



KADIMA

DAY SCHOOL
EVENHAIM FAMILY CAMPUS

KADIMA DAY SCHOOL STUDENT & PARENT HANDBOOK

2021-22
5782

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August 9, 2021

Dear Parents and Students,

Welcome/Welcome back to Kadima Day School!

Education is a partnership between home and school. In this partnership, parents are the experts in knowing and understanding their child, and we are the experts in teaching and learning. This handbook, our website (www.kadimadayschool.org), and our weekly email newsletter (*Kol Eched*) are our primary communication vehicles from the school to home. In addition, please be in touch with your children's teachers regularly to share your insights, your appreciation, and your concerns.

This handbook is designed to provide all of the information you need to make this year at Kadima a safe and successful one. The systems, structures, and routines by which we achieve these goals are reviewed and strengthened yearly, so please read the handbook carefully.

We look forward to working together with you to make this a year of tremendous learning and growth.

שלום הורים ותלמידים,

ברוכים הבאים (ברוכים החוזרים לבית-ספר "קדימה"!

חינוך הינו פרי של שיתוף פעולה בין הורים, ותלמידים. בשותפות זו, אתם כהורים המומחים בכל הקשור לילדכם, ואנחנו המומחים בהתפתחות הילד ובחינוך. מדריך זה, יחד עם אתר ביה"ס (www.kadimadayschool.org) והעלון השבועי ("קול אחד"), הם הכלים המרכזיים של תקשורת מביה"ס לבית. אנא עימדו בקשר תכוף עם המורות ושיתפו אותן בחובבות, בהקורות, ובדאגות שלכם.

מדריך זה מיועד לספק את כל המידע הדרוש על-מנת להפוך את שהותכם בבי"ס קדימה השנה להתנסות בטוחה, מוצלחת, ונוחה. הנהלים והההגלים שבאמצעותם יושגו היעדים הנ"ל נבדקים ומחודשים מידי שנה, ולכן אתם מתבקשים לעיין היטב במדריך.

אנחנו מצפים לשיתוף פעולה פורה איתכם שיביא לשנת צמיחה ולימוד מדהימים.

Bivrachah-

בברכה,

Dr. Steven Lorch
Head of School

Student & Parent Handbook

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THE SCHOOL

Mission

Kadima Day School provides an integrated general and Judaic studies education that is comprehensive and academically challenging. Our commitment to educational excellence and Jewish tradition teaches our students to maximize their academic, social, physical and spiritual potentials. A Kadima education instills a strong sense of identity, preparedness for higher education and a commitment to responsible living guided by Jewish ethics and values.

Core Values

- Academic Rigor – תדבדב – Students lay the foundation for success in high school, college, and beyond by immersing themselves in an enriched program of Judaic and general studies, which brings out the best in each student, with emphasis on 21st-century skills: critical thinking, creativity, communication, and collaboration.
- Inspired Jewish Learning – תדבדב תדבדב – Students internalize the Jewish knowledge, traditions, experiences, and values that are the building blocks of lifelong Jewish meaning and practice תדבדב תדבדב, from generation to generation.
- Social Responsibility – תדבדב תדבדב – Students apply study to moral action. Guided by compassion and social responsibility, they create caring communities within their classrooms, across the entire school, and within the community at large.
- Community – תדבדב – We welcome families to an inclusive school in which children, along with their parents, forge warm and caring relationships with their teachers and each other.
- Love of Israel and the Jewish People – תדבדב – Students feel a strong kinship to the State of Israel, its people, its language and culture, and the Zionist enterprise, as well as a deep connection and sense of responsibility for the welfare of Jews around the world.

Elementary School Vision

In the elementary school, children are challenged to grow through joyful learning experiences that are relevant to their lives. Learning is experience-based, interdisciplinary, and collaborative. The emphasis is on educating the whole child – emotionally, socially, physically, intellectually, and spiritually – while valuing and nurturing the child's individuality as a learner and a member of the classroom community.

The elementary school steps to the rhythm of the Jewish calendar. It strives to imbue within children the skills of Jewish learning and living, an appreciation of the centrality to their identities of *Shabbat*, Jewish holidays, and *tefillah* (prayer), a love of Hebrew and all things Jewish, and the habit of seeing the world through Jewish eyes.

Middle School Vision

The middle school is designed to support and nurture students through a time of active transition from childhood to adolescence, a period filled with both the excitement and the frustration of intellectual, physical, social, emotional, and spiritual change and growth. As students move from dependence to independence, they are asked to take on greater levels of responsibility and leadership while still receiving the appropriate supports that will allow them to reach their goals.

The academic program of the middle school is challenging, exploratory, integrative, and relevant, so as to help each student reach his or her highest level of achievement and prepare for the rigors of high school. Kadima alumni attend excellent high schools throughout the Los Angeles area and an impressive list of colleges. They report success in their studies and their lives.

The middle school steps to the rhythm of the Jewish calendar. It strives to equip students with the skills, the understanding, and the passion with which to become leaders and contributing participants in their Jewish communities. Kadima graduates are lifelong Jewish learners, lovers of Israel, confident and comfortable in synagogue and other religious settings, and, above all, mensches of the first order.

History

Kadima Day School was founded in 1970 when seven young boys, one young girl, and one teacher joined in a partnership of Jewish values and learning under the guidance and leadership of Rabbi Eli Schochet, of Congregation Beth Kodesh, and Penina Schochet. That seed of learning took root and grew and, like the Tree of Life, has brought sustenance and fruit to the West Valley Jewish community.

The word “Kadima” means “forward,” and school leadership worked on stimulating growth and development while moving the school forward to new quarters, located first on Sherman Way, and then to Oso Avenue in Woodland Hills. Over the next ten years the school saw significant expansion from 120 students to over 300. The last fifteen years has seen the addition of our preschool program, additional classrooms, extended day care, middle school, and after-school activities. After a few more location transitions, in 2004 Kadima moved to its current four-acre Evenhaim Family Campus on Shoup Avenue in West Hills.

In October 1996, the U.S. Postal Service issued its first-ever Hanukkah stamp. Kadima Hebrew Academy was designated the official “Hanukkah Stamp Station” by the Postal Service commemorating our students’ letters that promoted the issuance of the stamp. Special collector’s envelopes were designed and sold with the U.S. canceled stamp.

Kadima has been fortunate to be headed by a number of nationally recognized Jewish day school leaders: Rabbi Philip Field (1979-84), Dr. George Lebowitz (1984-99), Dr. Barbara Gereboff (1999-2009), William Cohen (2009-15), Greg Kovacs (2015-18), and Dr. Steven Lorch (2018-present).

Over the years, Kadima has become a notable force in Jewish day school education. Accredited by the prestigious California Association of Independent Schools (CAIS) and a member of the Builders of Jewish Education and the Prizmah Consortium, Kadima continues to thrive and prepare ethically attuned and informed Jewish leaders of tomorrow.

Faculty and Staff

Steven Lorch, *Head of School*
B.A., Rutgers College; Ed.M., Harvard University; Ph.D., Columbia University;
Rabbi, Yeshiva University

Anthea Canes, *Director, K-8*
B.A., University of Cape Town; Dip.Ed., University of Witwatersrand; M.A.Ed., American Jewish University

Cherie Friedman, *Associate Director, K-8, and Fifth Grade*
B.Ed., University of Cape Town; M.A., American Jewish University

Alisha Sela, *Director, Early Childhood Education Center*
B.A., University of California, Santa Barbara; M.S., Bank Street College of Education

Kathy Hoshvartsar, *Middle School Coordinator and Mathematics*

B.A., California State University, Northridge

Dikla Kadosh, *Director of Admissions and Marketing*

B.A., University of Southern California; M.S., Columbia University

Karin Koskas, *Hebrew Coordinator*

B.A., University of Derby

Al Fields, *Athletic Director and Physical Education*

B.A., University of Phoenix

Jesus Rivera, *Director of Plant Operations*

Jamie Katz, *School Nurse*

A.A., Mt. San Jacinto College; LVN, Concorde Career College

Sharona Baror, *Hebrew Language*

Certificate in Special Education, Levinsky College of Education

Blakely, Bloomfield *First Grade*

B.A., University of Miami

Emily Baumgarten, *Fourth Grade*

B.A., University of Southern California; Certificate in Day School Teaching, Hebrew Union College

Allan Burin, *Middle School English Language Arts*

B.A., Concordia University

Brian Collins, *Middle School Science*

B.A., Antioch College

Krystal Combs, *Kindergarten*

B.A., California State University, Northridge; M.S.Ed., Mount Saint Mary's University

Julie Diller, *Learning Specialist*

B.A., University of California, Santa Barbara; M.A., Psy.D., California School of Professional Psychology

Shelly Freedenthal, *Middle School Math*

B.S., University of Pennsylvania; M.P.A., J.D., University of Texas, Austin

Yorit Gafni, *Hebrew Language and Judaic Studies*

B.A., Tel-Aviv University; Teaching Certificate, Leninsky College of Education

Janet Goldwasser-Murphy, *Second Grade*

B.S., Bloomsburg State University

Mark Jodoin, *Director of Technology*

B.S., City College of New York; M.S., Innova University

Andrea Levine, *Third Grade*

B.A., San Diego State University; M.Ed., California Lutheran University

Kathy Lucas, *Middle School History*

B.S., M.S., Syracuse University

Sara Price, *Social Studies and Physical Education*

B.A., University of Texas, Austin; M.A., Boston College

Tali Salamon, *Judaic Studies*

B.A., Hebrew University of Jerusalem

Melisa Schechter, *Second Grade*

B.A., California State University, Channel Islands; Teaching Certificate, Hebrew Union College

Kathy Schiefer, *Middle School English Language Arts*

B.A., West Chester University; M.Ed., Cabrini College

Jason Schreiber, *Music*

B.Mus., University of Colorado, Boulder

Marisel Seta, *Judaic Studies*

Certificate in Teaching Hebrew as a Second Language, Greenberg Institute

Kaila Smith, *First Grade*

B.S., Oregon State University; B.S.Ed., Oregon State University

Joanne Weiss, *Kindergarten*

B.A., Arizona State University

Jennie Winderlich, *Art*

B.S., Syracuse University; Teaching Certificate, California State University, Northridge

Limor Zohar, *Hebrew and Judaic Studies*

B.A., York University

Ingrid Schwartz, *Office Coordinator*

Dip.Bus., Birnam Business College

Leslie Mergen, *Office Support Staff*

Board of Trustees

A Board of Trustees that is comprised of representatives from the parent body and wider community governs Kadima Day School. The Board and the administration are responsible for setting policy for the school. Kadima Day School parents, community leaders, and the school administrators work together toward educational, philosophical, and financial goals.

To contact the president of the Board, please email boardpresident@kadimadayschool.org.

Fran Amkraut, *President*
David Green, *Executive Vice President*
Casey Long, *Vice President, Finance*
Liz Benyeshay, *Vice President, Trustees*
Sharlene Blau, *Secretary*
Larry Winderman, *Immediate Past President*

Education Committee

Anthea Canes	Professor Rachel Lerner
Professor Erin Cue	Dr. Steven Lorch
Cherie Friedman	Rabbi Ahud Sela
Dani Goldblatt, <i>Chair</i>	Aisha Sela
Alison Green	Professor Abigail Uhrman

THE CHILD AT SCHOOL

School Hours

School is in session for kindergarten from 8:00 a.m. to 3:15 p.m., Monday through Thursday, and 8:00 to 2:45 on Friday. For first through eighth grade, school hours are from 8:00 to 3:30, Monday through Thursday, and 8:00 to 3:00 on Friday. Students are expected to arrive in their classrooms and attend to their morning routines no later than 7:50 a.m. On or preceding some holidays, school is dismissed earlier. Details of early dismissals appear in the *Kol Echad* weekly newsletter, on the school website (www.kadimadayschool.org), and in the school calendar.

Arrival and Dismissal

Children may arrive at any time between 7:40 and 7:55 a.m. In first through eighth grade, they should be dropped off at the main yard at the south gate, and in kindergarten, they should be dropped off at the kindergarten yard, where they will undergo a daily symptom screening. Students should remain inside the car during the health screening, until they are cleared to enter the building. Parents should remain inside the car during dropoff and pick-up.

At dismissal time (3:15 p.m. – 2:45 on Friday – for kindergarten, 3:30 p.m. – 3:00 on Friday – for 1-8), children are dismissed to the pick-up area near the south gate. As at arrival, parents should remain inside the car. Children will be supervised in the pick-up area until fifteen minutes after dismissal time; thereafter, they will be brought to extended care. If you are running late, please notify the school office as early as possible.

During drop-off and pick-up, safety is our paramount concern. We ask parents please not to use cell phones during arrival or dismissal and to remain in their cars. Children should be dropped off only in the assigned areas, where they will be met by a teacher on duty, who will perform the health screening while maintaining physical distance. Children waiting to be picked up will be accompanied to their car by a teacher. Needless to say, it is essential to observe the speed limit on school grounds (5 mph) and to practice vigilance and caution.

Upon exiting the campus, please note that it is prohibited by law to turn left onto Shoup Avenue. Please comply with the right-turn-only sign posted at the exit.

If you carpool in the morning or the afternoon, please request a carpool form by email (ischwartz@kadimadayschool.org).

Please make sure that you communicate with your child each day before school regarding pick-up arrangements. If there is going to be a change in the routine of who picks up your child, parents are asked to notify the school by leaving a phone message (818-346-0849 x332) or by email (ischwartz@kadimadayschool.org) **before 12:00**. Parents must inform the school in writing if they plan to use a driving service, such as Uber or Lyft, to transport their child to or from school. The written notice must include the driver's name, make/model of the vehicle, and the vehicle's license plate number.

Attendance

It is important for children to attend school regularly so they can feel part of the daily life at school. Parents are asked to call or email the school office (818-346-0849 or Lmergen@kadimadayschool.org) as early as possible to report all absences.

In particular, parents are asked to plan family vacations so that they coincide with school vacations.

When the child returns to school following an absence, please submit a note to the school office explaining the reason for absence. If the child is absent for three or more days, we request a note from the child's pediatrician.

Punctuality and Early Dismissal

One of the keys to maintaining the calm, purposeful atmosphere of the school is a punctual, unhurried start to each school day. Moreover, it is disruptive to the learning of other children when a child enters the classroom after the school day has already begun. Therefore, parents should plan to arrive at least ten minutes before the start of the school day. Arriving by 7:50 will give your child the time needed to get settled before the school day begins.

Please note: Students who arrive late will be admitted to school beginning at 8:45. Parents who arrive after the end of drop-off are welcome to park in the parking lot and wait with their child, or to leave and return at 8:45. At 8:45, children should be dropped off at the entrance to the courtyard (to the left of the front office), where they will undergo their health screening and be admitted to school.

Students with a record of excessive lateness will not be eligible for promotion to the next grade. Families who may be in this situation will receive ample advance notice.

Parents whose children need to leave earlier than dismissal time must wait in their cars outside the front office for their child to be brought to the car, or park and walk to the office if during ECEC dismissal time. Children are not permitted to leave the building alone to meet a parent waiting outside.

Security

Security guards are stationed at the entry and exit gates to supervise the arrival and departure of parents, students, and guests on campus and to ensure everyone's safety. Please treat them with courtesy and appreciation, and please comply with their instructions.

For the safety and protection of the entire school community, please affix your 2021-22 Kadima identification sticker on the lower left driver side corner of the inside of your car's front windshield. At arrival or dismissal, cars with proper identification stickers will enter directly into the carpool line.

Parents and other visitors are discouraged from coming on campus, other than to drop off or pick up a child while remaining inside their car. All business that has taken place in person in previous years will be transacted remotely. (There will be occasions this year when parents are invited to events on campus. All of these events are scheduled to take place outdoors.)

Emergency Communication System

How to contact the school in the event of a family emergency: First, please try the main school switchboard, (818) 346-0849. If you cannot get through to the office directly, please hang up and call Dr. Lorch's cell phone directly: (818) 912-0510.

Please note: This number is intended for **family emergencies only**, not school emergencies. During an emergency at school, all staff members will be responding to the emergency itself, including communicating with families to keep them fully informed. Incoming calls from parents, while their motivation is completely

understandable, will only slow down our ability to respond to the emergency and to set the communication plan in motion. Therefore, please do not initiate calls to the school or any staff member during a school emergency.

How the school will contact you during an emergency: Our emergency notification system will attempt to contact you via telephone and email. Our digital voice dialer will deliver an audio message to all of the emergency numbers which you have on file with the school. Kadima will also send an email, as well as a text message alert, to all of the text-enabled cell phones and email addresses which we have on file. We will also supplement and repeat the communication by posting updates on the website. In addition, please turn your battery-operated radio to KNX 1070 on the AM dial. Information and directions will be given over the radio. If, in an emergency, no communication lines are working, we have a sister-school relationship with the Adelson Educational Campus in Las Vegas. Call Lilach at (702) 255-4500.

In the event of a crisis in which students need to be evacuated from Kadima premises, we have an agreement in place to relocate the children to a secure location within easy walking distance of the school. In the event of an evacuation, the communication from the school will inform you about dismissal and pick-up, or, if that information is not yet known, will advise you when to expect the next communication with further updates. Again, please do not call the school, school staff, or the evacuation site while the emergency is in progress.

Health

All students enrolled at Kadima must have an annual physical examination and all immunizations required by the California Department of Health (<https://www.shotsforschool.org/>). Children will be excluded from school if they do not meet these requirements.

Each morning before departing for school, parents should assess their children to ensure that they are healthy enough to attend the full day's program, including recess and physical education. In particular, they should determine if a child has Covid-19 symptoms (new cough, fever, vomiting, or diarrhea). If any of these symptoms are present, or if the child has had a fever in the past 24 hours, the child should not attend school.

If a child is ill or injured, parents will be notified immediately. If a child develops Covid-19 symptoms during the day, the child will be isolated until a parent can pick the child up. Please ensure that your contact information is up to date and that the school has multiple methods of contacting each parent. 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 prescription medicine during the day, parents should address their request in writing to the school nurse and enclose documentation from the child's doctor. The medication must be brought to school in its original labeled container, stating the child's name, drug, dosage, and time to be administered. On the medical information form submitted at the beginning of each school year, parents may request that the school administer non-prescription medication for pain relief (Tylenol or Advil) or allergies (Benadryl). 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. In addition, if the child tests positive for Covid-19, the school will contact the Los Angeles County Department of Public Health for further guidance. If a parent or any other member of the household contracts Covid-19, all members of the household, whether they are fully vaccinated or not, will be required to quarantine. Students with contagious diseases of any kind (strep throat, influenza, Covid-19, etc.) may not return to school until the child has been fever free and symptom free for 24 hours. For example, if a child has been fever free and symptom free since Monday at noon, s/he should nonetheless remain home on Tuesday and not return until at least Wednesday.

Further, we ask that, in the case of illness, even a cold, parents be conservative about returning their child to school. Unfortunately, too often students come back and present a further risk to themselves, their classmates, and their teachers.

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, as well as in keeping with current Los Angeles public school procedures, any child with live lice will be asked to leave school until all lice have been removed. Children with nits (lice eggs) will not be sent home or excluded from school; parents will be notified and advised how to perform the necessary head wash at home, and the school will monitor until all nits have been successfully removed.

Allergies

If a child has an allergy that the school needs to be aware of and/or to 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, a food allergy action plan must be completed by the child's pediatrician. This can be downloaded at: <https://www.foodallergy.org/sites/default/files/migrated-files/file/emergency-care-plan.pdf>.

In consultation with the child's doctor, the school is prepared to adapt the school environment in order to reduce the risk of exposure to life-threatening substances, including providing allergen-controlled areas, establishing safe eating-area procedures, and taking special precautions during events such as field trips, holiday celebrations, and extracurricular events. The plan for each child is designed to promote increasing age-appropriate independence as the student grows and matures. In determining age-appropriate independence, the student's ability to function autonomously is considered. Typically, arrangements for snacks and meals will tend to include allergen-controlled classrooms in kindergarten through third grade, separate allergen-controlled tables in fourth and fifth grade, and self-regulation, including no sharing of food or utensils and proper hand-washing before and after eating, in sixth grade and up.

Members of the school staff have been trained in emergency response to allergic reactions.

Dress and Appearance

The school's standards for dress and appearance help children develop a positive self-image, complement the educational program, and enhance a sense of community.

Students are asked to wear Kadima-logoed attire on Monday through Thursday in kindergarten through fifth grade. As an alternative, they may wear collared shirts that are solid (no graphics, print, or large logos) in the same colors as Kadima's spirit wear (white, various shades of blue, gray, and pink).

In middle school, they are asked to wear Kadima shirts on Wednesdays. On Mondays, Tuesdays, and Thursdays, they may wear any appropriate top: they may contain pictures, symbols, or words so long as the content is not offensive or suggestive.

In kindergarten through eighth grade, shorts, skirts, or dresses should be no shorter than 3 inches above the knee and should fit comfortably (neither overly baggy nor tight). All clothing, including jeans, should be in good repair and not be torn. Shirts and tops should cover shoulders and midriffs and be made of opaque (not sheer or see-through) material.

On Fridays, in honor of *Shabbat*, all students are asked to wear white Kadima shirts, white collared shirts, or white dresses.

For information about the wearing of *kippot*, please see p. 20.

All children are required to wear face masks indoors at all times, except when eating. Children should come to school daily with two cloth masks in the event that one becomes soiled. In addition, children should have a cloth bag or fanny pack in which to store masks during snack time and lunchtime. Masks, fanny packs, and cloth bags should be labeled with the child's name.

To ensure safety, shoes or sneakers must be in good repair and tied at all times. Flip-flops, spikes, cleats, backless shoes, shoes with wheels, high heels, and open-toed shoes are not permitted. Students must wear athletic shoes for physical education.

All items of clothing should be labeled. Parents of children in kindergarten are asked to send a complete change of clothes, including underwear and socks, for unexpected situations.

Hair must be neat and well groomed. Only natural hair coloring is permitted, and extreme hairstyles that may be distracting or disruptive to the educational environment are prohibited. For further clarification on what are natural hair colors, please consult with the Associate Director, K-8.

Jewelry may be worn in modest amounts. Single-strand necklaces and a single wrist bracelet less than one inch wide are permitted, but must be removed for physical education classes. Earrings may be worn, but only if they are small and not dangling. Pierced jewelry in other body parts is not permitted.

Students in kindergarten through fifth grade may not use any visible makeup with the exception of clear lip gloss. Girls in sixth through eighth grade may use subtle makeup, including light mascara, light clear lip gloss, light foundation, and light blush. Tattoos are not permitted.

Students who are inappropriately dressed will be given Kadima Wear. Please wash them and return them the following day.

School Lunches and Snack

The school sponsors an optional lunch program for parents who prefer to order catered meals in advance. All lunches brought from home are dairy or *pareve* (non-meat). Lunches should be carried in paper or cloth bags clearly marked with the child's name. Students bring their own nutritious snack each day.

***Kashrut* Guidelines**

The laws of *kashrut*, to which the school adheres, are important means of sanctifying the act of eating. To ensure *kashrut* in school lunches, children must bring a dairy or *pareve* lunch each day, free of all meat ingredients and meat by-products. Cheese, eggs, and kosher fish are examples of this type of food. Please check ingredients on instant food being sent to school (e.g., cup of noodles, instant soup).

Food that, unlike an individual child's lunch, is brought in to be shared with the class – for example, cupcakes or donuts for children's in-school birthday celebrations – may not be prepared at home, even if the family has a kosher kitchen, but rather should always carry reliable *kashrut* supervision. As a community school, we do not want to accord privileges to one segment of our population over another.

Food served to the school community, e.g., pizza and hot lunch, must come from certified kosher suppliers.

Baked goods must come from a bakery that has kosher supervision. Some approved bakeries include Sam's Bakery, Entenmann's, Unique Bakery, Beni's Kosher Market, Roladin Bakery, and Continental Bakery. Common labels that indicate kosher foods are:



No utensils may be brought from home for classroom cooking projects.

Dr. Lorch will be happy to respond to any question concerning *kashrut*.

Communication Devices

Students are allowed to bring mobile phones to school. Elementary school students may use them to contact a parent or caregiver after dismissal but must keep them in their backpacks throughout the school day. Middle school students may use them before the school day begins or after dismissal but must keep them in their lockers throughout the school day.

Academic Standards

Kadima's academic program is designed to maximize student engagement and commitment to meeting challenging learning goals. To this end, teachers establish routines and procedures for learning activities, support students in developing independence, collaboration, and responsibility, accommodate the range of students in the class by adapting learning materials and expectations to varying readiness and interest, monitor understanding and progress, and adjust teaching to meet student needs.

Each student is challenged to be his or her best student. To this end, we expect students to come to class prepared with all materials, completed assignments, and a growth mindset; to stay focused on learning throughout the lesson, thinking along with the teacher to make learning-to-learn and learning-to-life connections; to attempt all learning tasks and assignments with perseverance and resourcefulness; to communicate their understanding and confusions to the teacher and seek help from the teacher and classmates when needed, and to offer help to others when appropriate; to invest time and care in preparing for assessments; and to reflect on learning, progress, and performance, revisiting them thoughtfully and with an eye toward growth.

Children and parents need to be prepared to transition quickly from in-person, physically distanced learning to remote learning and back, based on public health conditions and government directives. In both settings, teachers will provide the systems, structures, and supports necessary for students to maximize their learning.

Technological Devices

The primary purpose of technological devices at school is to support student learning. Devices are intended to be used for Kadima Day School activities.

Kadima is a one-to-one laptop school in third through eighth grade. All students are issued a laptop for their exclusive use. In kindergarten through second grade, students have daily access to iPads.

Students will use their laptops or iPads as directed by teachers for many tasks, both in class and at home.

Students should use their devices in class only when and as directed by a teacher. If students are not utilizing their devices in a class, they must be stored in their desks (third through fifth grade) or their lockers (Middle School).

Students are responsible for being productive and responsible digital citizens. To this end, we expect students to use technology tools for their intended purpose, to support learning, and appropriately; to protect and care for their technology tools; to exhibit positive personal and interpersonal qualities - respect, caring, honesty, and modesty - online and when using online content; to use others' words and images only after seeking and securing their explicit consent; and, in general, to practice safe, legal, and responsible use of technology and digital information. Students will be held accountable for their communication online, including on social networking sites, and the school reserves the right to address inappropriate online behavior as violations of non-negotiable norms.

Third through eighth grade students, and their parents, review and sign an acceptable use policy at the beginning of each school year to ensure that they understand and accept the responsibilities of using a school laptop.

Homework

Homework is a meaningful part of student learning. At Kadima, it is given for review, reinforcement, and enrichment.

Homework is generally given each day, though not in every subject, and, for students in third through eighth grade, is posted on Google Classroom by 4:00 p.m. Short-term assignments (other than reading) are not scheduled to be due immediately following a major Jewish holiday (Rosh Hashanah, Yom Kippur, Sukkot, Simchat Torah, Pesach, Shavuot), and no assignments are scheduled to be due immediately following a vacation period (including Thanksgiving).

The estimated amount of time students should expect to spend on nightly homework in each grade is as follows:

- Kindergarten and first grade – 10 minutes (Please note: in addition to any assigned homework, please budget 20 minutes per night for reading with your child – 10 minutes in English and 10 minutes in Hebrew)
- Second grade – 15 minutes
- Third grade – 20 minutes
- Fourth grade – 30 minutes
- Fifth grade – 40 minutes
- Middle school – up to 2 hours

While these are general guidelines, each child is unique, and the actual time it takes to complete homework assignments will vary from student to student. We encourage students to communicate with teachers and/or their adviser if they are spending excessive amounts of time completing nightly homework.

Parents' responsibility for homework is to ensure that their child has a quiet and well-lit place and appropriate time set aside to complete homework. Parents should also check that the child has in fact attempted the homework. Parents are not expected to help their child with homework, and parents are asked not to complete homework, or any part of an assignment, for him or her. One of the important ways teachers monitor student understanding is by reviewing homework, and parents' over-involvement with homework undermines this purpose.

When a child is absent, s/he is expected to attempt all homework assignments. S/he should be resourceful, checking with a classmate to find out what was learned in class or contacting the teacher.

Behavioral Norms

The interpersonal atmosphere of the school is shaped by the following six guiding principles:

1. Everyone in school has a right to feel safe. This includes physical safety, emotional safety, and safety in learning.
2. First do no harm: a student's first responsibility as a member of a learning community is not to do anything that will interfere with others' safety, or his or her own. This includes exhibiting *kavod* (respect) toward others and their belongings, understanding and respecting authority and limits, and maintaining a socially appropriate presence and disposition.
3. Related to this first responsibility is the duty to strive to help others learn, when appropriate.
4. Just as students are expected to make mistakes in math, English, Judaic Studies, and other subjects in school and learn from them, so too, at Kadima, interpersonal mistakes are treated as opportunities to learn and grow. Behavioral interventions support students to respond constructively to correction, change their behavior for the better, make amends, and seek to repair any harm.
5. In any community, misunderstandings and disagreements will arise. A key skill of living with others is the ability to manage conflict by talking out one's problems directly with the other party and resolving how things could be handled differently and more productively in the future. Teachers support students in developing this skill.
6. One size does not fit all. Just as students have different academic learning needs, and fairness in learning means that each student receives what s/he needs in order to be able to achieve his or her full potential, so too they have different behavioral needs. Fairness in behavioral interventions means that each student receives what s/he needs in order to correct his or her behavior.

Teachers have many tools at their disposal to promote positive interactions among students and redirect students who are having trouble meeting expectations. They use restorative practices to promote positive behavior and to resolve and make amends for challenging incidents. These practices include community circles, problem-solving circles, restorative conferences, and restorative circles. In restorative conferences and circles, when teachers convene a meeting of students whose behavior was challenging and students who were affected by that behavior, they consider together questions such as:

- What happened?
- What were you thinking about at the time?
- What have you been thinking about since?
- Who has been affected by this, and how?
- What needs to happen to make things as right as possible?

If restorative methods do not effect the desired change in behavior, the school reserves the right to exclude a student from school.

Some behavioral challenges are considered violations of non-negotiable norms: (a) abusive language, (b) defiance toward teachers, (c) aggressive, violent, or inappropriate physical contact, (d) destruction or theft of property, (e) sexual harassment, and (f) possession or use of alcohol, drugs, or weapons. A student who exhibits any of these behaviors will be removed from class temporarily, and the parents will be notified. The school will

partner with parents to identify the underlying issue and address it. In the meantime, while this work is ongoing, a shadow may be required.

The following accountability guidelines set forth the role of students in establishing and maintaining a classroom culture that reflects and embodies the above principles:

To Become Your Best Person, Taking Responsibility for Yourself and Others

1. Consistently exhibits positive interpersonal qualities.
2. Understands and respects authority and limits.
3. Maintains socially appropriate presence and disposition.
4. Respects and does not interfere with other students' right to learn.
5. Manages conflict.
6. Follows schoolwide and classroom norms of behavior.
7. Cares for own and others' property and materials.
8. Responds to correction by changing behavior for the better.
9. Makes amends for behavior that causes harm to others and seeks to repair the damage.
10. Reflects on behavior, is open to feedback, and learns from mistakes.

RELIGIOUS PRACTICES

Introduction

Religious practices play a central role in the life of the school. Students learn about religious practices both by engaging in them and by studying about them. We believe that their participation in a community in which faithful performance, thoughtful reflection, and personal example are valued will enable them to discover their own personal connection to a life of *mitzvot*.

The school does not attempt to regulate a family's home practice, except in those cases in which it impinges on the school community (for example, school lunches and birthday parties involving classmates). However, parents and school need to be attuned to responses that children may have from time to time to differences that they perceive between school practice and home practice and be prepared to help them negotiate their way between the two without disparaging or delegitimizing either.

Talmud Torah

The main business of the school, study and learning, is itself a cardinal *mitzvah*. *Talmud Torah* (the study of Torah) occurs every time a student reads a book, performs a science experiment, draws a picture, writes an entry in a journal, or engages in any other positive learning experience – and not only when s/he opens a *chumash*, a *siddur*, or another Jewish book. Students come to appreciate not only that learning is necessary, challenging, rewarding, and often fun, but also that it enables them to attain their intellectual and human potential, which is what makes it a religious obligation.

T'filah

Of all the *mitzvot* observed at school, *t'filah* (prayer) is the one which most directly nurtures and promotes the child's spiritual growth. To this end, each child participates in services three times a week: once in school-wide services, and twice a week in class. The service includes both the chanting and recitation of portions of the liturgy and educational activities that promote understanding and a personal appreciation of the prayers.

Lunch and snacks are accompanied by appropriate *b'rachot* (blessings). All students participate in these activities and experience and contribute to the atmosphere of *k'dushah* (holiness) and joy that they promote.

Shabbat and Jewish Holidays

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

The school week builds toward *Shabbat* as the highlight of the week, with classroom-based learning about *Shabbat* and *parashat hashavua* and each Friday's *Kabbalat Shabbat* celebration.

All festivals and special periods of the year are noted and observed in the school setting. As the holiday nears, the entire building takes on the ambience of the approaching *Yom Tov*. All classes are involved in appropriate learning activities, observances, and school assemblies.

Families are encouraged to enhance their home observance of *Shabbat* and *Yom Tov* by sharing *Shabbat* and holiday meals and by participating in synagogue services on a regular basis.

Classes and school activities are never scheduled to conflict with *Shabbat* or holidays, and school personnel are unavailable for consultation on these days. We also ask that student-to-student and parent-to-parent contact regarding school matters (e.g., schoolwork, PTO activities, transportation arrangements) not occur on *Shabbat*.

Non-Jewish Holidays

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

Kashrut

The laws of *kashrut* are important means of sanctifying the act of eating, elevating it from a biological function to a sacred one. The school adheres strictly to the laws of *kashrut*, and all food brought into the school or consumed at school-related functions must be kosher. Please refer to the *kashrut* guidelines on pages 14-15 for a more complete description of the school's *kashrut* practices.

Kippot

The *kippah* is one way to signify our awareness of the sanctity which surrounds us. In addition, it can serve as an important symbol of identification with Judaism and with other Jews. In recognition of the school's status as a *beit midrash* (house of study), boys in kindergarten through fifth grade wear *kippot* at all times, and boys in sixth through eighth grade wear *kippot* during Hebrew and Judaic Studies classes, at services, and during lunch, and are encouraged to wear *kippot* at other times as well.

To enhance the *kippah*-wearing experience, Kadima supplies each boy at the beginning of the year with two beautiful knitted *kippot* (*kippot s'rugot*), with clips. In addition, parents of boys in kindergarten through fifth grade are asked to send in an additional 8 *kippot* on the first day of school (we recommend that parents purchase the additional knitted *kippot* for \$5.00 from the front office, or parents may supply other *kippot* of their choosing). Boys in middle school are responsible for managing their own supply of *kippot*.

Kippot are stored for each boy individually in each classroom. When the supply runs low, parents will be contacted and asked to replenish it. A system for storing *kippot* on the way out to recess is also provided.

Tzedakah and Chesed

Tzedakah (charitable giving) and *chesed* (kindness) have never been considered optional for Jews. They are religious obligations that give tangible expression to the concepts of *arvut*, the mutual responsibility of Jews for each other, and *rachmanut*, compassion for those in need.

One of the ways in which students are taught Jewish values is through the Kadima Way. Each month, a different value is studied and promoted throughout the school, and students put their learning into practice both in their interactions with each other and in heartfelt acts of *tzedakah* and community service.

The school conducts a weekly *tzedakah* collection on *erev Shabbat*, the proceeds of which are distributed to agencies and causes that the students help select each year. In addition, the school participates in various other *tzedakah* and *chesed* projects throughout the year.

In the younger grades, *chesed* is promoted through acts of consideration towards classmates and family members. As students mature, the circle of concern is extended beyond the school, and they learn to provide help to needy individuals and groups in the local community and beyond.

SPECIAL EVENTS

Field Trips

The school sponsors frequent field trips that complement children's classroom learning experiences. Buses are provided for travel to all destinations that are not within walking distance. For reasons of safety and public health, parents cannot be invited this year to serve as chaperones or drivers. If and as the situation changes and conditions permit, the school may welcome parents on field trips later in the year.

Parents sign a field trip permission form prior to the start of the school year to enable their child to participate. Thereafter, a notice indicating the date and destination is sent home by teachers prior to each field trip.

Classroom Events

Every grade participates weekly in morning prayer. In addition, they welcome the *Shabbat* with a *Kabbalat Shabbat* celebration each Friday. Parents are welcome to join these events via Zoom.

From time to time, special events are scheduled at school, usually either to celebrate the successful culmination of a period of intensive learning or to mark an important date in the American or Jewish calendar. Parents will be informed of such events in advance and will be invited to attend some of them outdoors in person and to Zoom into others.

The school encourages families to share their celebration of Jewish life cycle events with their child's class. Parents wishing to schedule and plan a life cycle event involving the class are asked to call Dr. Lorch. For example, if you are having a *b'rit milah* or a *simchat bat* and wish to include your child's classmates via Zoom, please let the teachers know.

Birthday Parties

As a matter of course, in the elementary grades, the school marks each child's birthday in the classroom. Parents should contact the teacher in order to coordinate arrangements for a celebration at school. Unfortunately, due to Covid safety protocols, parents may not participate in person but may join via Zoom. Please remember that all food sent in to share with other children at school must carry reliable *kashrut* supervision, and all utensils (including the knife to cut the cake) must also be strictly kosher. Home-baked goods are not permitted, even if they come from a kosher kitchen.

In planning birthday parties outside of school, parents are asked to be sensitive to the following important considerations:

1. Children who are excluded are likely to feel hurt. As a rule, all the children in a class, or all of the boys, or all of the girls should be invited. One child from a class may be invited to a family-only celebration. Only in cases where the entire class is invited may invitations be distributed at school.
2. All of the children in a grade are members of the same cohort. Therefore, they may be invited to the party of a classmate. However, children from other grades (other cohorts) should not be invited in order to avoid jeopardizing their health and the health of others. In addition, please ensure that all children (and adults) wear masks, that the party activities maintain physical distancing, and that children wash their hands frequently.

3. *Kashrut* is a school value, both because it sanctifies the act of eating and because it strengthens community. We therefore encourage all families to hold birthday parties in kosher restaurants or to serve food with reliable *kashrut* supervision at party spaces or at home. At a minimum, we ask that parents prepare a strictly kosher option for children who may prefer or require it. Dr. Lorch is happy to help parents plan the food service arrangements for parties.

4. Parties should not be held on *Shabbat* or *Yom Tov*. If a party is planned for Saturday night, it should be scheduled to begin at least an hour after *Shabbat* ends so that children will not have to travel on *Shabbat* in order to arrive on time.

Play Dates

In a diverse and inclusive school community like ours, classmates and friends often have different backgrounds and needs: for example, food allergies or sensitivities, differing religious observances, and varied family structures. When play dates are arranged, it is customary, prior to the first play date between children, for the host parent to ask the parent of the guest whether there are any special issues or needs to be aware of. The parent of the guest should also be sensitive to the host parent's situation and offer to help provide for his or her child's needs – for example, by sending a snack that the child will be able to eat. Parents should also talk to their children in advance about the sensitivity and respect for differences that they need to show each other.

The sensitivity shown by the parents of both children is a practical enactment of one of the school's central values, *kavod*.

Bar/Bat Mitzvah

The school is a full partner with the family and the synagogue in planning, preparing for, and celebrating a child's *bar* or *bat mitzvah*. The following guidelines are intended to increase the clarity of the school's role:

1. We ask all families to share information about the dates of *bar/bat mitzvah* services in families' synagogues any time after the commencement of fourth grade, as soon as a child's date is set. We track this so that families can work to find dates that do not conflict with other students' dates. Having two *b'nei mitzvah* synagogue services in direct conflict with each other is a challenge for Kadima, as in our small school all of the students want to celebrate with each other. Therefore, school policy is for there to be only one Kadima synagogue *bar/bat mitzvah* service on a given date. Kadima will mark the dates of synagogue *bar/bat mitzvah* services in the order in which we are informed of such dates by families.

2. It is the family's responsibility to arrange for the child to learn Torah and *haftarah* cantillation, as well as specific preparation for reading his or her *parashah*. The skills of writing and delivering a *d'var Torah* are taught in fifth grade; however, the preparation of the child's actual *d'var Torah* must be provided for outside of school.

3. The school does not intervene in the planning of the *bar* or *bat mitzvah* ceremony and celebration itself. However, much as with birthday parties, parents are asked to be sensitive to certain religious and social considerations:

- *Kashrut* and *Shabbat* should be strictly observed. See the section on birthday parties (pp. 22-23) for details. In addition, for a ceremony on *Shabbat*, families must be sensitive to the needs of classmates or families that do not travel on *Shabbat* and may require, or appreciate, home hospitality.

- To avoid excluding children, all of the students in the class should be invited to both the ceremony and the celebration.
 - Parents need to take active responsibility, particularly during the ceremony, for monitoring the behavior of the student guests, even when they are not their own children.
 - To avoid discomfort or embarrassment, parents are asked to consider age-appropriate standards of modesty and propriety in dress, particularly of a *bat mitzvah* girl, and in the character of the celebration and its activities.
4. During the week following a boy's 13th Hebrew birthday and a girl's 12th or 13th Hebrew birthday (depending on the family's custom), the school holds a celebration for the student and the school. Parents and other family members are encouraged to attend *t'yilah* in person (when it is held outdoors), at which the student presents a brief *d'var Torah*. Following services, the family sponsors a light snack.

THE PARENT AND THE SCHOOL

Home-School Communication

A weekly newsletter, *Kol Echad*, is published and distributed by email each Thursday. Because it is the school's primary vehicle for communicating upcoming events, it is an essential read for all parents each week.

As a general rule, parents are notified of upcoming school events beginning four weeks in advance. Teachers notify parents of upcoming class events beginning two weeks in advance.

Other means of receiving information about the school include the school's website, www.kadimadayschool.org, the school's Facebook and Instagram pages, and grade-level WhatsApp groups. Additionally, teachers inform parents and students about class highlights and assignments through weekly (kindergarten through second grade) or monthly (third through fifth grade) emails/newsletters, and about assignments and grades through Google Classroom (third through eighth grade). As well, many teachers send completed work home weekly in a Friday Folder.

Parents and teachers are encouraged to be in frequent contact with each other about matters of individual interest or concern. As a general rule, classroom teachers in the elementary grades and advisory teachers in the middle school will make phone contact with parents early in the school year and will initiate periodic contact by phone and/or email at other times. For parent-initiated contact, teachers will indicate early in the year whether they prefer to be contacted in such cases by phone, email, "backpack express" note, or by any other means. Please respect teachers' privacy by refraining from calling them at home or on their cell phones.

Please see page 29 of this handbook for a list of voicemail boxes for administrative staff members.

All teachers have a school email address consisting of their first initial, their full last name, at kadimadayschool.org (for example, acanes@kadimadayschool.org).

Teachers are available to meet by Zoom or by phone with parents, by prior arrangement, during their planning periods. While a teacher is with a class, his or her first responsibility is the children's well-being; therefore, class time is not available for unscheduled meetings or consultations. In addition, generally speaking, it will not be possible for teachers to give their undivided attention to parents with questions or with an important matter to discuss at arrival or dismissal time.

Discussions between parents and teachers are often about sensitive matters. Please ensure that such discussions do not take place in the presence of children or other parents. Moreover, both because we are a welcoming, considerate community and to set a good example for our children, we use civility and a respectful tone in all our communications.

Back-to-School Night

Early in the year, an evening meeting is planned for parents and teachers to meet each other via Zoom. Teachers will present a curriculum overview, explain the weekly schedule, place learning materials on display, and communicate general expectations for the school year. In addition, the teaching specialists will be introduced, and class parents will be identified.

Written Progress Reports and Parent-Teacher Conferences

Parent-teacher conferences are scheduled twice a year, in November and March, and will take place via Zoom. Parents will receive notification of conference dates and times and are asked to sign up for specific times in advance. A written progress report is prepared by the child's teachers three times a year, in December, March, and June. At the second conference, parents of children in fourth through eighth grade are given the opportunity to review a portfolio of their child's work since the beginning of the year that reflects his or her progress. Students participate in the conference, after which they are excused and parents have the opportunity to consult privately with the teacher. Parents are encouraged to review the portfolio more closely after the conference ends.

Visiting the Classroom

Parents will not be able to visit class this year.

When Parents Have Questions

The most efficient way for parents to ensure that their questions are addressed and problems are solved is to approach the right person with the right issue. As a rule, the staff member whose role it is to deal directly with a matter is the one best equipped to help.

Questions about a child's **classroom work and progress** should be addressed to **the teachers**.

Anthea Canes is the K-8 Director. Her primary responsibility is **curriculum and teaching**. Please direct questions about these matters to her.

Cherie Friedman is the K-8 Associate Director. Her primary responsibility is **student learning and student social-emotional wellbeing**. Please direct questions about these matters (for example, learning needs, social challenges, emotional challenges, and student behavior) to her.

Questions about **Hebrew** should be addressed to **Karin Koskas**.

Matters of **school policy** should be directed to **Dr. Lorch**.

Financial matters are handled by **Arnold Rudnick**.

Medical and health issues should be directed to the school nurse, **Jamie Katz**.

Admissions and placement issues can be addressed by **Dikla Kadosh**.

If, following contact with the appropriate person, the matter is not yet resolved, parents should contact Dr. Lorch.

Learning Support

Kadima is committed to helping students learn in ways that best suit their learning characteristics, including readiness, interests, and learning profiles. To achieve this goal, the school provides a range of supports:

- Teachers offer multiple pathways to learning in the classroom.
- Teachers are available to meet with students outside of class to help clear up confusion and offer additional support.

- A learning specialist works with individuals and small groups of students, both to support their learning and to broaden their repertoire of learning skills.
- Cherie Friedman is available to consult with parents and to identify additional resources that parents may wish to access outside of school.

Sometimes parents inquire whether teachers are available to tutor or offer private lessons to their children.

Parents seeking a referral for tutoring are asked to contact Cherie Friedman; teachers are not permitted to make such arrangements independently. Private tutoring by teachers is permitted only when a student is not in the teacher's class. This policy exists in order to prevent a conflict of interest, in which a teacher's professional judgment may be unduly influenced by a personal or professional relationship with a student's family. Ms. Friedman will help families decide whether tutoring is appropriate for their child and will help identify a teacher who can offer tutoring services.

Parents who wish to facilitate private music lessons or private sports coaching sessions for their children should contact the Finance Office to make arrangements through the school, rather than directly with the teacher.

Parents as Ambassadors

The best way for people to learn about Kadima is for parents to spread the word. If you are proud and excited about something your child did or said, don't keep it to yourself, and don't even just share it with your child's teacher and other Kadima parents. Tell everybody you know: work colleagues, shopkeepers, neighbors, friends in other communities or at synagogue, strangers on the checkout line – literally everybody! It doesn't matter if they have children of school age or even if they're Jewish. What's important is that you're spreading the word.

Spread it as often as you have something new about your child that you're proud and excited about. If you're like most parents, that will be at least once a week.

It takes a village to grow a school, and the village is us!

Parent Teacher Organization

The school has an active and vibrant Parent Teacher Organization. The role of the PTO is to:

- (1) encourage the involvement of parents in the life of the school,
- (2) build community between the school's adult constituencies – parents, faculty and staff, and Board of Trustees, and
- (3) assist in fundraising efforts for the school.

All parents are members of the PTO, which is governed by elected officers. Each class also has one or two room parents who assist teachers with class activities when asked, support the class community, and help make sure their fellow parents are aware of school and PTO activities. The success of the PTO hinges on the participation of all parents.

Specific PTO community and fundraising events vary from year to year. Examples of activities that the PTO engages in include a magazine drive, a book fair, a family sports night, collaborating in the Annual Gala, and other fundraising and social events. The PTO has a weekly column in *Kol Eched* to keep parents apprised of its activities.

Parents interested in getting involved should email pto@kadinadayschool.org.

In-School Parent Volunteer Opportunities

Parents will not be able to volunteer in the classroom or on field trips this year.

Family Education

All parents are strongly encouraged to participate in the school's family education program. Morning and evening Zoom sessions are scheduled periodically throughout the year on topics relating to the school curriculum and children's developmental needs.

In addition, the family education program includes a year-round series of shared experiences for families, many of which are related to the Jewish holidays and *Shabbat*, most of which will take place outdoors or remotely this year. These include *Tashlich* on the Beach, a family *Sukkot* party (*Sukkot B'Yachad*), divisional *Chanukah* celebrations, and a PTO *Lag BaOmer* program. As well, interspersed throughout the year are occasional evening or weekend programs for parents and children together.

Teacher Gift Policy

Collective gifts are given mid-year and year-end to the faculty, staff, and administration through the PTO. In addition, we encourage children to make a handmade gift or card for their teachers. Handwritten notes, emails, or telephone calls to teachers to express your appreciation for something that has occurred in your child's class are encouraged as well.

Annual Giving and Gala

The Annual Giving campaign and the Annual Gala play a vital role in maintaining Kadima Day School's competitive edge. Tuition covers less than the full cost of educating each child. Annual Giving and the Gala help make up the difference.

Participating in Annual Giving and the Gala is one tangible way for parents to express that they care about the school, as they help it grow from strength to strength.

Appendix A
Staff Voicemail Boxes

<u>Name</u>	<u>Extension</u>
Anthea Canes	334
Al Fields	127
Cherie Friedman	341
Karin Koskas	363
Carol Catapang	338
Dikla Kadosh	115
Jamie Katz	125
Steven Lorch	331
Kathy Hoshyarsar	247
Leslie Mergen	337
Alisha Sela	124
Jesus Rivera	333
Arnold Rudnick	322
Ingrid Schwartz	332
Mark Jodoiin	364

Appendix B

Kadima's Pandemic Response Plan 2021-22

Short Form Reference Guide

Whom to Contact

- Dr. Steven Lorch, Head of School (slorch@kadimadayschool.org)
- Jamie Katz, School Nurse (jkatz@kadimadayschool.org)
- Ingrid Schwartz, Office Manager (ischwartz@kadimadayschool.org)
- Division Heads
 - ECEC - Alisha Sela (asela@kadimadayschool.org)
 - K-8 - Anthea Cames, Director (acames@kadimadayschool.org); Cherie Friedman, Associate Director (cfriedman@kadimadayschool.org)
 - Middle School - Kathy Hoshiyarsar (khoshiyarsar@kadimadayschool.org)

To Reduce the Risk of Infection

1. Vaccinate as soon as possible
2. Face coverings for all students and staff
3. Physical distancing in class and elsewhere on campus
4. Frequent handwashing and respiratory etiquette
5. Limited movement - students remain in the classroom, teachers move
6. Enhanced cleaning, disinfection, ventilation
7. Limited group gatherings, limited campus access for parents

Student Dropoff and Pick-up

- Parents monitor students for fever and/or Covid-19 symptoms before leaving home
- Students wear masks and remain in cars until health screening is completed
- Parents wear masks and remain in cars at all times

If Your Child Exhibits Symptoms

- If at home, stay home
- If at school, the student will be isolated, parents will be contacted, and the child needs to be picked up immediately
- Contact your healthcare provider for guidance on Covid-19 testing
- Notify the school of test results
- If positive, do not return to school for 10 days AND until symptom-free for 24 hours
- Consult with the school nurse before returning to school

If Another Student Tests Positive

- Parents of students in the same cohort will be notified (while maintaining confidentiality)
- Students in close contact will quarantine for 10 days (7 days with a negative test result)
- Los Angeles County Department of Public Health will be in touch with further guidance

Together We Will Beat This Virus!

Kadima Day School Pandemic Response Plan - 2021-22

Pandemic Compliance Team:

- Dr. Steven Lorch, Head of School
- Jamie Katz, School Nurse
- Ingrid Schwartz, Office Manager
- Division Heads
 - Alisha Sela, ECEC Director
 - Anthea Canes, K-8 Director
 - Cherie Friedman, K-8 Associate Director
 - Kathy Hoshyarsar, Middle School Coordinator

Introduction

Kadima Day School is committed to providing a safe and healthy environment for all its students, parents, employees, and guests. We have developed the following Pandemic Response Plan (PRP) for the 2021-22 school year that will enable us to achieve three key objectives:

- Minimize the risk of Covid-19 transmission in our community
- Maximize students' opportunity to learn
- Adjust our response from time to time in light of changing conditions, including Covid-19 incidence rates in the wider community and shifts in the guidance provided by the Los Angeles County Department of Public Health

We recognize that, through the implementation of the following coordinated efforts, we can greatly reduce, though not eliminate, the risk of Covid-19 transmission in our community. We strive to balance our mitigation policies with the known benefits of in-person learning at school.

This PRP will be included as a temporary addendum to Kadima Day School's Parent Handbook and Employee Handbook. Until communicated otherwise, the rules and guidance of this PRP will prevail, to the extent that there is any inconsistency between it and other provisions published in the existing Parent or Employee Handbook. If you have any questions regarding current policies or procedures, parents should contact their child's division head, and employees should contact their supervisor.

In addition to this comprehensive Pandemic Response Plan, we have linked a reference guide on this page that includes highlights of the PRP in an easy-to-read format.

Pandemic Response Plan

1. Implementation

To be effective, Kadima Day School's PRP requires the full cooperation of all our community members, and everyone is responsible for implementing and complying with the school's PRP. This plan benefits from the experience of the past 18 months, both within the school community and in the wider community. We have the advantage now of having learned which mitigation strategies are effective and which have proven less effective and can now be relaxed or discontinued.

The key mitigation methods that the school has implemented for the 2021-22 year are as follows:

- vaccination
- masking
- physical distancing
- cohorting
- ventilation
- handwashing
- symptom screening
- testing
- contact tracing
- limited campus access

2. School Program: On-Campus Learning and Remote Learning

Our plan for 2021-22 is to maximize in-person learning for all students, ECEC through eighth grade. Safeguarding the health of our community members is our top priority, and we are prepared for a safe campus opening at the beginning of this school year, as well as a switch to remote learning, if public health guidelines require us to do so.

We are excited to welcome all students back to Kadima for on-campus learning, and we will offer a full-day schedule that includes early morning drop-off, lunch service, specialist classes, and extended care. Kadima's physical and human resources enable us to provide an at-school, in-person education, while taking the necessary precautions to minimize the risk of illness to students and staff.

3. Mitigation Strategies

We recognize that, through the implementation of coordinated efforts, we can greatly reduce, not eliminate, the risk of Covid-19 transmission in our community. Kadima strives to balance our mitigation policies with the known benefits of children experiencing in-person learning at school.

We have implemented important infection prevention measures, including the use of masks and physical distancing. Continuous on-campus learning will be possible only if all of us work together to follow these health and safety guidelines, on and off campus.

Vaccination

Vaccination is a key component of this Pandemic Response Plan and an essential strategy in minimizing the spread of infection in the school and in the community. The scientific evidence for this is extremely strong.

In 2021-22, all Kadima employees are required to be fully vaccinated as a condition of their employment. We strongly urge all students who are eligible (ages 12 and up at the beginning of the school year, and younger children later in the school year) to be vaccinated as well.

Masking

Everyone must wear a mask while indoors and provide their own masks. Students should have two clean masks available each day at school. In the event that a reusable mask is soiled, the soiled mask should be removed and placed in a fanny pack or cloth or paper bag (or Ziploc bag if no other container is available) with the student's name on it, to be taken home and washed. Soiled disposable masks should be discarded. The school will supply a replacement mask in the event that both of the student's masks become dirty during the same day.

According to public health officials, individuals can spread Covid-19 to others even if they are fully vaccinated and even if they do not feel sick. While not a substitute for physical distancing, the use of masks is an important way that we, as a community, can protect each other by mitigating the spread of Covid-19.

As a general rule, masks are not needed outdoors. If an outdoor event will be crowded, masks may be required. Masks need not be worn by employees when they are alone at their workspace in their classroom or office.

Physical Distancing

All individuals at Kadima will maintain a safe physical distance of six feet as feasible. Signage throughout the school will reinforce physical distancing.

Student Cohorts and Group Gatherings

The school will maintain cohorts of students and teachers to minimize crossover among children and adults within the school. We will minimize travel throughout the building when feasible, including lunches being delivered to classrooms. In addition, teachers will take advantage of Kadima's outdoor learning spaces when possible.

For the time being, all in-person, large-group programs will take place outdoors.

Ventilation

The school's HVAC system allows for the maximum amount of incoming fresh air. Air recirculation is being limited, and ventilation systems are being properly used and maintained. Kadima will maintain an aggressive filter replacement schedule to support the best air quality.

Handwashing

Frequent and thorough handwashing is important in preventing the spread of Covid-19 and other infectious diseases. Hand sanitizer dispensers are at entrances and other locations throughout the school. Students, employees, and visitors should wash or sanitize their hands upon entering the building. Everyone is instructed to frequently wash their hands throughout the day for at least 20 seconds with soap and water, but especially at the beginning and end of their time on campus, before and after mealtimes, and after using the restroom.

Cleaning and Disinfecting

Disinfection is a key public health tool for preventing the spread of communicable diseases. Kadima will administer frequent cleaning and disinfecting of high-touch surfaces. In addition, the campus will be fully and thoroughly cleaned daily.

Symptom Screening

All students and staff will be screened daily for Covid-19 symptoms. The app used in ECEC is called Playground (formerly Carline), while the app in elementary and middle school is Fever Free. Parents are asked to take their children's temperature each morning before leaving for school and record their answers regarding other Covid-like symptoms on the app. The pass that is sent to parents' phones will be checked during drop-off.

All visitors, including parents when they are invited, will also be screened for fever and other Covid symptoms before they are admitted onto campus.

Testing

New for 2021-22: Before the first day of school, all students and staff will be required to submit evidence of a negative PCR test result. Thereafter, the school may require weekly or periodic screening testing for students and staff if transmission rates in Los Angeles County are high.

In addition, as was the case last year, students and staff who exhibit Covid-like symptoms, as well as those who have had close contact with those with a confirmed Covid-19 diagnosis, will be asked to test for Covid before returning to school.

Contact Tracing

If someone within the community contracts Covid-19, contact tracing will be used to identify and notify people who may have been exposed at school, and also to determine exposed areas and equipment within the building. These areas and equipment will be disinfected per CDC guidelines.

Limiting Campus Access

As virus spread is more likely between adults, we are restricting parent and visitor access to student learning spaces. For the time being, in-person events for parents will take place outdoors. We ask parents, to the extent feasible, to arrange to transact all business with the school, including with their children's teachers, division heads, and the finance office, remotely.

4. Out of School

Kol Yisrael areivim zeh lazeh (כול ישראל ערבים זה לזה) - we all have a responsibility to one another.

We all have a role in the fight against Covid-19. Our actions outside of school can affect not only our own family's safety, but also the safety of every member of the Kadima community. We therefore ask parents and children to make responsible choices outside of school:

- Conduct daily personal health checks
- Wear a mask indoors whenever in public
- Practice social distancing
- Wash hands often
- When ill, stay away from school and seek medical attention
- When asked, participate in testing, contact-tracing, and exposure-notification programs
- Adhere to orders and directives from national, state, and local health officials
- Display Covid-19 patience and etiquette in interactions with other people

Travel

Please do not travel until all family members who will be traveling are fully vaccinated. In addition, even if vaccinated, please do not travel if any of the travelers is sick or has been tested for Covid-19 and is waiting for results.

If all of the travelers are fully vaccinated and traveling internationally, we ask that you -

- Wear a face mask during travel
- Get a negative PCR test result before you fly back
- Get tested again 3-5 days after your return
- Self-monitor for Covid-19 symptoms

If all of the travelers are fully vaccinated and traveling domestically, we ask you to -

- Wear a face mask during travel
- Self-monitor for Covid-19 symptoms

If any of the travelers is not fully vaccinated (including children who are not eligible for vaccination) and traveling internationally, we ask that you -

- Get a negative PCR test result 1-3 days before you travel
- Wear a face mask during travel, avoid crowds, and maintain a safe physical distance of six feet
- Get a negative PCR test result before you fly back
- Stay home and self-quarantine for 10 days after travel, or for 7 days if you test negative again 3-5 days after your return
- Self-monitor for Covid-19 symptoms

If any of the travelers is not fully vaccinated and traveling domestically, we ask you to -

- Get a negative PCR test result 1-3 days before you travel
- While traveling, wear a mask during travel, avoid crowds, and maintain a safe physical distance of six feet
- Stay home and self-quarantine for 10 days after travel, or for 7 days if you test negative again 3-5 days after your return
- Self-monitor for Covid-19 symptoms

5. Policies for Individuals Exhibiting Symptoms

If a student is sick or experiencing symptoms at school, the teacher or other designated adult will escort the student directly to the isolation room and report to the school nurse. It is very important that the student be picked up from school as soon as possible; therefore, please ensure that the school has up-to-date emergency contact information, including multiple parent contact options.

Please notify the school nurse if you have been exposed to Covid, even if you or your family members are vaccinated. The school will follow CDC and local guidelines to determine the protocol for testing, isolation, and quarantine. Parents whose family members (themselves, a Kadima student, or another child) become sick or experience symptoms should notify the school nurse, even before test results confirm whether they are Covid-19 positive or not.

A student, parent, or other family member (or employee) with Covid-19 symptoms should contact their healthcare provider immediately for guidance regarding Covid-19 testing.

The school has implemented a specific Covid-19 health support policy that promotes everyone staying at home when they are sick or displaying symptoms of Covid-19, when household members are sick or displaying symptoms of Covid-19, or when required by a healthcare provider to isolate or quarantine themselves or a member of their household.

6. Contact Tracing and Returning to School

Contact tracing is part of the process of mitigating the spread of infection. Kadima will work with public health officials if a community member tests positive for Covid-19. In coordination with the school, local public health officials will work with the infected person to identify close contacts and will notify community members who may be close contacts. Patient confidentiality will be maintained. Instructions that follow current CDC and California DPH guidance will be provided to the infected person and all close contacts regarding testing, isolation, and quarantine. If you have any questions about the plan, please contact the school nurse.

Returning to School

Anyone who is absent or sent home due to illness must consult and receive clearance from the school nurse before being allowed back on campus.

7. Training and Preparedness

This document will serve as the Kadima Day School response plan for Covid-19. The school will provide employees with pandemic preparedness training, and additional resources will be available at www.kadimadayschool.org.

Additional communications and training will be ongoing as Covid-19 guidelines and requirements change. If you have any questions, please contact your child's division head or the school nurse for additional support.

8. Additional Information for Employees

Employee Absence Notification

Employees should notify their supervisor of their absence and continue to report absences, Covid-19 symptoms, close contacts, and Covid-19 diagnoses as usual.

Employees Who Become Sick at School

Employees who become sick or experience symptoms while at Kadima should notify their supervisor and leave the school immediately or report to the designated isolation room until able to leave the school.

Leave Provisions

Employees who are absent due to Covid-19 may be eligible for extended leave provisions. Employees should contact HR to discuss all available options.

PARENT CONTRACT

I understand that all members of the school community must behave in a way that supports the essence and character of Kadima Day School. Thus, as a parent of a child enrolled at Kadima:

1. I will abide by school rules and policies and will support the mission statement.
2. I will actively communicate with other members of the school community openly, directly, promptly, and constructively, without resorting to gossip and rumor.
3. I will treat Kadima faculty and staff members with the professional respect due to them.
4. I will model appropriate ethical behavior for my children and others and will exemplify integrity, inclusion, compassion, and respect for all.
5. I will fulfill my volunteer obligations and will be an active participant in volunteer opportunities for parents.
6. I will read and respond to oral and written communication from the school, including emails and school publications such as *Kol Eched* and the Parent/Student Handbook.
7. I will abide by the agreements laid out in the Technology Responsible Use Policies and Best Practices.

I understand that my signature below indicates that I will adhere to the items listed in this contract, in the Parent/Student Handbook, and in the (Re-)Enrollment Contract for the duration of the 2021-22 academic year.

Print Student Name

Print Parent Name

Date

Sign Parent Name

Please sign and return to the front office by Monday, August 16, 2021.