow guidelines from the American Academy of Pediatrics and Centers for Disease Control in ensuring that breastmilk is properly treated to avoid waste. Special precautions are *not* required in handling human milk. Storage Guidelines for Human Milk:
  - [http://www.cdc.gov/breastfeeding/recommendations/handling\\_breastmilk.htm](http://www.cdc.gov/breastfeeding/recommendations/handling_breastmilk.htm)
  - <http://www.healthychildren.org/English/ages-stages/baby/breastfeeding/pages/Storing-and-Preparing-Expressed-Breast-Milk.aspx>
- Breastfeeding employees shall be provided flexible breaks to accommodate breastfeeding or milk expression. The time allowed would not exceed the normal time allowed to other employees for lunch and breaks. For time above and beyond normal lunch and breaks, sick/annual leave may be used, or the employee can come in a little earlier or leave a little late to make up the time.
- Breastfeeding promotion information will be displayed, including the names of area resources should questions or problems arise. In addition, positive promotion of exclusive breastfeeding will be on display in the center.