

Family Handbook 2016-2017



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THE SCHOOL

MISSION

Lander~Grinspoon Academy is a Jewish day school in the Pioneer Valley that welcomes children of families from all Jewish traditions and backgrounds. Our mission is to provide a rich, academically rigorous, and values-based education integrating general and Jewish studies in a nurturing environment.

THE SCHOOL VALUES:

THE VISION

- To engender in students a love of learning and a positive Jewish identity.
- To maximize each student's intellectual, emotional, social, ethical, and spiritual development.
- To impart knowledge and skills enabling students to become independent learners, critical thinkers, and caring, responsible citizens of our Jewish, American, and global communities.
- To foster an appreciation of the centrality of Israel in modern Jewish life.

We Achieve Our Vision Through:

Academic Excellence: A forward-looking general studies curriculum that

- has depth and breath
- provides stimulating, in-depth instruction in the core disciplines of language arts, mathematics, science, social studies, and the arts, while supporting active inquiry and mastery
- encourages each child to excel to the best of his or her abilities

A creative dual-language Jewish curriculum that

- provides a firm foundation of Jewish knowledge and experiences through a focus on Hebrew language, Jewish history and culture, Israel, textual study, religious observances, and spiritual practice
- is presented in an egalitarian framework

A thoughtful social and ethical curriculum that teaches children

- to behave in a manner that is compassionate and respectful
- to honor diversity and equality
- to practice the mitzvah of *Tikkun Olam* (actively improving the world)

A caring, dedicated, and skilled teaching staff that works together with families to assure education of the whole child.

A warm, nurturing, and creative environment that

- cultivates self-esteem
- encourages success
- serves a variety of learning styles
- values community

LGA recognizes that our families represent a broad range of religious beliefs, religious practices, family structures, political beliefs, etc. In setting policies, our goal is to be as inclusionary as possible. As a Community Day School, we strive to ensure that all students and families are able to participate and feel included. This rationale informs all of our policies, from our religious guidelines to our policies about birthdays and playdates.

BOARD OF DIRECTORS

Executive Committee

President: Becky Serlin
Vice President: Jacqui Kates
Secretary: Becky Miller

Treasurer: Blair Barondes
Personnel Chair: Evie Glickman

Board Members

Brian Bloomfield	Rabbi Yechiael Lander	Jody Rosenbloom
Rabbi Justin David	Amy Mitrani	Gretchen Siegchrist
Larry Fine	Nicole Mok	Kim Starkman
Meri Hoverman	Lisa Newman	Rabbi Ben Weiner
Rabbi Riqi Kosovske	Eric Phelps	Elanit Weisbaum

STAFF & FACULTY

Deborah Bromberg Seltzer, Principal.....x 102, dseltzer@LanderGrinspoon.org
Ellen Frank, Executive Director.....x 101, efrank@LanderGrinspoon.org
Gail Lansky, Director of Admissions and Marketing.....x 105, glansky@LanderGrinspoon.org
Bianca Cuperman, Business Managerx 118, bcuperman@LanderGrinspoon.org
Amy Meltzer, Director of Family Engagement.....x304, ameltzer@LanderGrinspoon.org
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Lauren Yamilkoski, 2, General Studies.....x 318, lyamilkoski@LanderGrinspoon.org
Neil Zagorin, 5, 6 Social Studies, Judaic Studies, Hebrew.....x 302, nzagorin@LanderGrinspoon.org

Attendance Line.....x312

THE CHILD AND SCHOOL

School Hours

8:00 AM	Classrooms are open to students
8:15 AM	Classroom instruction begins
Recess	1/2-hour morning recess for each grade
12:30 PM	Lunch (1/2 hour)
Recess	(1/4 hour afternoon recess for Kindergarten; a short break for grades 1-3)
3:15 PM*	Dismissal; Monday – Friday, 9/9/16 – 11/4/14*; 3/17/17 – 6/9/17*
2:30 PM**	Dismissal; Fridays, 11/11/16 – 3/10/17**

Students should arrive at school by 8:00 AM in order to be in their seats by 8:15 AM

Students must be picked up by 3:30 PM* or 2:45 PM, depending on the dismissal schedule above.**

Dismissal on half-days is at 12:15 PM.

Snow Days and School Closings

LGA follows the Northampton Public Schools for all snow closings and delays, but not for closings due to cold. For announcements, listen to WHMP AM 1400 or 99.3 FM radio. Closings are also listed on TV 22 and 40, at www.wwlp.com, and on our Facebook page. You may sign up for automatic text-messages from [wwlp.com](http://www.wwlp.com). The school voicemail will contain information about closings and delays as soon as the information becomes available. Please do not call staff about school closings.

If there is a one-hour delay, school will be open at 9:00 AM and classes will start at 9:15 AM. If there is a two-hour delay, school will be open at 10:00 AM and classes will start at 10:15 AM.

Because our students come from a wide geographical area and weather can vary from town to town, parents are encouraged to use their best judgment to decide whether or not to keep their children home from school or bring them in late. Amherst and/or Longmeadow van service may be affected by the weather in Northampton, as well as the town from which the van is coming.

LGA does not make up snow days at the end of the school year.

If Northampton Public Schools call for an early dismissal, LGA will make its own decision when to close. The building will remain open until 3:15 PM; after-school and all clubs/electives will be cancelled.

Security

In order to keep all of our students safe, anyone arriving at the school (other than during drop-off) will need to be buzzed in. Once visitors have been invited into the building, they must sign in at the office and wear a visitor's badge while they are in the building. **No visitors may be in the building without a visitor's badge.** When visitors are ready to leave the building they are required to stop by the office to sign out and return their visitor's badge.

Arrival

Each morning begins with the Principal or another staff member shaking hands with each student and greeting them by name. This fosters one-on-one communication between students and staff, and teaches children the important ritual of shaking hands while looking an adult in the eye.

Children may arrive at school as early as 8:00 AM. Parents are encouraged to arrive at school by this time so their children may have a chance to visit with friends, unpack their backpacks and have a smooth start to the day. Classroom programs begin promptly at 8:15 AM. Children may not enter the building before 8:00 AM, as teachers need time to prepare for the day. LGA does not take responsibility for students dropped off before 8:00 AM.

Parents may drop children off at school or accompany them into the building; however, with the exception of Kindergarten, parents are asked to allow their children to go to their classrooms by themselves. Most children enjoy the independence of going to class alone. Parents who need to relay information to a teacher in the morning may contact him/her through email or voicemail, or leave an urgent message in the office.

Punctuality

The LGA school day is very full and the morning transition is important in order for children to begin their day of learning successfully. Late arrival impacts not only the child who is tardy, but also the entire class. Therefore, we ask that parents make every effort to have their children at school on time.

As noted above, the building opens at 8:00 AM. Students should arrive as close to this time as possible to ensure a smooth transition at the beginning of the day. Students must be seated in their classrooms and ready to begin the day at 8:15 AM when classes begin. Students who arrive in their classrooms after 8:15 AM are considered tardy. All students arriving late to school must sign in at the school office and should head to their classrooms independently.

Children who are chronically tardy will be contacted by the Principal to create an action plan. If such measures do not rectify the problem, a student's enrollment status for the following semester or year may be impacted.

Absences

It is important for children to attend school regularly so they can fully participate in daily life at LGA. Massachusetts State law requires that children attend school regularly except under the following **excused** circumstances:

- Personal illness
- Death in the family
- Religious holidays
- Emergency dental or medical appointments
- Other necessary reasons **approved** by the Principal

Parents who know ahead of time that their child(ren) will have an **excused** absence or late arrival should email the school at office@LanderGrinspoon.org or call the Attendance Line at 584-6622 x 312, prior to the day or first thing in the morning. If a student is sick, parents must call school by 8:15 AM. If a call is not received by 8:30 AM, parents will be contacted to confirm the absence. If a student's illness extends beyond one day, parents must call the office each day. Arrangements must be made with the student's teacher for missed work.

If a student misses more than 3 consecutive days due to illness, a doctor's note will be requested to document the absences as **excused**.

Parents are expected to exercise careful judgment when family plans necessitate a child to miss school. Missed school days affect a child's school success and impact the whole class. Parents must notify their child's teachers as soon as plans are known **with no less than one week's notice** for absences beyond one day.

Students who have more than 3 **unexcused** absences will be contacted by the Principal to create an action plan. If the unexcused absences exceed 7 per semester the student's graduation to the next grade may be in jeopardy, or the student could be asked to withdraw from the school.

Dismissal

Dismissal is at 3:15 PM every day, except on winter Fridays when dismissal is at 2:30 PM. (See School Hours on Page 3 for Friday early dismissal schedule.)

Students are dismissed daily from their classrooms only when their name is called from the office loudspeaker. Each day at 3:10 PM, an LGA staff member gathers names in the parking lot of students whose parents/caretakers/carpools are present for pick-up. The LGA staff member will communicate those names to a staff person in the office who will announce students to be dismissed starting at 3:15 PM. **For everyone's safety, parents will not be allowed to pick up a child from a classroom. Parents are asked to refrain from entering the building during dismissal.**

Parents are required to pick up (or make arrangements for children to be picked up) no later than 3:25 PM Mon. – Thurs. / 2:45 PM on Friday early dismissal days. If there are extenuating circumstances that prevent a child from being picked up on time, parents must call the office as soon as possible to notify the school of their arrival time.

The LGA office should be notified by 2:30 PM about any special pickup arrangements, other adults who will be picking up children such as babysitters or grandparents, or play dates. Parents should also inform the school concerning any adults who should **not** pick up your child. Pick up information should be communicated to the office in writing (email).

If someone other than a parent or guardian is picking up any students, the office must be informed. It is understood that sometimes parents are running late and may ask another parent to be responsible for additional children for a few minutes. However, **students will not be released to any individual if the office has not been informed of the change.**

At 3:30 PM, any students who have not been picked up will be brought into the after-care program and parents will be assessed the hourly after-care fee. If a parent knows that he/she will be late, they must call the office in advance so that the school can let their child(ren) know that s/he will be joining the after-care program. Parents who are consistently late for pick up will be contacted by the Principal to create an action plan.

Parking and Traffic Etiquette; Walking; Biking

Cars should enter the CBI/LGA parking lot and drive around the circle staying to the right. Drivers will be asked to move ahead when necessary. If a child is not ready to be picked up, the driver will be asked either to park and walk to the school entrance to pick up their child(ren) or drive around the circle again. Students should only enter cars from the sidewalk. The line of cars at pickup may extend into Prospect St., but cars must keep to the right, allowing traffic to continue. There is no parking in front of the synagogue on Prospect St. during pick-up and drop-off.

Parents may also park in the spaces nearest the Northampton Survival Center and walk to pick up children from the front doors of the school. In this case, parents should inform the staff member on duty who they are here to pick up. **The school is not responsible for supervising children after they have been picked up, including on the playground.**

Parents should not use pick-up time for conversations with teachers, or block the path of teachers or children who are going to cars. Instead, parents should email or call a teacher to make an appointment.

Parents must also refrain from cell phone use during pick up times while they are behind the wheel of their car.

Parking spaces nearest the Northampton Survival Center (to the left when facing the school) are reserved for LGA families and part-time staff that arrive after 9:30 AM. All parents and students should use the sidewalk to walk from cars to the school. **Under no circumstances should children be allowed to walk unaccompanied across the driveway to the school.**

The center parking spaces are reserved for the staff of LGA, Congregation B'nai Israel, and Gan Keshet, as well as for Gan Keshet parents and for CBI members. The spaces nearest CBI are reserved for synagogue members and Gan Keshet parents who arrive late. **LGA families should not use the center spaces unless they are also Gan Keshet parents.**

In the case of morning assemblies, or all school events, parents should drop children off and then park either in LGA designated spaces, on Prospect St., or on a nearby side street. Do not park in other places in the parking lot, such as at the entrance to the lot or across the sidewalk.

To drop off children by car, enter the parking lot from Prospect St. and keep to the right. Drive around the parking lot, pulling up to allow as many cars as possible to drop off children. Children may only be dropped off or picked up directly in front of the school. Do not park in the spaces between the synagogue and the school during drop-off or pickup times. Cars can exit the circle by pulling around to the left. **No child will be allowed to enter or leave a car that is in the left lane.**

Cars exiting onto Prospect St. may not turn left during drop-off and pickup hours as indicated on the sign.

The school encourages carpooling whenever possible. Families and children who live nearby are also encouraged to bike or walk to school when weather permits. Students arriving or departing via the bike path must use the Adare Place ramp, and not cut through the schoolyard or the adjacent DPW property.

Parents and visitors must use the utmost caution in the parking lot. Despite the school's best efforts, there may be unattended children, including younger siblings and visitors, in the path of cars. DO NOT SPEED upon entering or leaving, no matter how late you are.

Amherst Area and Longmeadow Van Services

The school provides a fee based daily van service in both directions from Amherst and from Longmeadow in the morning. The pick-up and drop-off points are determined at the beginning of each year. The Amherst van also picks children up on half-days at 12:15 PM dismissal.

If school is cancelled due to bad weather in Amherst or in Longmeadow, but not in Northampton, the van may not run. Parents should use their own judgment about driving children to school on such days.

Personal Technology

Students are not permitted to use personal electronic devices during school hours. These devices (such as cell phones, iPods, etc.) must remain turned off and in students' book bags; otherwise they will be confiscated and returned to parents. Students may use their own personal computers or e-readers for schoolwork with their teacher's permission. Students who abuse this policy may be barred from bringing their personal devices to school for at least 30 days at the discretion of an administrator. LGA staff and faculty will not be held responsible for lost or missing personal electronic devices. Students must abide by LGA's Technology and Acceptable Use Policy (see page 25).

Homework

Homework is carefully increased as children move up from grade to grade. The school's general homework guideline is 10 minutes of homework multiplied by the grade level (second grade = 20 minutes of homework). However this will vary night by night and as the year progresses. Children in the Gan (kindergarten) have a few home projects during the year. These are intended to be done cooperatively with parents. Children in Kitah Aleph through Kitah Gimel (first through third grade) have regular assignments, which reinforce skills in the content areas.

Beginning in Kitah Dalet (fourth grade), children use assignment notebooks ("planners") supplied by LGA and are taught to record daily and long-term assignments and to plan their work. **Homework assignments are given only for work that teachers are confident their students can do independently.** However, there are some projects that can or should be done in collaboration with parents. These assignments are clearly indicated by teachers. During Back-to-School-Night teachers will discuss their guidelines for the amount of time their students should spend on homework.

In addition to the above, students are also assigned independent reading.

Parents are asked to ensure that each child has a regular, uninterrupted time and place for homework. Children should be able to do homework independently, however parents should be available to answer occasional questions. Parents should inform the teacher if a child is having trouble understanding assignments or completing work in the suggested amount of time. It is important that teachers receive this information in order to be sure that their assignments are clear and appropriate for every child.

Learning to be an effective parent of a student can be challenging. LGA looks at this challenge as an opportunity for a rewarding collaboration between school and family.

Special Needs

LGA strives to provide opportunities for every child to be successful in school. The classroom teacher and Principal, together with the consulting psychologist and/or reading specialist, will address accommodations for students with special learning needs.

Health Policies

Children coming to school in the morning are assumed to be healthy enough to attend the full day's program, including recess and physical education. If a child is ill or injured during the school day, parents will be notified immediately. If a parent or the designated emergency contact person cannot be reached, the Principal or another staff member in charge will contact the family doctor and take appropriate action.

Health forms are required for attendance at school. **All new students and all fourth graders** must submit new health forms (immunization and physical examination) by the first day of school. Parents are asked to ensure that the medical records and emergency information on file in the school office are kept current.

As a rule, school personnel cannot assume responsibility for administering medication to children. If a child requires any medicine during the day, parents must fill out a Medicine Authorization Form, which must be approved by the Principal. All medication must be brought to school in its original labeled container, stating the child's name, drug, dosage, and time to be administered. Children are never permitted to administer their own medication without adult supervision.

When a child contracts a contagious disease, the school must be notified at once. As appropriate, this information may be shared with the parents of other children. Children must remain at home until they are no longer contagious.

Further, we ask that in the case of illness, even a virus or a cold, parents be conservative about returning their child to school. **If a child has a fever, is nauseated or vomiting, or has diarrhea, he/she must be symptom free for 24 hours prior to returning to school.**

Outbreaks of head lice can be a common occurrence among children, and elementary school students can be particularly susceptible. The school does periodic lice checks on students' hair. In accordance with policies of the National Association of School Nurses and the American Academy of Pediatrics, if a child is found to have live lice and/or nits (eggs) within ½ inch of the scalp the parent will be notified immediately. The student will be able to complete the school day but is required to have treatment before returning to school the following day. Children may not return as long as lice (i.e., hatched eggs) are present. Full parent participation and vigilance is paramount to preventing the spread of lice within the school community. Whether parents choose to administer a pediculicide or the Nuvo Method for treating head lice, it is vital that parents execute the second treatment and use a nit remover comb to ensure that the lice are gone.

Dr. Jonathan Schwab of Northampton Area Pediatrics is the school's consulting pediatrician.

Allergies

If a child has an allergy that the school needs to be aware of and/or monitor, it is the parents' responsibility to alert the school in careful detail to the nature and severity of the allergy and the steps that school personnel may be required to take to manage a reaction. This information should be listed on the medical information form submitted at the beginning of the school year. In the case of a life-threatening allergy the child's pediatrician must complete the food allergy action plan. One version may be downloaded at: <http://www.foodallergy.org/document.doc?id=125>

Lander~Grinspoon Academy strives to be as accommodating as possible to keep students with allergies safe. Towards this goal, the Principal may designate some classrooms based on known allergies, as "nut-free" or "peanut-free".

For 2016-17, Kitah Dalet (4th grade) will be a designated "peanut-free" classroom and Kitah Alef (1st grade) will be designated as a "tree-nut and peanut free" classroom. In nut-free classrooms, the school will work with children and their parents to understand nut-free procedures. These procedures include students not bringing for lunch or snack any item containing any nut product, including butters, oils, extracts and flours.

Dress Code

We respect and encourage the idea that students express individuality through appearance, and also expect that students will wear clothes to school that allow them to participate fully in all aspects of their day.

Clothing for school should be chosen for comfort, safety and appropriateness. Clothing should be suited to the weather and support an attitude of respect for others and the educational environment

- Clothing: Students' clothing should allow them a full range of motion—sitting, bending, reaching, and running—without requiring perpetual readjustment; if students need to constantly re-adjust their clothing, they cannot focus on learning. In stating that clothing should be appropriate for school, we look to parents and trust that they are aware of what their student is wearing to school. We will speak with children and families individually if we consider attire

unacceptable. All shirts must have straps at least three fingers wide and shorts/skirts should be longer than wearers' thumb tip when standing straight and holding their arms straight down at their side. Undergarments should not be exposed at any time. In addition, students often get dirty during the school day and, therefore, fancy clothing is also not appropriate. In addition, any logos/graphics/language on clothing must be appropriate for a school setting.

- **Shoes:** Students at LGA play outside every day. All shoes must be secure with back straps. Flip-flops are not permitted. Parents of students who arrive at school with inappropriate footwear will be called and asked to bring appropriate footwear. All students must wear sneakers for Physical Education classes on Tuesdays (for 2016-17). Students who do not have proper PE shoes will not be able to participate. During the winter, students must have boots to be able to play in the snow. They should also have indoor footgear to change into after outdoor play. We strongly suggest keeping extra socks at school, as children with wet feet are very uncomfortable.
- **Hats:** Baseball hats and winter hats may be worn during recess only. Only head coverings designated as *Kippot* can be worn as Kippot; all other forms of hats may not be worn during the school day. (See the section on *Kippot* for more details.)
- **Outer Gear:** Students have recess outdoors everyday unless it is pouring rain or below 17 degrees. Please make sure that students have clothing that is appropriate for the temperature and weather. Students who do not have appropriate winter gear (snow pants, snow boots, winter coat, hat, gloves/mittens) will not be permitted to play in the snow.
- **Extra Clothing:** Younger students must have a complete change of labeled clothing in their cubby, including extra socks, pants, etc. so that if they get wet outdoors they can change. It is strongly recommended that older students also keep extra pants and socks in their lockers.
- **Shabbat (Fridays):** In celebration of Shabbat, we ask that students dress in a manner that sets Friday apart as a day of special anticipation of Shabbat by wearing either an LGA school top or by dressing nicer for the day. Official LGA clothing may be purchased at http://www.landsend.com/shop/school-uniforms/-/N-g54?cm_re=nav--schooluniform--main or through the link on the school website.

Lost and Found

Parents are asked to label all clothing. All unlabeled items found in school will be placed in a container in the school foyer. Children and parents should look there for missing articles. The contents of the container will be donated to a charitable organization from time to time.

After School Programs

There are two options, electives and after-care, for the three sessions of after-school programming at LGA. After school sign-up forms are available in the office or can be downloaded from the school's website.

After-care is offered Monday-Friday from 3:30-5:30 (short Fridays until 4 pm) and is charged by the hour. Students may be signed up in advance or on the day of. Electives are specialty classes that are offered from 3:20-4:30 and are a session-long commitment.

2016

Session I: Monday, September 12 – December 22; (after-care begins on Thursday 9/8)

2017

Session II: Tuesday, January 3 – March 31;
Session III: Monday, April 3– June 15

After-School Program policies

- Students must bring their own snack, which must follow school food policies.
- Students who are in aftercare every day may leave packages of food at school for snack.
- **There are no refunds for snow days or absences.**
- All parents are subject to strict pick up rules: Parents must be present by 4:30 or 5:30 PM to pick up children. Parents will be charged a late fee equal to the hourly fee for any part of an hour that the parent is late.
- Late and/or same day sign-ups: We encourage parents to sign up for after-care in advance. When there is available space, students will be accepted as same day sign-ups.
- **Electives ONLY:** fees must be paid in full before electives begin in order for students to participate. We ask parents to please abide by sign-up dates, as this helps us assess if electives will be held.
- Parents must pick up students promptly at the end of an elective. **After a five-minute grace period, children will be automatically enrolled in the post-elective after care program and parents will be charged the late fee (\$8/hour).**

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Birthdays Celebrations in School

At LGA, families have the option of having their child's birthday celebrated on or near the day by supplying a special treat in the classroom. Any family wishing to send in a special treat should make arrangements ahead of time with their child's classroom teacher. Parents are asked to send in unopened, packaged goods or frozen treats that carry an appropriate symbol of *kashrut*. (See the section on Kashrut for a list of kashrut symbols.) Families may also arrange to use the school's Kosher Kitchen to prepare fresh fruit or baked items. When selecting a birthday treat, please keep in mind that students may have allergies and that many families strive to limit the amount of sugar and snack food their children have. We do ask that parents communicate with each other about these needs.

RELIGIOUS GUIDELINES

Introduction

LGA is affiliated with the Schechter Day School Network (www.schechternetwork.org). As an affiliate, this school, along with the 40 other Schechter-affiliated schools in the country, follows religious guidelines as laid out by the United Synagogue of Conservative Judaism. Most of these guidelines can be adapted as deemed appropriate by each community's rabbinic authority.

The goals for the religious component of the school are for students to develop a sense of awe, reverence, gratitude, and amazement. The school looks to our rich Jewish heritage, through the study of Torah, Hebrew, and prayer, to guide this work. LGA strives to raise children to be good, loving people who truly know the beauty of Jewish culture and religion. Our vision is to imbue them with a love for Torah and the inclination to do good deeds, and see holiness in all people.

LGA recognizes that our families represent a broad range of religious beliefs, religious practices, family structures, political beliefs, etc. In setting policies, our goal is to be as inclusionary as possible. As a Community Day School, we strive to ensure that all students and families are able to participate and feel included. This rationale informs all of our policies, from our religious guidelines to our policies about birthdays and playdates.

Tefillah/Prayer

Of all of the *mitzvot* observed in the school, *tefillah* (prayer) most directly nurtures and promotes the child's spiritual growth. To this end, each child participates in a daily service geared to his/her developmental level. In addition to daily prayers, lunch and snacks are accompanied by appropriate *brachot* (blessings). The religious life of the school, like all other aspects, is fully egalitarian—boys and girls participate equally.

Shabbat and Jewish Holidays

The school steps to the rhythm of the Jewish calendar. It strives to imbue in children a sense of the sanctity of *Shabbat* and the place of Jewish holidays in Jewish tradition.

The school week builds toward Shabbat as the highlight of the week. In addition to classroom-based learning about Shabbat and *Parashat HaShavua* (the weekly Torah reading) and each Friday's Kabbalat Shabbat celebration, the school sponsors an annual family Shabbaton retreat in the spring, this year on April 28-30, 2017.

All Jewish festivals and special periods of the year are noted and observed in school.

Classes and school activities are never scheduled to conflict with Shabbat or holidays, and the office is closed on these days. Communication about school matters should not occur on these days. The student population is extremely diverse and families have a range of Jewish observance/practice. We therefore ask that birthday parties NOT be scheduled on Shabbat or other Jewish holidays.

Non-Jewish Holidays

National holidays, such as Thanksgiving and Martin Luther King Day, are marked by special programs and are taught as part of the curriculum. The school only teaches and observes holidays listed on the school calendar. The school avoids observance of all holidays with non-Jewish religious origins (such as Halloween and Valentine's Day), regardless of their widespread acceptance.

While we recognize that most of our students participate in Halloween or Valentine's Day events outside of school, they should not come to school in costume or bring any valentines to school. As days such as these are not part of our curriculum, we do not give classroom time to discussing them.

Kippot

LGA strives to create an environment of reverence for sacred texts and for those who engage in the study of these texts. In order to enhance this sense of reverence, we require all children, both girls and boys, to wear appropriate head coverings during Torah study and prayer. They are not required to cover their heads all day, though some children may wish to do so. This policy reflects a determination to treat all genders with equal respect. New students to the school are given one Bukharian style *kippah*. Additional Bukharian style kippot are available for purchase at school. Bandana-style kippot are also acceptable, but only if used solely as kippot. School kippot must have the child's name clearly written inside, in English and Hebrew. School kippot will be placed in a special place in the classrooms at the end of the day and are not allowed to go home unless it is the family's practice to wear kippot at all times. At LGA baseball caps are not considered suitable kippot. **In the case of a lost or misplaced kippah, your child will be given a temporary kippah at school to be returned at the end of the day. They may do this for two days, after which if their original kippah has not resurfaced, you**

will be charged \$15.00 for a replacement one. We strongly recommend that students keep at least 2 kippot in school.

Israel

The creation of the State of Israel is one of the seminal events in Jewish history. Recognizing the significance of the State and its national institutions, LGA seeks to instill in students an attachment to the State of Israel and its people as well as a sense of responsibility for their welfare.

Kashrut

The mitzvah of kashrut (Dietary Laws) is the set of observances by which Judaism has made the act of eating special, in order to impart a certain unique character to the Jewish people. The observance and study of kashrut has long been a part of the Jewish tradition. It can serve to strengthen one's Jewish identity. It is a source of unification for the Jewish people, tying us to the past and future generations, as well as to Jews of today. It confronts a basic human need and can serve to sanctify life.

While the laws of kashrut will consistently be observed on the school grounds and at all school-related functions, LGA does not attempt to exert control over the personal lives of school families. When teaching students about Judaism, kashrut is presented as a tradition and as a mitzvah.

The school community is quite diverse, with many forms of Jewish observance represented and welcomed. The kashrut policy reflects the school's affiliation with the Conservative movement (as a Schechter School) as well as the school's commitment to creating a community that is comfortable and respectful of all Jews.

Kashrut Policy

LGA makes a fundamental distinction between food your child brings for personal consumption (e.g. snack, lunch) and food brought for general consumption (e.g. birthday treats).

- **Personal consumption** – Food brought for personal consumption may not be shared among students and must adhere to these guidelines:
 - (1) All food must be dairy or *pareve* (*pareve* = neither dairy nor meat). By prohibiting meat and poultry, even kosher meats, lunch and snack are simplified by avoiding issues of *basar v'chalev*, mixing milk and meat.
 - (2) Fish is considered *pareve* and is permitted. However, no foods made of or including shellfish of any kind are permitted.
 - (3) Remember to check for “hidden ingredients” that contain animal products, such as chicken stock and lard.
- **General consumption** – To insure that all members of the school community can comfortably partake in all-school celebrations, food for general consumption is required to follow a stricter interpretation of the laws of kashrut. Food brought to school for general consumption must adhere to these guidelines:
 - (1) All processed food must bear a symbol of kashrut certification (see attached sheet) and must be brought to school in the original packaging.
 - (2) Grape juice and grape juice products require a symbol of kashrut certification.
 - (3) Baked goods from any family's home kitchen will not be served. Parents who would like to serve a homemade treat, must use the kosher kitchen at LGA or CBI. The school office can provide information about using either kitchen.

Please do not put the teachers in the uncomfortable position of having to send home a birthday treat or call to inquire about the *kashrut* of a snack. Call the school if you have any questions.














When in doubt, you may contact the Springfield, MA *Vaad HaKashruth* (413)734-7972 or email ajms@kashrut.com or go to www.kashrut.com for information about kosher foods and related topics.

School Community

There are many opportunities for parents to volunteer in the school—from reading to the class to driving on field trips. All volunteers must be CORI checked, in accordance with the Massachusetts General Laws Chapter 71, Section 38R

- **Monday Morning Meeting** - The entire community is welcome to join the student body on Monday mornings from 8:20 - 8:40 AM, for singing, celebrating, class presentations and much more. Teachers lead the entire faculty in showcasing student work, starting the week off in an exciting way, and sharing school-wide announcements.
- **Kabbalat Shabbat** - The entire community is welcome to join students in celebrating Kabbalat Shabbat - at 2:40 PM on long Fridays and at 1:55 PM on short Fridays in the winter months. Whether gathering school-wide or in smaller groupings, Kabbalat Shabbat is a *ruach* (spirit) filled event led by Judaic studies and music faculty.

- **School Assemblies** - Throughout the year, LGA has a number of assemblies for holidays and class presentations to which parents are invited. Increasingly, we try to make use of technology by live-streaming some events so that extended family and friends may also join us.

Visiting the School

Parents are always welcome at school, but we ask that you make an appointment to see a teacher, the Principal, or another administrator. Upon arrival, all parents and visitors are required to check in at the office to get a visitor's badge and to check out with the office when leaving to return the visitor's badge.

Parents who wish to discuss concerns with teachers or the administration are asked to make an appointment, ensuring that any discussions are conducted in an organized and confidential manner. Impromptu and unscheduled conferences at the start or end of the school day are difficult for teachers. Parents are advised that meeting in front of a class makes it difficult for teachers to conduct their classroom responsibilities and may result in incomplete communication. When meeting with faculty and/or administration regarding school concerns, parents are accorded the utmost respect; the same is expected from parents when they address school personnel.

Parent Teacher Conferences

Parents are asked to fill out a questionnaire in September regarding the child's interests and experiences and the parents' goals, concerns and particular needs of their child.

Two Parent Teacher Conferences are scheduled each year: one about 6 weeks into school and the second in the early spring. The first conference allows teachers and parents to articulate questions, concerns, and impressions from the first weeks of class, and to establish goals for the year. Additional conferences can be arranged at the request of a parent or teacher.

Progress Reports and Standardized Testing

Progress reports will be sent home in January and in June. Reports consist of assessments of skill and knowledge development, and social and personal growth. Progress reports strive to balance information about the child's learning in relation to his or her peer group with insights into the individual and unique abilities of each child.

Stanford Achievement Tests are administered in the spring to students in the older grades. These tests give students practice in taking standardized tests and also serve as one additional source of information on how individual and groups of students are progressing.

Questions regarding your child's progress should be directed to the teachers or to the Principal.

Records

Parents have the right to view their child's file upon request. Copies of progress reports are kept in the student's file. The school will not create additional documents for families. Recommendations written by staff for applications to other schools are not part of the child's file. Receiving schools require that those recommendations not be shared with parents, and this procedure is followed in order to protect the integrity of the application process.

Back-to-School Night

Early in the school year, an evening is planned for parents and teachers to meet each other. Teachers describe the year's program, explain general expectations for the year, and answer questions. Parents' attendance at this program is fundamental to children's positive school experience. This is true for returning families as well as for new families as each new grade and teacher presents new expectations and curriculum. Parents are encouraged to bring general questions to teachers or the Principal at Back-to-School Night as well as at any other time.

Home/School Communications

Communication and cooperation between home and school are central to the philosophy of LGA. Teachers communicate weekly through email, blog, photos and/or video about the learning happening in the classroom.

Another important way the school fosters home/school communication is the "home/school folder" which every child carries between home and school daily. Starting in the Gan (Kindergarten), parents are expected to develop the **daily** habit of looking through the folder with their children. Homework, finished work, and notes from teachers are examples of what comes home in folders.

The habit of using the home/school folder helps to develop consistent and successful homework habits early on. LGA teachers help parents and children become comfortable with homework routines by carefully structuring assignments and time requirements; by teaching children how to keep track of both daily and long-term assignments and finished work; and by providing procedures for handling questions and confusion.

Office Email communication

It is the responsibility of families to stay informed of all important dates and deadlines. The office informs and reminds families of important dates and deadlines throughout the year. The full calendar can be found at www.LanderGrinspoon.org. Email reminders are sent at the end of each week and at other times, as required. In addition, teachers send regular updates to parents that may include information about upcoming events.

The primary source of communication between the school and families is email, through an official LGA listserv. Parent's email addresses will be distributed to teachers and families but are otherwise kept confidential and are not available to the outside community.

Parents are requested to check their LGA emails each week to stay abreast of important school information, calendar items, deadlines, and events. These emails also contain Jewish community event postings of interest to LGA families and friends.

LGA also uses Facebook to communicate about upcoming or recently passed events. If you have not yet "liked" our page please do so at <http://www.facebook.com/Lander-grinspoon>. In addition, we maintain a closed Facebook family group to allow families to more easily communicate with each other. If you are not already a member, please contact the office to be added.

The bulletin board outside the school office is available for posting flyers and announcements. Please contact the office before posting anything on the bulletin board.

Communicating With Your Student During The Day

During the day, each student's goal is to be learning and engaged in the classroom. Therefore, students are not permitted to call home from the office phone. In cases of an emergency, school personnel will call home on the student's behalf. **Please do not call the office during school hours to get a**

message to your child, unless it is a true emergency. It is disruptive to the class environment to have frequent interruptions. A bit of advance planning will go a long way in helping to maintain the instructional momentum for our students.

Birthdays Celebrations Out of School

We are a small and welcoming community, and ask you to be cognizant of whom you are inviting when you are planning a birthday party for your child. Just as students are not permitted to be exclusionary during school, we ask that you support this when planning parties. If you are having a party that will involve children from both genders, please consider inviting all children in the class. Similarly, if you are having a gender specific party, please consider inviting all children of that gender in the class.

If you are having a small party where only a few children are being invited, please mail/email the invitations directly to those students. Invitations may only be handed out in school if the entire class is invited.

The student population is extremely diverse and families have a range of Jewish observance/practice. We therefore ask that birthday parties NOT be scheduled on Shabbat or other Jewish holidays. Children are also asked not discuss out-of-school birthday parties in school.

Parent Teacher Organization

The School has a very active PTO. The PTO helps the school in many ways including assigning a class parent for each grade, planning community building activities throughout the year, and helping implement holiday and other celebrations throughout the year. Participating in the PTO is a wonderful way for parents to be part of the LGA community and to get involved in events both in and out of school.

Family Education

Through the support of the Harold Grinpoon Foundation, the Family Education program includes at least one grade specific shared experience for families. The dates for these events, which link directly to the grade's curriculum, can be found on the school calendar. In addition, there is a school wide family Shabbaton retreat in the spring and other special events.

Parent Concerns

LGA is dedicated to a collaborative educational process, inclusive of parents, teachers, and administrators. Parents are urged to communicate regularly with teachers about their child's education. Teachers and the Principal are available to discuss curriculum, learning and behavioral ideas, or other issues relating to students.

In the event that an issue between parents/legal guardian and teachers about curriculum, pedagogy or other school matters is not able to be resolved, parents who wish to pursue the issue must follow the procedure below. Decisions about curriculum are the responsibility of the Principal.

1. In a formal meeting, speak to the teacher directly, detail the concern, and attempt to establish recommendations for resolving the issue.
2. If necessary, arrange a second meeting within two weeks' time or within a time frame established by the two parties, and assess the status of the complaint.

3. If the issue remains unresolved, then the parent(s)/legal guardian should schedule a formal meeting with the Principal to discuss the complaint.
4. If necessary, parent(s) and Principal will schedule a second meeting to discuss the status of the complaint (see below for unresolved issues).

In the event that an issue about school related matters cannot be resolved, and if parents wish to pursue the issue, they must follow the steps below:

1. If parent has not done so already, meet directly with the Principal to discuss complaint and seek resolution.
2. Meet with the Principal a second time, if parent has not done so already, to assess the status of the complaint.
3. If after two meetings, the parent is unable to reach a satisfactory conclusion, s/he may present a detailed complaint, including meeting dates and a list of what happened in each step of the process, to the President of the Board. No later than two weeks after its receipt, the President of the Board will communicate the process, which may include mediation, for handling the complaint to the parties involved.

After-School Playground Policies

Many families enjoying being on the playground after the school day has ended. When school is out we ask that you kindly observe the same playground rules that are in effect during the school day.

General Playground Rules:

Our goal in setting rules for playground play is to ensure that all students are able to have safe fun. Therefore,

- No organized sport-team games on the side field (the field closest to the playground). Students can use balls with a partner or small groups in the side field to play catch or keep-away on the side field.
- No rough play. Rough play is defined as any physical contact that involves pushing, ramming, wrestling, grabbing, tackling
- No gun/shooting play, including packs/gangs running around 'attacking' other students.
- No pretend violence/fighting, whether in-group or against a pretend group is allowed
- No flip-flops on the playground. Secure shoes must be worn on the playground.
- No collecting and claiming ownership over items naturally occurring on the playground.
- No playing hidden inside the bushes on the hill or by the school.
- All playground materials (including the play structure) are to be used only for the purposes for which they are intended i.e., tetherball should only be used for tetherball, students should only go down the slide, not up.
- No double swinging on the swings.

After school hours, the shed remains locked and, therefore families should bring their own balls and equipment. Anyone riding a bike or scooter must wear a helmet.

No dogs, with the exception of legal sight and service dogs, are allowed anywhere on the playground.

Once students have been picked up, caretakers must be present and actively watching students.

After-School Sledding Protocol

(* This also applies to sliding on "super-icy" days*)

Again, we ask that families support our playground policies by reinforcing them in the after-school hours:

- Students should line up at the top of the sledding routes.
- Sleds should go down staggered, not all at once.
- 1 or 2 children on a sled. NO threesomes!
- 1 child can lie down on the sled. If there are 2 children, they must both be seated.
- Students must wait for those in front to get up and move out of the way before sledding down.
- Students must return their sled to the line, walking up the side of the sledding hill.
- When bum-sliding, students must go down on bottoms, not on bellies.

TECHNOLOGY PRACTICES AT LGA

General

In order to use the school network, all students must have on file a copy of the Technology Acceptable Use Policy signed by themselves and a parent (included at the end of this section). Access to the Internet is for direct classroom research.

The use of such resources should be limited to those activities that support LGA's educational objectives. Use of any laptop or school computer for any inappropriate surfing, downloading, or game playing is unacceptable. The failure of the Student or the Parent/Guardian(s) to abide by the terms contained in this policy or the Technology Acceptable Use Agreement can result in a student being prohibited from using the LGA network or computers, suspension from school, or even in expulsion of the student from the school.

Internet

Internet Safety

Students are not allowed to post personal contact information about themselves or others on the Internet. Examples of personal contact information are home addresses, telephone numbers, school, address, or student surveys, etc. Students should not meet with someone they have contacted online without parental approval. The school is not liable in any way for irresponsible acts on the part of the student.

Unauthorized Use or Accessing of Materials

While the school takes steps to prevent unauthorized use of the Internet, it is understood that such measures are not 100% foolproof. Users of the Internet may encounter material that is controversial because it is impossible to control the content of data. Users, parents, teachers, or administrators may consider such material inappropriate or offensive.

It is every user's personal responsibility not to initiate access to such inappropriate material, to use his/her best effort to preclude access to these materials by colleagues or students, and to report to the teacher or an administrator any inadvertent accessing of inappropriate materials. If a random search of the school's system reflects accessing of such inappropriate materials and the student did not first report it, the student will be subject to discipline.

Pirated Software

The term "pirated software" refers to the use and transfer of stolen software. Commercial software is copyrighted, and each purchaser must abide by the licensing agreement published with the software. There is no justification for the use of illegally obtained software. The school will not, in any way, be held responsible for a student's own software brought to school for personal use.

Email, Chat Rooms, Instant Messaging, and Social Networking Sites

Email cannot be used to harass or threaten others. The school reserves the right to randomly check email. Email messages must not include personal attacks and should follow the normal rules of appropriate public language. They should not contain any language or content, which the author would not be willing to share from the podium at a school meeting. Students should be made aware that deleted emails can be undeleted.

Participation in "chat rooms," instant messaging, sexting, posting messages, public blogs, or browsing social networking sites (such as Facebook, Instagram, Snapchat, or any others similar sites) in school or using School equipment is prohibited. In addition, any person who believes that they have been harassed or threatened by any of these methods of communications should immediately report the concern in

accordance with the School's Bullying Prevention and Intervention Plan. Students should also be aware that teachers and administrators periodically check such sites and may determine that out of school behavior violates the school conduct code by making disparaging or negative comments about the school, administration, or faculty members in a manner that is disruptive to the school's educational mission or activities.

Network Access

Accessing the accounts and files of others is prohibited. Attempting to impair the network, to bypass restrictions set by the network administrator, or to create links to the school's web page is prohibited.

Obtaining another's password or rights to another's directory or email on the network is a violation of school rules as well as a form of theft. Taking advantage of anyone who inadvertently leaves a computer without logging out is not appropriate. Using someone else's password or posting a message using another's log-in name is a form of dishonesty, just as is plagiarism or lying, and will be treated as a violation.

Passwords

In order to log onto the LGA email, students will be given a unique log-on password. It is a student's responsibility to keep their password a secret. All students will be responsible for any activity on their user account. It is very important that students do not give out their password.

Any student who accidentally views the password of another student or staff member should report the incident immediately to the student/staff member or an appropriate authority. Failure to do so is considered a violation of the technology use policy.

Printing

Students should not plan on printing homework at school. School printing resources are intended for class work only. In order to print work, a student must obtain permission from a faculty or staff member. Any student discovered to be printing without proper authorization will have their student account suspended for a specified period.

School's Right to Inspect

LGA reserves the right to inspect user directories, school computers, personal laptops, and the school's system for inappropriate files, emails, and other materials. LGA reserves the right to remove any inappropriate materials found and to take other appropriate action if deemed necessary, including notification of parents. Do not assume that any messages or materials on your computer or the school's systems are private.

Viruses

Every effort is made by the school to keep our system virus-free. Even with the best techniques, however, computer viruses can be transmitted to and from any computer, including those in the computer center.

The school is not responsible for the transmission of any virus or for damage suffered from a virus.

Computer Care

Members of the school community will not abuse, tamper with, or willfully damage any computer equipment, use the computer for other than appropriate work, or bring food or drink into any

computer area. Any intentional acts of vandalism will be result in discipline and students will be held responsible for replacement or repairs.

Requirements/Discipline Reporting

Any student who accesses inappropriate material on the Internet, passes or makes public any material that is sexually-explicit or violent, receives harassing, threatening, bullying, or inappropriate materials via email or on the Internet, must immediately report the concern to the teacher who is supervising the activity or to the Principal so that the situation can be investigated and addressed appropriately. Students who violate any aspect of the Technology Policy will be subject to appropriate discipline and loss of computer or Internet privileges.

ACCEPTABLE USE OF TECHNOLOGY AGREEMENT

LGA offers various types of technology resources, including Internet access for educational purposes only. The term “educational purposes” includes classroom activities and limited high quality self-discovery activities as directed by faculty members. Adherence to the following policy is necessary for continued access to the school’s technology resources. Students who fail to adhere to these policies are subject to disciplinary actions at the discretion of an administrator.

Students must:

1. Respect and protect the privacy of others.
 - Not view, use, or copy passwords, data, or networks to which they are not authorized.
 - Not distribute information about others or themselves including passwords.
 - Use only assigned accounts, as have been established by teachers.
2. Protect the integrity and security of all electronic resources.
 - Observe all network security practices as described by the teachers. (e.g., Don’t download spam; don’t accept unknown emails from outside the LGA domain.)
 - Report all security risks and violations to a teacher.
 - Not destroy or damage data, networks, or other resources that do not belong to them.
 - Value and protect the intellectual property of others.
 - Not infringe copyrights (no making illegal copies of music, movies and games)
 - No plagiarizing.
3. Practice the principles of community
 - Communicate only in ways that are kind and respectful.
 - Report inappropriate materials to a teacher.
 - Not intentionally access, transmit, copy or create materials that are inappropriate, threatening, rude, discriminatory, or meant to harass.

Guidelines to our technology practices are available for parents and students in our handbook.

I have read and agree to the following technology usage guidelines.

Signature (Student)

Print (Student Name)

Signature (Parent/Legal Guardian)

Print (Parent/Legal Guardian)

LANDER~GRINSPOON ACADEMY BEHAVIOR POLICY

I. Behavior Policy

Lander~Grinspoon Academy (LGA): The Solomon Schechter Day School of the Pioneer Valley is committed to creating a safe, nurturing and positive educational environment embedded in Jewish values that is free from harassment and bullying of any kind, including cyber-bullying. All conduct that constitutes bullying or harassment and/or that breaches the “Guiding Principles and Behavioral Expectations” is prohibited.

II. Guiding principles and behavioral expectations—Derech LGA (LGA way)

“*Learning while learning to care*” and “*Love your neighbor as yourself*” are concepts brought to life at LGA where we foster a positive, nurturing and safe environment and where a common set of behavioral principles guide student, family and faculty behavior. All students, as well as all members of the LGA community, are expected to learn and abide by these principles:

- *Shalom* (peace) שלום – We strive for harmonious relationships. We actively seek thoughtful and peaceful ways of resolving conflict.
- *Hesed* (kindness) חסד – We treat others the way we want to be treated. We are kind and consider the feelings of others. We give of ourselves without an expectation of anything in return.
- *Kavod* (respect) כבוד – We recognize the value in ourselves, one another, and our surroundings. We treat others fairly and with dignity and respect.
- *B'tichut* (safety) בטיחות – We strive to keep everyone in the school free from harm, danger, or injury.
- *Kenut* (honesty) כנות – We act with integrity and interact with one another in an honest, straightforward manner. We do not cheat, steal or intentionally mislead others.
- *Shinuf Peulab* (cooperation) שיתוף פעולה – We support each other in meeting goals. We help, and do not hinder, collaboration.
- *Achrioot* (responsibility) אחריות – We know what is expected of us and we work hard to fulfill these expectations. We accept responsibility for our choices.

III. Breaches of the behavioral principles

As a school, we pledge to teach students about appropriate behavior and in turn we expect students to take responsibility for themselves and their relationships with others. Our goal is to create a safe and healthy learning environment and to help children change behaviors that are harmful and/or disrespectful to themselves and others.

All students are expected to abide by the school's behavior policy. If a student behaves in a manner contrary to the behavior principles, appropriate disciplinary action, as detailed in the school discipline plan and procedures, will occur. Disciplinary action may include, but is not limited to, an in-school behavior plan, a conference with the parents, in-school suspension, home suspension, or permanent removal from the school.

Growing children often learn by “testing the limits” and experiencing the consequences. Our procedures for dealing with breaches of behavior are structured in a progressive manner to manage violations by the severity of the student's actions with consequences that are developmentally appropriate and specific to the severity of the student's actions.

The progressive discipline model incorporates 3 hierarchical levels of breaches listed below. The list of breaches is not exhaustive and the school retains the right to name any inappropriate act as a violation of the behavior policy. Additionally, an offense can be viewed at a higher level if it occurs repeatedly and not in isolation.

Level 1: The level 1 offenses encompass isolated minor acts of misconduct either verbal or nonverbal which disrupt the orderly school procedures, functions, extracurricular programs, approved transportation or any student's learning. Examples of level 1 offense include, but are not limited to:

- | | | |
|-------------|---------------------|------------|
| ○ Pushing | ○ Defacing property | ○ Taunting |
| ○ Kicking | ○ Spreading rumors | ○ Teasing |
| ○ Hitting | ○ Embarrassing | ○ Rudeness |
| ○ Profanity | ○ Mocking | |

Level 2: The level 2 offenses are intermediate acts of misconduct. These acts may include repeated acts of Level 1 misconduct and/or misbehaviors directed against people or property, but which do not seriously endanger the health, safety or wellbeing of others. Examples of level 2 offenses include but are not limited to:

- | | |
|-------------|-----------------------|
| ○ Stealing | ○ Any act of bullying |
| ○ Vandalism | or "cyber-bullying" |

Bullying is defined by the Code of Massachusetts Regulations (c. 71, sec 370) as "the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school."

Bullying occurs in the presence of a power imbalance when someone is cruel or overbearing toward another person who may be or perceived to be weaker physically, mentally, or socially. Bullying can also be repeated teasing and/or humiliation. Bullying is intentional and like other harmful behaviors, is conduct that creates an unsafe environment. Acts of bullying are harmful to the target physically, emotionally and/or psychologically; they disrupt a student's ability to learn and a school's ability to educate its students in a safe atmosphere. Behaviors that are considered bullying include intimidation, repeated teasing, taunting, intentional social rejection and repeated unprovoked physical contact.

Level 3: The level 3 offenses are serious acts of misconduct. These acts may include repeated acts of Level 1 or Level 2 misconduct that result in serious harm, in disruption of the school environment, and/or in threats to the health, safety or property of others. Examples of level 3 offenses include but are not limited to:

- Physical violence or threats of physical violence
- Inflicting bodily harm
- Threatening with an object that is or could be perceived as a weapon

LGA BULLYING PREVENTION AND INTERVENTION PLAN

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8. Collaboration with families
9. Relationship to other laws

I. LEADERSHIP

The Lander~Grinspoon Academy (LGA) Behavior Standards Committee (BSC) will play a critical role in developing, implementing, evaluating and revising as necessary the Bullying Prevention and Intervention Plan ("the Plan") in the context of other whole school and community efforts to promote a positive school climate. All educators at LGA will have a primary role in teaching students to be civil to one another, to teachers and to guests of the school, and for promoting understanding of and respect for diversity and difference. LGA is also responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying.

- A. Public involvement in developing the Plan.** As required by M.G.L. c. 71, § 37O, the Plan must be developed in consultation with teachers, school staff, professional support personnel, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. Parents of LGA students have been given adequate notice and a public comment period was provided before the Plan was adopted by the LGA Board of Directors. The Plan will be posted on the LGA website and will be included in the LGA parent handbook.
- B. Assessing needs and resources.** This Plan is the school's blueprint for enhancing our capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, LGA administration, with input from families and staff, assessed the adequacy of current programs; reviewed current policies and procedures; reviewed available data on bullying and behavioral incidents; and assessed available resources including curricula, training programs, and behavioral health services. This process enabled LGA to identify resource gaps and the most significant areas of need. Based on the findings from this process, LGA has developed appropriate policies and procedures.
- C. Planning and oversight.** Following are the LGA persons responsible for following the tasks under the plan:
- 1) Receiving reports on bullying: Principal; and/or designee.
 - 2) Collecting and analyzing school-wide data on bullying to assess the present problem and to measure improved outcome: BSC
 - 3) Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors: BSC
 - 4) Planning for ongoing professional development: BSC and School Case Manager

- 5) Planning supports that respond to the needs of targets and aggressors: School Case Manager
- 6) Choosing and implementing the curricula that LGA will use: BSC, Principal, School Case Manager and Teachers
- 7) Developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them: BSC and School Case Manager
- 8) Amending student and staff handbooks and codes of conduct: Administrative Staff
- 9) Leading the parent or family engagement efforts and drafting parent information materials: BSC
- 10) Reviewing and updating the Plan each year, or more frequently: BSC and Principal

D. Developing priority statements. Lander~Grinspoon Academy is committed to the success of its bullying prevention and intervention policy and procedures. LGA has a comprehensive behavior policy, which includes bullying in addition to other unacceptable behaviors. This policy outlines behaviors that will not be tolerated at LGA or any LGA related functions and specifies the consequences of such behavior.

LGA expects that all members of the school community will treat each other in a civil manner and with respect for differences.

LGA is committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. This commitment is an integral part of our efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can interfere with the learning process.

LGA understands that members of certain student groups, such as students with disabilities, may be more vulnerable to becoming targets of bullying, harassment, or teasing. LGA will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

LGA will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. LGA will investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. LGA will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyber-bullying and LGA is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The Principal is responsible for the implementation and oversight of the Plan.

II. PROHIBITION AGAINST BULLYING AND RETALIATION

LGA strongly supports a school culture that teaches and models kind, caring, and respectful behavior embedded in Jewish values. There is a strong commitment to teaching our students how to be decent empathetic humans and appropriate behavior is pro-actively addressed from the moment all community members set foot on school grounds and throughout the day.

Acts of bullying, which include cyber-bullying, are prohibited:

- (i) on LGA grounds and property immediately adjacent to LGA grounds, at a LGA-sponsored or related activity, function, or program whether on or off LGA grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by LGA; or through the use of technology

or an electronic device owned, leased, or used by LGA, and

- (ii) at a location, activity, function, or program that is not LGA-related through the use of technology or an electronic device that is not owned, leased, or used by LGA, if the acts create a hostile environment at LGA for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of LGA.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the school to staff any non-school related activities, functions, or programs.

III. DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below.

Aggressor is a student who engages in bullying, cyber-bullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. Causes physical or emotional harm to the target or damage to the target's property;
- ii. Places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. Creates a hostile environment at school for the target;
- iv. Infringes on the rights of the target at school; or
- v. Materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, social networks, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyber-bullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

Staff includes, but is not limited to, educators, administrators, counselors, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual staff training on the Plan. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the Principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired,

unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. Professional Development includes the following:

- Review LGA Behavior Policy and Bullying Prevention Plan.
- Information on specific categories of students at risk for bullying, including cyber-bullying and the use of social media. Assess what is already being done and develop a plan for implementing curriculum and training staff.
- Augmentation or adjustment of on-going pro-social curriculum.
- A workshop during staff week to further educate and update staff about bullying prevention.

The content of school wide professional development will be informed by research and will include information on:

- (i) Developmentally appropriate strategies to prevent bullying;
- (ii) Developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
- (iii) Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- (iv) Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- (v) Information on the incidence and nature of cyber-bullying; and
- (vi) Internet safety issues as they relate to cyber-bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

LGA's professional development supports:

- Promoting and modeling the use of respectful language;
- Fostering an understanding of and respect for diversity and difference;
- Building relationships and communicating with families;
- Constructively managing classroom behaviors;
- Using positive behavioral intervention strategies;
- Applying constructive disciplinary practices;
- Teaching students skills including positive communication, anger management, and empathy for others;
- Engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

C. Written notice to staff. LGA will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school handbook and the code of conduct.

V. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. The LGA Plan describes the strategies for providing supports and services necessary to meet these needs. In order to enhance LGA's capacity to prevent, intervene early, and respond effectively to bullying, available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and aggressors. Should an incident of bullying occur, LGA is committed to creating a strategy that provides for counseling or referral to appropriate services for aggressors, targets, and family members of those students.

- A. Resources for counseling and other services:** LGA will rely on the expertise of the school Case Manager as well as outside resources to provide counseling and other services for targets, aggressors, and their families. This will include early interventions and intensive services as well as developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. LGA will utilize current tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula.
- B. Students with disabilities:** As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.
- C. Referral to outside services:** LGA will establish a referral protocol for referring students and families to outside services. Clear protocols will help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies

VI. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The law requires LGA to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into its curricula. Curricula must be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. The Department of Education will publish guidelines for implementing social and emotional learning curricula by June 30, 2011. Other resources are currently available on the Department's website at <http://www.doe.mass.edu/ssce/bullying/>

- A. Specific bullying prevention approaches.** Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:
- Using scripts and role plays to develop skills;
 - Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
 - Helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
 - Emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
 - Enhancing students' skills for engaging in healthy relationships and respectful communications; and
 - Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan should include specific information about how and when the school will review the Plan with students.

B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- Setting clear expectations for students and establishing school and classroom routines;
- Creating safe school and classroom environments for all students using appropriate and positive responses and reinforcement, even when students require discipline;
- Using positive behavioral supports;
- Encouraging adults to develop positive relationships with students;
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- Using the Internet safely;
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength; and
- School-wide focus on cross-age interaction and support.

Formal curriculum in place as of February 2011:

- K- Strong Start and a literature based program on conflict
- 2- Strong Kids
- 3- Strong Kids

Proposal for formalized curriculum to be used in the future:

- 1- Second Step or Strong Start;
- 4- Steps to Respect;
- 5- Steps to Respect;
- 6- Steps to Respect;

Below are other researched based curriculums suggested by the DOE that LGA could purchase and execute:

- [Aggressors, Victims, and Bystanders](#)
- [Al's Pals: Kids Making Healthy Choices](#)
- [Bullying Prevention Program \(Olweus\)](#)
- [Bully Proofing Series](#)
- [Michigan Model for Comprehensive School Health Education](#)
- [PATHS \(Promoting Alternative Thinking Strategies\)](#)
- [Peacebuilders](#)
- [Steps to Respect](#)

Informal curriculum in place as of February 2011: All classes establish expectations for student behavior beginning on day one. These expectations are written in collaboration with the students, documented and posted in the classroom. All classes K-3 begin the day with a Morning Meeting based on the *Responsive Classroom* model. All teachers work proactively to create community: classroom and school-wide. All classes use literature extensively to teach pro-active behavior.

VII. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school staff member is required to report immediately

to the Principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously.

Use of an Incident Reporting Form is not required as a condition of making a report. LGA will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office and 3) post it on the LGA website.

At the beginning of each school year, LGA will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. The LGA behavior policy clearly delineates which behaviors are not unacceptable at LGA. This includes differing degrees of behaviors as well as considerations taken in addressing them. A description of the reporting procedures and resources will be incorporated in student and staff handbooks and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the Principal, or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with LGA policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

LGA expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Principal or designee.

B. Responding to a report of bullying or retaliation.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the van; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the

Principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

- b. **Notice to Another School.** If the reported incident involves students from more than one school, the Principal or designee first informed of the incident will promptly notify by telephone the Principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. **Notice to Law Enforcement.** At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Principal or designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the Principal or designee will, consistent with the Plan and with other applicable LGA policies and procedures, consult with any individuals the Principal or designee deems appropriate.

- C. **Investigation.** The Principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the Principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal, or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Principal, designee, or other staff members as determined by the Principal, or designee, and in consultation with the school Case Manager, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the Principal or designee will maintain confidentiality during the investigative process. The Principal, or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with LGA or district policies and procedures for investigations. If necessary, the Principal or designee will consult with legal counsel about the investigation.

- D. **Determinations.** The Principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the Principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The Principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

E. Responses to Bullying

1. Teaching Appropriate Behavior Through Skills-building

Upon the Principal or designee determining that bullying or retaliation has occurred, LGA will use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the Principal or designee may consider include:

- Offering individualized skill-building sessions based on LGA's anti-bullying curricula;
- Providing relevant educational activities for individual students or groups of students, in consultation with appropriate LGA staff;
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- Adopting behavioral plans to include a focus on developing specific social skills; and
- Making a referral for evaluation.

2. Taking Disciplinary Action

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with LGA's behavior policy

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA).

If the Principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The Principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the Principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal or designee will work with appropriate school staff to implement them immediately.

VIII. COLLABORATION WITH FAMILIES

- A. Parent education and resources.** LGA will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by LGA. The programs will be offered in collaboration with the PTO.

B. Notification requirements. Each year LGA will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. LGA will send parents written notice each year about the student-related sections of the Plan and the school's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats. LGA will post the Plan and related information on its website.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of LGA, nothing in the Plan prevents the school from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of LGA to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers it.

Bullying Incident Report Form

Lander~Grinspoon Academy, Northampton, MA

Reporting Person: _____

Date: _____

Name(s) of Target(s): _____

Name(s) of Aggressor(s): _____

Name(s) of Witnesses/Bystanders: _____

Where did the incident occur? _____

What time did incident occur? _____

People the Target has spoken to about the bullying incident:

Teacher Other Adult at School Parent/Guardian Sibling Friend Other

Nature of Complaint: I believe that I or someone I know has been subjected to bullying in the following form(s):

Check all spaces below that apply

☐ Name calling

☐ Demeaning comments

☐ Stealing

☐ Damaging property

☐ Shoving/pushing

☐ Threatening

☐ Hitting/kicking

☐ Taunting/ridiculing

☐ Intimidation

☐ Excluding/Rejecting

☐ Other _____

Describe the incident(s) as clearly as possible, including any verbal statements or physical contact that may have occurred:

Parent(s) contacted: Date _____

Administrative response taken:

I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge.

Complainant Name & Signature _____

Date _____

Received by _____

Date Received _____