



KADIMA
DAY SCHOOL
EVENHAIM FAMILY CAMPUS

KADIMA DAY SCHOOL STUDENT & PARENT HANDBOOK

2023-24
5784

7011 SHOUP AVENUE
WEST HILLS, CA 91307
phone (818) 346-0849 fax (818) 346-0372
www.kadimadayschool.org



KADIMA

DAY SCHOOL

EVENHAIM FAMILY CAMPUS

August 9, 2023

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 Echad*) 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, מורים, 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 בתובנות, בהוקרות, ובדאגות שלכם.

מדריך זה מיועד לספק את כל המידע הדרוש על-מנת להפוך את שהותכם בבי"ס קדימה השנה להתנסות בטוחה, מוצלחת ונוחה. הנהלים וההרגלים 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

Table of Contents

	Page No.
THE SCHOOL	5
Mission	5
History	6
Faculty and Staff	6
Board of Trustees	9
 THE CHILD AT SCHOOL	 10
School hours	10
Arrival and dismissal	10
Attendance	11
Punctuality and early dismissal	11
Security	11
Emergency communication system	11
Health	12
Allergies	13
Dress and appearance	13
School lunches and snack	14
<i>Kashrut</i> guidelines	14
Communication devices	15
Academic standards	15
Technological devices	15
Homework	16
Behavioral norms	17
Harassment and bullying	18
 RELIGIOUS PRACTICES	 20
Introduction	20
<i>Talmud Torah</i>	20
<i>T'filah</i>	20
<i>Shabbat</i> and Jewish holidays	20
Non-Jewish holidays	21
<i>Kashrut</i>	21
<i>Kippot</i>	21
<i>Tz'dakah</i> and <i>G'milut Chesed</i>	21
 SPECIAL EVENTS	 23
Field trips	23
Classroom events	23
Birthday parties	23
Play dates	24
<i>Bar/Bat Mitzvah</i>	24
 THE PARENT AND THE SCHOOL	 26
Home-school communication	26
Back-to-School Night	26
Written progress reports and parent-teacher conferences	27

Visiting the classroom	27
When parents have questions	27
Learning support	28
Parents as ambassadors	28
Parent Teacher Organization	28
In-school parent volunteer opportunities	29
Family education	29
Teacher gift policy	28
Annual Fund and Annual Benefit	29

APPENDIXES

Staff voicemail boxes	30
Parent contract	31

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 – חכמה – 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 – לימוד תורה – Students internalize the Jewish knowledge, traditions, experiences, and values that are the building blocks of lifelong Jewish meaning and practice לדור, from generation to generation.
- Social Responsibility – ואהבת לרעך כמוך – 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 – קהילה – 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 – אהבת ישראל – 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 next fifteen years saw the addition of our preschool program, additional classrooms, extended daycare, 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

Cherie Friedman, *Principal*

B.Ed., University of Cape Town; M.A., American Jewish University

James Himsworth, *Assistant Principal*

B.A. (Hons), University of Liverpool; M.A., Staffordshire University

Alisha Sela, *Director, Early Childhood Education Center*

B.A., University of California, Santa Barbara; M.S., Bank Street College of Education

Arnold Rudnick, *Interim Director of Finance*

B.A., University of Illinois, Urbana-Champaign; M.F.A., California State University, Northridge

Alvira Chernichovski, *Director of Admissions and Marketing*
 B.A., University of California, Los Angeles; M.B.A., Woodbury University

Karin Koskas, *Director of Hebrew and Judaic Studies*
 B.A., University of Derby

Esther Rbibo, *Director of Student Services*
 B.A., M.S., California State University, Northridge

Dallas Perez, *Athletic Director and Physical Education*
 B.A., University of New Mexico

Jesus Rivera, *Director of Plant Operations*

Natalie Jimenez, *School Nurse*
 L.V.N., American Career College; A.A., Pierce College

John Andrade, *Physical Education*
 B.A., Kent State University

Sharona Baror, *Hebrew Language*
 Certificate in Special Education, Levinsky College of Education

Danielle Bayer, *Second Grade*
 B.A., Manhattanville College; M.Ed., Pacific Oaks College

Chelsey Bell, *Second Grade*
 B.A., Northern State University

Rachele Benshushan, *Third Grade*
 B.S., University of Hartford

Dawn Marie Furlong, *Middle School English Language Arts*
 B.A., University of California, Santa Barbara; M.A., University of Southern California

Yorit Gafni, *Hebrew Language and Judaic Studies*
 B.A., Tel-Aviv University; Teaching Certificate, Leninsky College of Education

Janet Goldwasser-Murphy, *Fifth Grade*
 B.S., Bloomsburg State University

Viridiana Guzman, *First Grade Assistant*
 B.A., California State University, Northridge

Karen Hughes, *First Grade*
 B.S., University of Maryland; M.A., Ashford University

Shahaf Klein, *Mathematics and Judaic Studies*

B.A., University of Phoenix

Nicole Levi, *Science*

B.A., California State University, Northridge

Andrea Levine, *Learning Specialist*

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

Margalit Lipski, *Judaic Studies and Hebrew*

Teaching Certificate, Bar-Ilan University

Jennifer Merida, *Kindergarten*

B.A., Mount Saint Mary's University

Naama Mor, *Judaic Studies*

B.A., Bezalel Academy of Art and Design; B.Ed., Oranim College

Sara Price, *Social Studies and Judaic Studies*

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

Pavithra Ranasinghe, *Kindergarten*

B.A., University of London; B.A., Antioch University

Andrea Ross, *Kindergarten Assistant*

B.A., University of California, Irvine; M.A., California State University, Northridge

Kayla Sawoski, *Music*

B.A., California Lutheran University

Madison Shack, *Fourth Grade*

B.A., Chapman University; M.A., Pepperdine University

Yael Shakked, *Judaic Studies*

B.A., Open University of Israel

Eden Shitrit, *Kindergarten Assistant*

B.A., Reichman University

Leslie Steier, *First Grade*

A.A., Pierce College

Maya Wieder, *First Grade Assistant*

B.A., American Jewish University

Jennie Winderlich, *Art*

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

Limor Zohar, *Hebrew*

B.A., York University

Rayleen Silva, *Administrative Coordinator*
B.A., California State University, Northridge

Zachary Rutkin, *Finance Staff*
B.A., Arizona State University

Board of Trustees

A Board of Trustees that is comprised of members of the parent body and the 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 board@kadimadayschool.org.

Margaret Sinai, *President*
Fran Amkraut, *Vice President, Trustees*
Galit Bernstein, *Vice President, Finance*
Danielle Keisari, *Vice President, Development*
Karen Tenenblatt, *Secretary*

Ellen Ben Basat
Liz Benyeshay
Sharlene Blau
Shawn Evenhaim
Shani Gabay, *PTO Co-President*
Noam Hameiri

Karen Hovav
Ken Krainman
Casey Long
Adva Tzvi, *PTO Co-President*
Yaakov Tzvi
Guy Weis

THE CHILD AT SCHOOL

School Hours

School is in session from 8:00 a.m. to 3:30 p.m., Monday through Thursday, and 8:00 to 2:45 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. All children should be dropped off at the main yard at the south gate. Parents should remain inside the car during dropoff and pick-up.

The gates to the main yard and the kindergarten yard are locked at 8:00 a.m., and between 8:00 and 8:45, students will not be admitted into school. This is to ensure that classes begin in an orderly fashion without interruption. At 8:45, please park in one of the 20-minute parking spots and walk your child to the main entrance, where you will sign them in and they will be admitted.

At dismissal time (3:30 p.m. Monday through Thursday, 3:00 on Friday), 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. 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 (reception@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) or by email (reception@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 reception@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 walked into the main office, where they will 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 park their cars in one of the 20-minute parking spots and walk to the office to pick them up. We require one hour's advance notice to dismiss a child early. Children may not be dismissed during the last half hour of the school day (between 3:00 and 3:30 Monday-Thursday, between 2:30 and 3:00 Friday). Children are never 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 2023-24 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.

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 the school's emergency cell phone directly: (818) 307-1150.

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.

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 an 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.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/School/shotsforschool.aspx>). 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. 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 as part of the registration process each summer, 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. 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 without fever-reducing medication 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. In addition, in accordance with the Los Angeles County Department of Public Health regulations, students with Covid-19 must stay home for a minimum of five days. The student may return to school if s/he has been fever free for 24 hours without fever-reducing medication and doesn't have any new

symptoms or symptoms are improving. The student will need two negative rapid tests taken a day apart on Day 5 or later. Once the student is in school, the school nurse will administer an additional test before the student may return to class. We have Covid tests available upon request.

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/living-food-allergies/food-allergy-essentials/food-allergy-anaphylaxis-emergency-care-plan>.

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 in kindergarten through fifth grade are asked to wear Kadima-logoed attire on Monday through Thursday. 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.

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 Assistant Principal.

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. Parents of repeat offenders will be contacted and offered the choice of the child waiting in the front office while the parent comes to school with dress-code compliant clothing, or the school giving Kadima Wear to the child and the parent being billed.

School Lunches and Snack

The school sponsors an optional kosher 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 who bring their own lunches 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 packaged food being sent to school.

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, comes 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-learning 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.

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) academic dishonesty, (f) sexual harassment, and (g) 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.

Harassment and Bullying

As part of Kadima's commitment to supporting students' social and emotional health, we have a strict zero-tolerance policy for bullying and harassment. This includes any type of bullying, both on and off campus, involving any of our students. Bullying that happens at non-school-related events (such as, but not limited to, birthday parties, extracurricular programs, and online behavior) is included, as it directly affects the school environment and students' sense of personal safety and inclusion.

Bullying includes any unwanted and repetitive behavior that reflects a power imbalance. Bullying can fall into one or more of the following categories:

- Physical - Any type of touching that is unwanted and aggressive (hitting, pinching, biting, pushing, etc.)
- Emotional - Actions that undermine another's sense of self or wellbeing, such as intimidation, teasing, insulting aspects of someone's identity/race/color/ability etc.
- Verbal - Attacking someone using words, including rumors, mocking, threatening, shaming, etc.
- Social - Harming someone's social standing, reputation, or relationships
- Cyber - Intentional harm using technology, including all online platforms and social media and messaging platforms

Kadima's Response to Bullying and Harassment

Bullying can have devastating and long-lasting effects on both sides involved, affecting academics, emotional wellness and stability, and even physical health. Therefore, Kadima takes this type of behavior extremely seriously and has a clearly outlined policy to address any such occurrences.

First offense: In-school reflection wherein the offending student is given the opportunity to process his/her choices and behavior. Students will engage in mediation or conflict resolution using restorative practice and moderated by a peer mediator and/or trained staff member. S/he may also be asked to write a formal apology to any students who have been victimized. These processes will likely take place during recess.

Second offense: In addition to the consequences of the first offense, the student will engage in mandatory community service at a school-designated organization.

Third offense: In addition to revisiting the restorative processes followed in the previous offenses, the student will be removed from the social situations at school that s/he finds challenging, ranging from missing a desired school experience, such as participation in a sports team or a field trip, to suspension from school, up to and including expulsion.

Parent Role and Responsibilities

Kadima greatly values parent partnership. Parents have an indispensable role in modeling inclusion and respect for others. Parents' discussion of appropriate behaviors and bullying in general is an essential part of supporting a healthy school environment for all children.

If a student is disciplined for bullying, parents will be part of the process of reentry, participating in student meetings and helping ensure that a student completes community service requirements. We also ask that, if you become aware that your child is bullying or bullied, you bring this to our immediate attention and partner with us in providing any necessary supports.

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 at least once a week: once in division-wide *Kabbalat Shabbat* services, and once or twice in elementary school classes. 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 a beautiful knitted *kippah* (*kippah s'rugah*). In addition, parents of boys are asked to send in an additional 10 *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).

Kippot are stored for each boy individually in each elementary school classroom. When the supply runs low, parents will be contacted and asked to replenish it. Boys in middle school are responsible for managing their own supply of *kippot*.

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 an annual Kadima Way value, which this year is respectful behavior (*derech erez*). Students put their learning into action in their personal practices, 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.

Chesed is promoted through acts of consideration towards classmates, family members, and others in need in the local community and beyond. In 2023-24, *chesed* relationships and projects will be cultivated in the following grades:

- Kindergarten through second grade - kindness to animals
- Third through fifth grade - kindness to the elderly
- Sixth through eighth grade - kindness to children and adults with special needs

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. Parents are welcome to join their children on field trips. For reasons of safety, parents cannot serve as drivers or otherwise accompany their children to and from the field trip venue.

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

All grades welcome the *Shabbat* with a *Kabbalat Shabbat* celebration each Friday. In addition, fourth and fifth grade participate in a weekly Monday morning prayer service. Parents are welcome to join these events.

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.

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, 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. 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. *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.

3. 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*. Similarly, the preparation of the child's *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 recognizes the student at *Kabbalat Shabbat*, at which the student is encouraged to present a brief *d'var Torah*. Parents and other family members are encouraged to attend *t'filah* in person. 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 eighth 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, cfriedman@kadimadayschool.org).

Teachers are available to meet 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. 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 February/March. 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 November, 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 that reflects his or her progress since the beginning of the year. 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 are welcome to volunteer in the classroom, one at a time by prior arrangement. Parent visitors may be asked to wear a mask, depending on the rate of community transmission at the time of the visit.

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**.

Cherie Friedman is the Principal. Her primary responsibility is **curriculum and teaching**, and she is also responsible for **all administrative matters** with the exception of finances. Please direct questions about these matters to her.

James Himsworth is the Assistant Principal and Middle School Coordinator. His primary responsibility is **student behavior, the co-curricular program**, and all matters pertaining to **the middle school**. Please direct questions about these matters to him.

Esther Rbibo is the Director of Student Services. She is responsible for **student learning support, social-emotional progress, and wellbeing**.

Questions about **Hebrew and Judaic Studies** 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, **Natalie Jimenez**.

Admissions and placement issues can be addressed by **Alvira Chernichovski**.

If, following contact with the appropriate person, the matter is not yet resolved, or if you're not sure whom to contact, please 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.
- Esther Rbibo 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 Esther Rbibo; 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. Rbibo 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. Share it on social media sites. Write a review on Yelp. Wear Kadima swag. 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 Echad* to keep parents apprised of its activities.

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

In-School Parent Volunteer Opportunities

Parents are welcome to work as volunteers in the classroom, sharing their interests and expertise with the children. Parents are also involved in the school outside of the classroom, where they join their child's class for field trips and occasional class events, including morning *t'filah* (prayer) and *Kabbalat Shabbat*. To volunteer, parents should contact Rebekah Alarcon, or their child's teacher.

Family Education

All parents are strongly encouraged to participate in the school's family education program. Morning and evening 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 this year. These include 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>
Alvira Chernichovsky	115
Cherie Friedman	334
James Himsworth	127
Natalie Jimenez	125
Karin Koskas	363
Steven Lorch	331
Dallas Perez	341
Esther Rbibo	347
Jesus Rivera	333
Arnold Rudnick	322
Zachary Rutkin	338
Alisha Sela	124
Rayleen Silva	114

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 Echad* 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 2023-24 academic year.

Print Student Name

Print Parent Name

Date

Sign Parent Name

Please sign and return to the front office by Monday, August 21, 2023.