



Charleston's Jewish Community Day School

Parent Handbook 2016–2017

Mission:

Addlestone Hebrew Academy is a community of leaders and thinkers. Our day school provides an engaging and challenging education in General and Judaic Studies. Addlestone students achieve standards of excellence in a nurturing environment that embodies the richness of Jewish Life.



Tradition · Leadership · Excellence

Dear Parents:

Addlestone Hebrew Academy, Charleston's Jewish Day School, is a school that celebrates both the richness of Judaism and its strength in diversity. At Addlestone Hebrew Academy academic excellence in both general studies and Judaics supports and reinforces each individual student. Our graduates move on to the best high schools in the area and are prepared to enter the most challenging universities four years later with a set of values and self-confidence that lasts a lifetime. Our low student to teacher ratio, superb master educators, and a sophisticated values-driven curriculum shapes our school and the experiences of its students.

The school and its programs are accredited by multiple agencies. NAEYC has accredited our Early Childhood through Kindergarten, and we are accredited by SCISA/SAIS/AdvancED for Early Childhood through 8th grade. Our learning environment is one that has been described as both warm and secure, as well as, challenging and rigorous. At Addlestone how we teach and learn is as critical as what we teach and learn — Critical thinking skills and values based curriculum are integrated into all subject areas. We are committed to providing an environment that prepares and fosters life-long learning. Our dual curriculum ensures that our entire Addlestone community operates from a place of respect and caring inculcating Jewish values and middot, positive character traits, important life skills, in all our students.

Addlestone is more than a school; we are a community where we all can come together. Please feel free to stop by the office to say hello, share ideas and any concerns. We encourage you to volunteer, share your ideas and help make our school strong! Our teachers and staff look forward to working with you in every way. We look forward to a wonderful year.

Warmly,

A handwritten signature in black ink that reads 'Abby Levine'.

Abby Levine
Principal

2016-2017 FACULTY AND STAFF

All faculty and staff have an email address using the following structure: firstname.lastname@addlestone.org. Refer to our website, www.addlestone.org, for additional information.

LEADERSHIP TEAM

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Ms. Paula Marion

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Mission & Core Values

MISSION STATEMENT OF ADDLESTONE HEBREW ACADEMY

Addlestone Hebrew Academy is a community of leaders and thinkers. Our day school provides an engaging and challenging education in General and Judaic Studies. Students achieve standards of excellence in a nurturing environment that embodies the richness of Jewish life.

CORE VALUES

Academic Excellence - Through engagement and challenge, through collaboration and relationship building with staff and peers, students are encouraged to reach their highest potential and develop a life-long love of learning.

Development of the Whole Child - According to King Solomon, we must “Teach every child according to his/her way.” Cognitive, emotional, social, spiritual and physical development necessitate thoughtful framing of our methodology and pedagogy.

Immersion into Judaism - More than just a religion, Judaism includes language, culture, way of life and community. Our students develop proficiency in Hebrew and a Jewish identity, connecting them to their history, people, the land of Israel and their future.

Love of Torah and Prayer - Studying and understanding our history through Jewish texts and the land of Israel has great relevance to our modern lives. We support the building of personal and significant relationships to G-d and b’nei adam (our fellow humans) through prayer, middot (character), and tikkun olam (social action).

Derech Eretz - Ethical behavior is the core of Jewish teachings. From the concrete tzedakah projects to service learning and the insertion of values into every aspect of our school life, students are taught to increase their thoughtfulness about their behavior and awareness of the feelings of others.

First Things First

CALENDAR 2016-2017

* This calendar is updated as of August 1, 2016. Please note that programs listed are subject to change. For the most up to date calendar, please be sure to check our website at www.addlestone.org.

Thursday, August 11th	EC & K Conferences, 5:00 – 8:00 pm
Friday, August 12th	EC & K Conferences, 8:00am – 12:00 pm
Tuesday, August 16th	NOON DISMISSAL – 1st Day of School
Monday, September 5th	NO SCHOOL – Labor Day
Monday & Tuesday, October 3rd & 4th	NO SCHOOL – Rosh Hashanah
Tuesday, October 11th	NOON DISMISSAL - Yom Kippur
Wednesday, October 12th	NO SCHOOL – Yom Kippur
Thursday, October 13th	EC - Regular Hours K-8 Grade - Late Start (10:00 am)
Monday & Tuesday, October 17th & 18th	NO SCHOOL - Sukkot
Monday, October 24th	NO SCHOOL - Shmini Atzeret
Tuesday, October 25th	NO SCHOOL – Simchat Torah
Tuesday, November 8th	NOON DISMISSAL – Election Day
Wednesday, November 23rd	NOON DISMISSAL – Thanksgiving Break
Thursday & Friday, November 24th & 25th	NO SCHOOL - Thanksgiving Break
Monday, December 19th through	NO SCHOOL – Winter Break
Friday, December 30th	
Saturday, December 24th through	Chanukah
Sunday, January 1st	
Monday, January 2nd	Students Return to School
Monday, January 16th	NO SCHOOL - Martin Luther King, Jr. Day
Thursday & Friday, January 19th & 20th (Conference)	NO SCHOOL FOR EC ONLY (EC Teacher's
Monday, February 20th	NO SCHOOL – Presidents' Day
Friday, March 10th	NOON DISMISSAL – Purim Celebration Day
Monday, April 10th through Wednesday, April 19th	NO SCHOOL – Passover Break
Thursday, May 18th	EC & K Conferences, 5:00-8:00pm
Friday, May 26th	NOON DISMISSAL – Last Day of School

LEADERSHIP & SCHOOL CULTURE

The meaningful contribution to the Addlestone Hebrew Academy vision and mission by all those associated with the school creates our school culture. This includes our staff, our volunteers, and the Board of Trustees.

BOARD OF TRUSTEES

At Addlestone, as at most independent schools, our volunteer Board of Trustees partners with our Principal to support and develop school vision, strategic planning and school culture. Board committees welcome parent and community volunteers whose energy and expertise help develop all aspects of our school program.

To represent the spectrum of our Jewish community, Addlestone's constitution seats two representatives from each local congregation and provides a non-voting role for our pulpit Rabbis, whose leadership adds so much to our community and school. Our trustees--parents and community members alike--govern our school with a diversity of personalities and ideas, which further enriches our students' educational experience.

Trustees are the school's ambassadors, stewards of the school's sustainability, and guides for the professional staff. Their role is critical to the school's success, and we thank all those who are currently serving on our board as well as our past trustees. We encourage future leaders to volunteer to keep our school growing, to nurture and challenge the wonderful children of our school.

ADMINISTRATION AND LEADERSHIP TEAMS

The administration, lead by the Principal, provides leadership that promotes program vision and goals. Administrators respond proactively to changing conditions to enhance our programs. Good listening and effective communication with all concerned creates a sense of trust that allows staff members to operate professionally, as they plan for, implement and evaluate all aspects of the school life.

Additionally, our administrators value and schedule time to foster collaboration, and include as many voices as possible in the discussion.

The administration encourages ongoing training for staff, with an emphasis on the necessary skills needed to build positive relationships, understand children's development, and establish good practices that involve our parents and the community in which we live.

Administrators help with programs and teacher support and are available to answer questions from parents as needed.

Administrators:	Ms. Abby Levine, Principal
	Ms. Ariela Davis, Director of Judaic Studies
	Ms. Julie Murden, Early Childhood Coordinator
	Ms. Nancy Peebles, General Studies Coordinator

ANIMALS/PETS

No animals are allowed in EC classrooms due to DSS regulations, since food is prepared and served there. Animals can be brought into other areas of the school, subject to the following precautions:

Arrangements for class pets or animals visiting from home are to be made in advance of the animal's entry into the school building and/or grounds. Teachers will consider any allergies present in the group to ensure

that any child allergic to an animal is not exposed to that type of animal. Animals must appear in good health and their owners must provide documentation from a veterinarian or animal shelter to show that the animal is fully immunized (if the animal should be so protected) and that the animal is suitable for contact with children.

Reptiles are not permitted as class pets due to the risk of salmonella infection.

The teaching staff is responsible for closely supervising all interactions between children and animals and for instructing the children in safe and appropriate behavior with animals.

Parents/owners are responsible for closely supervising all animals brought onto the school grounds.

BIRTHDAY PARTY GUIDELINES

If you would like to provide a treat for the class in honor of your child's birthday, please speak with your child's teacher in advance. Please see the Kashrut/Kosher section of the handbook for suggestions of kosher treats. In addition to Kashrut, parents should be mindful of dietary restrictions of students in the classroom. Parents are asked to drop off the treats at the front desk, and these treats will be delivered to the classroom. The teacher will determine the most appropriate time for the celebration. If an EC parent is to join the class for the birthday celebration, the treats still need to be brought to the front desk first for Kashrut approval.

A Family Directory is available to enable communication with families. This is distributed at the beginning of the school year. It is not permitted to distribute birthday party invitations at school.

CARPOOL

For safety reasons, the school must be notified in advance by phone or email (info@addlestone.org) of any changes to carpool or other pick-up arrangements. No child will be allowed to go home with anyone other than his or her regular carpool if the school has not been duly notified of the change. This requires a phone or email notification; verbal messages at the classroom door or to the staff member on carpool duty are not acceptable and will not be honored.

The office must be notified by phone or via email (info@addlestone.org) if any student is not going to carpool but staying for Lion's Den or After School Enrichment programs. The school assumes no responsibility for students going off campus following dismissal.

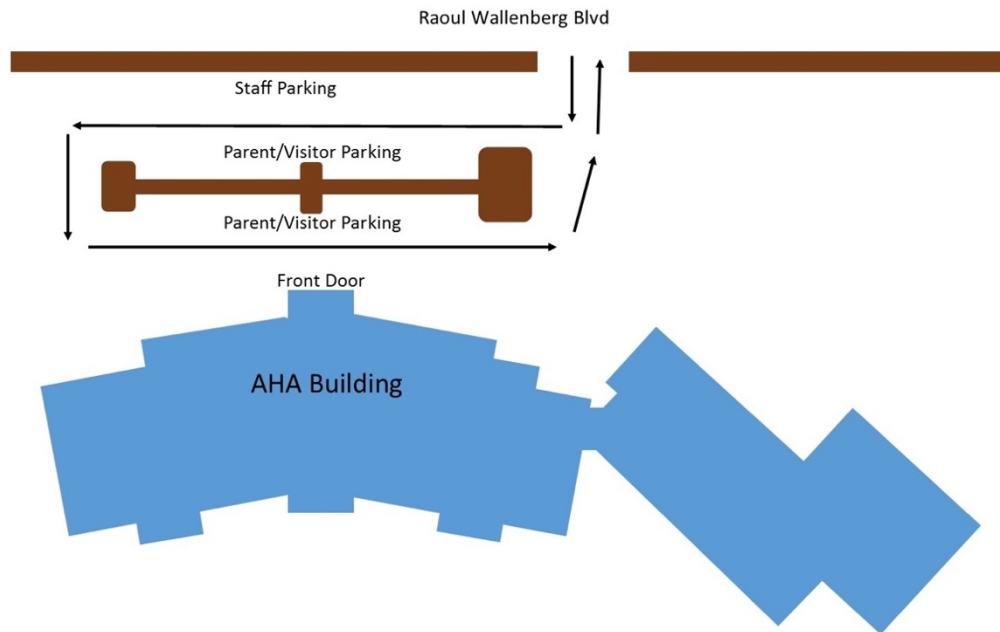
Cars are NOT permitted to stand or park against the curb in front of the school at any time. No car is to be left running if unmanned at any time. Children of any age are never to be left in a standing car without an adult present.

Staff members are not permitted to seatbelt children in their cars. This is a security and liability issue. A parent or adult passenger/driver should be prepared to buckle each child riding in the car.

Parents of Tiny Tot and EC2 students are required to enter the building for drop off and pickup per DSS guidelines. All persons are required to present a picture I.D. prior to being issued a guest pass to enter the building.

Drivers unfamiliar to staff should be prepared to show a picture I.D.

The following image shows the flow of traffic in and out of the parking lot.



Arrows indicate the direction of traffic. Please note that the speed limit in the parking lot is 10 MPH.

CONFIDENTIALITY

Confidentiality concerning children is of utmost importance. Please do NOT discuss your child with teachers at drop-off/pickup or in the halls at school where others are present.

Parents present in the building as volunteers or guests are also expected to respect the confidentiality of children and families by not relaying situations/problems they observe to others.

CONFLICT RESOLUTION

Our professional staff has developed procedures for behavior modification that are developmentally appropriate and based on research which helps children live up to our high community standards.

When conflict does arise, the staff will address the situation, identify what has happened and assist the children (age appropriately) in identifying feelings, describing the problem and trying alternative solutions. Helping the children with appropriate words, role-playing and problem solving strategies can end a conflict and prepare them for future confrontations. Children feel more secure if they know what is expected of them.

Adults (parents, teachers, caregivers, and support staff) can help children learn what behavior is acceptable by:

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

At those times when behavior is unacceptable, the adults may help by:

- A. Ignoring the undesirable behavior (where the behavior is not harmful to the child or others).

- B. Reinforcing the proper behavior.
- C. Redirecting the behavior without calling attention to the negative behavior (i.e. touch shoulder, stand close, and model).
- D. See Parent Concerns/grievance policy for information on conflict resolution.

When a child's behavior is consistently unacceptable, the adult may help by:

- A. Taking into consideration any illness or situation which might cause the behavior.
- B. Removing the child from the situation.
- C. Bringing the behavior to the attention of those concerned, discussing possible causes and planning methods for helping the child.

COMMUNICATION

Good communication allows our staff and parents to work together to make decisions about how to best support a child's development and learning and how to handle difficulties that arise. Parents' knowledge about their children is essential to our ongoing assessment and planning for each child. In order to be sensitive to our children and their family needs, our staff is interested in learning about and accommodating the various family dynamics, cultures and languages represented in our school community. Families are encouraged to share their needs with our staff and administration. As our school strives to be green, we send many communications and updates on your child's behavior via email, blogs, Facebook and the web.

- Emails, Facebook, blogging and our website are an important means of communication at Addlestone. Please refer regularly to our website at www.addlestone.org and our Facebook page, and log onto your K-8 grade child's account at www.renweb.com.
- Weekly class news, school/home communication folders, school newsletter, e-mails, The Jewish Voice, and special mailings or voice mail messages are all used to help keep parents informed about school activities. It is the parents' responsibility to be informed. Please check your emails daily.
- Weekly email: Addlestone prepares a school-wide announcement which is sent via email weekly and includes information about school wide activities, students and faculty success, and important updates.
- The Addlestone Newsletter, our school-wide newsletter, is issued periodically throughout the school year.

These forms of communication will help keep you apprised of the happenings at Addlestone, inform you about important dates to remember, and advertise volunteer opportunities. Please let us know if family members would like to receive our weekly emails or The Addlestone Newsletter. We are happy to include them on our email list.

EMERGENCY CONTACTS

It is important that student information forms be carefully completed, with special care given to the listing of allergies, your physician's telephone numbers, and the numbers of those persons to be contacted in case of an emergency. Should a child become ill while at school, we shall contact the parents immediately. If neither parent can be reached, we shall call the alternate telephone number(s) provided by you.

EMERGENCY DRILLS

Emergency drills--including fire, tornado, earthquake and lockdown--are held at school periodically. Fire drills are scheduled monthly.

EMERGENCY TRANSPORT OF STUDENTS

When a child's health requires immediate medical attention, the following steps will be followed:

- Call 911 to request immediate assistance (if deemed necessary by administrator)
- Call the parents; if not available, then the emergency contact person
- Gather appropriate medical information/paperwork to carry
- An administrator or appointed staff person will accompany the child in the ambulance, if permitted, or will follow by car to the hospital. This school representative will remain with the child until the parents arrive and are briefed.

IMMUNIZATION

To comply with State laws regarding immunizations, our school requires all children new to Addlestone or entering our regular or Lion's Den program to submit the official State of South Carolina "Certificate of Immunization" signed by a doctor, the Health Department, or military clinic. Make sure you ask your doctor for a "Certificate of Immunization." Without this form, properly completed, your child cannot attend our school. The following vaccinations are required of each student:

- Four (4) doses of any combination of DTP, DT, DTP-Hib, DTaP, or Td vaccine with at least one (1) dose received on or after the fourth birthday.
- Three (3) doses of any combination of oral or inactivated polio vaccine with at least one (1) dose received on or after the fourth birthday.
- Two (2) doses of rubeola (measles) vaccine with both doses received on or after the first birthday and separated by at least one month.
- One (1) dose of rubella (German measles) vaccine received on or after the first birthday.
- One (1) of dose mumps vaccine received on or after the first birthday.
- Three (3) doses of hepatitis B vaccine.
- One (1) dose of varicella vaccine (chicken pox) or positive history of disease for all children admitted to kindergarten, first, second, third, and fourth grades.

If your family has elected not to immunize your child, we must have a valid South Carolina Exemption Form on file. Exemption Forms are available from any SC County Health Department.

INCLEMENT WEATHER OR EMERGENCY CLOSING

Addlestone Hebrew Academy will follow the school closing announcements of the Charleston County public schools in the event of unusual or hazardous weather conditions. If the Charleston County public schools are out of session for more than one day, please listen for special local radio, television, and internet bulletins announcing the reopening of our school.

Closing when school is in progress – Any decision to close the school will be made by the administration according to the circumstances. If an event occurs which requires the school to close during a day already in progress, parents will be contacted via phone and email. If a parent cannot be reached, the child will stay with the Principal or her designee until a decision as to where that child will go is made. In such a case, please contact the Principal for information concerning your child at 571-1105.

INSURANCE

The school pays the premium for your child's in-school insurance. However, twenty-four-hour insurance is available to you at an additional fee. Information about insurance will be made available at the beginning of the school year.

MEDICATION POLICY

Addlestone Hebrew Academy follows the SC State and DHEC Laws. Over-the-counter (OTC) and prescription medications can be administered by the office staff if needed, but such medications must be provided by the parent or legal guardian. A parent's signed authorization is required for all OTC medicines; a doctor's signed authorization is required for all prescription medications.

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

B. WE CANNOT ADMINISTER MEDICATION AT SCHOOL UNDER THE FOLLOWING CIRCUMSTANCES:

- If it is sent in a baggie or container other than the original prescription bottle. (This includes any over the counter medications such as cough drops.)
- If parent or legal guardian fails to send in a signed release form.

Office staff or the Principal's designee will administer medications as needed. Any student taking medications will sign a medication log. If a child fails to come to the office to take medication, he/she will be called to the office. All medication will be locked up at all times, according to the DHEC laws.

HEALTH & WELLNESS GUIDELINES

CARING FOR CHILDREN WHO ARE ILL

Our program cannot keep and care for actively sick children. No child with fever or signs of infectious disease will be admitted or retained. The office will call you if your child becomes ill during the day (fever, vomiting, etc.).

Children in the grades need to be in school on a regular basis. If your grade school child awakes a little under the weather but with no fever, vomiting, diarrhea or signs of contagious illness, send him/her to school and notify the office staff. Please do not tell your child to call home during the day; you will be contacted should your child become sick or injured during the school day.

Please alert your child's teacher if he/she is taking any medication that may affect school performance.

Certain illnesses may necessitate the temporary removal of your child from school. Children will be checked for health status, and if the staff determines the following conditions exist, the parent(s) will be contacted to pick up their child immediately.

ELEVATED TEMPERATURE

A temperature of one hundred (100) degrees Fahrenheit necessitates exclusion from school. The student may return to school when their temperature remains normal for 24 hours without the aid of a fever reducing medicine such as Tylenol or Advil.

RASH WITH A FEVER

Rashes with a fever require absence from school.

CONGESTION AND DISCHARGE

Ear and nose discharge with a fever are considered grounds for school absence. Bleeding from the ear (even without a fever) will be reported to the parent(s) immediately.

VOMITING

If a child has been vomiting at home, he/she should not be sent to school. If vomiting occurs at school, the child will need to be taken home. The student may return to school after vomiting has ceased for 24 hours.

SKIN INFECTIONS/LESIONS

Children with scabies, ringworm, impetigo or pinworm will not be permitted to be in school until they have been treated for 24 hours. If a child has a skin lesion that is not considered contagious and is verified as non-contagious in writing by the student's physician, and the lesion is adequately dressed to prevent drainage while the child is at school, the child's attendance will be permitted. Staff will not change dressings of this nature. Parent(s) will be notified if the dressing becomes saturated and drainage occurs.

HEAD LICE

Head lice occur from time to time at school. This in no way reflects unclean habits, but rather contact with another person or materials that have live lice or eggs. The American Academy of Pediatrics recommends children be excluded from school until after the first treatment. On readmission, a child must bring the label from the shampoo used. Children will be not be readmitted to class until they are nit free.

RETURN TO SCHOOL AFTER ILLNESS OR SURGERY

A written statement of good health from a doctor will be required in order to return to school when:

- (a) A child has had a diagnosed communicable disease (strep throat, pink eye, pin worms, impetigo, etc.). We do not require a statement that the child has had chicken pox, but we will do a visual check to make sure that all pox are dried.
- (b) A child has undergone surgery or been hospitalized.
- (c) A child has an injury that limits his or her full participation.

NOTIFICATION OF COMMUNICABLE DISEASES (OTHER THAN THE ABOVE MENTIONED)

Any child who is suspected of having a communicable disease or who develops signs and symptoms which include, but are not limited to, any of the following will be removed from the classroom: fever, diarrhea, rash, pink eye, skin infections, hepatitis A, salmonella (food poisoning), shigella, measles, mumps, chicken pox, rubella, pertussis, polio, hemophilus, influenza type B, and meningococcal meningitis. We will notify the parents of the child and ask that they pick him/her up as soon as possible. The child will not be allowed to return to the school until he/she is no longer contagious.

Parents are notified in writing whenever a communicable disease is reported at school. Notices are sent to the affected classes.

FACILITY MAINTENANCE & REPAIR

Maintenance staff is aware of DHEC and NAYEC regulations that pertain to the cleanliness of the building and methods and materials appropriate for use in a school setting. Blood Borne Pathogen training is also provided annually.

Repairs and mowing/weed removal will not be done in the presence of children. All insect treatments are to be done when school is not in session.

LOST AND FOUND

Please label your child's clothing, especially jackets and backpacks. Lost items are kept in the office. Please check for lost items frequently, as our storage space is limited, and unclaimed items will be donated to charity several times throughout the school year.

Lost items are rarely an issue when clothing is marked with children's names.

LUNCH & SNACKS (NUTRITION)

Addlestone follows the national school lunch program with respect to nutritional guidelines and style of food service. Nutrition and wellness are among our highest priorities and we plan menus accordingly. This includes serving fresh fruits or vegetables daily, as well as an inviting salad bar. In addition, a hot entrée is served daily with an option of a sandwich prepared on wheat or white bread. As each student's health is important, we strive to accommodate food allergies; please contact the Administration to discuss alternative preparations for your child's food allergy. A doctor's note about the food allergy must be handed in to the main office. The Addlestone lunch program and all classrooms are peanut sensitive. Soy butter sandwiches will be available. Questions can be directed to the school's lunch program coordinator or to the Administration.

PROHIBITED ITEMS

SMOKING is prohibited in the school buildings and on the playgrounds.

The following items are prohibited to children in the school buildings and on the school grounds:

- guns or other weapons, including toy weapons
- knives, including but not limited to pocket knives
- illegal or unauthorized drugs
- alcohol
- tobacco, any tobacco products, or any smoking paraphernalia
- laser lights
- cell phones (may not be used by students during the school day)
- electronic devices (other than school iPads)

In addition, the following are prohibited in EC:

- sippy cups
- baby bottles (may not be used at school at any time)

If you have any questions, please contact an Administrator.

STUDENT SUPPORT SERVICES & STUDENT SUPPORT TEAM (SST)

Differentiation for students' needs occurs in the classroom through monitoring and modifying groupings, materials and pedagogy. Our Student Support Team (SST) helps students and staff in this process in both general and Judaic studies. The SST works closely with students, teachers, parents and other support providers to ensure that students' needs are met. Families are encouraged to be actively involved in their child's support plan. In addition, the SST coordinates support from outside professionals with our faculty and parents. Information from the SST will be communicated to parents or guardians as needed.

Support Services for Students

- Screen and assess
- Gather information from families, staff and relevant professionals
- Establishes and fosters communication among families, teaching staff, administration, and the SST
- Provide appropriate information to relevant professionals when needed
- Adapt curriculum, environment, strategies, schedules and materials for the student in the classroom
- Follow developmental progress of children through classroom observation, dialogue with students, families, teachers, and other professionals as needed
- Administer screening and diagnostic tools when necessary
- Provide individual resources and support materials/programs
- Provide curricular support, skill remediation, organizational tools and study skills

Support Services for Teaching Staff

- Meet with teachers to assist in monitoring children's development and progress
- Provide support and suggesting strategies for student instruction and behavioral management
- Participate in generation and maintenance of education plans designed for designated students
- Provide resource materials & programs
- Provide up to date list of child and family support services in the community

TUITION PAYMENTS

Enrollment Fee: The Enrollment fee is due at time of enrollment.

School Tuition and Fees: Tuition and Fees need to be paid according to one of the three (3) plans below. You are required to select a Tuition Payment Plan at the time of enrollment.

Plan A: All tuition and appropriate fees are to be paid in full by May 1st.

Plan B: All appropriate fees and 60% of full year's tuition are due by May 1st, with the remaining 40% due by October 1st.

Plan C: All appropriate fees must be paid to Addlestone by May 1st, with monthly payments of tuition made over the school year through through FACTS Tuition Management Company (see below).

FACTS Tuition Management Company (1-800-233-1096). Please note: FACTS charges a fee of \$20.00 for administering Plan B and \$46.00 for administering Plan C.

Payment by Credit Card: The use of a credit card for payment of tuition or fees incurs an additional 2.5% credit card processing fee.

Partial Years: If the child enters school during the year, the parents will be required to pay for at least half the year, and then by quarter, for each additional full or partial quarter the child is in school. (For students withdrawing during the school year, see Withdrawal/Termination below.)

Tuition Discounts: Families with more than one child are charged full tuition for the student in the highest grade. A 10% discount is applied to each additional child's tuition in grades K-8 only.

Tuition Assistance: Applications for tuition assistance are available online at www.factstuitionaid.com

for students in Kindergarten through 8th grade. Requests for financial assistance will be addressed based on need and as funds are available, as determined by FACTS Grant and Aid Assessment. The ultimate decision of the financial aid is determined by the Tuition Assistance Committee. Addlestone applies for and receives annual subvention from the Charleston Jewish Federation in support of financial aid funding. All information regarding tuition assistance is kept in strictest confidence.

Please contact the Administration (for questions concerning the Tuition Assistance Process) and Addlestone's Business Manager (for questions concerning payments and payment schedules).

Please Note:

- FACTS assesses a nominal financial aid application fee.
- A minimum tuition of 10% is required for each student accepted for enrollment.
- Registration, lunch and building/security fees are not eligible for reduction or financial aid.

VISITORS

We welcome all visitors to our school. For the safety of our students and the continuity of our academic program:

- all visitors (including parents and volunteers) are required to obtain a visitor's pass from the front desk after providing a photo I.D.
- visitors must sign in at the office and must display the visitor's pass while in the building
- no parent or other visitor is allowed to enter a classroom without first obtaining permission from the office

To minimize disruptions, we request that all messages for children or articles for them should be brought to the office, and not sent or delivered directly to the classroom.

Alumni and former students who wish to visit classrooms are asked to call the Principal to ascertain if the class schedule will accommodate visitors. For legal and liability reasons, former students who are minors will need to bring to school a written letter from his/her parents or guardians giving express permission to visit the school.

WITHDRAWAL/TERMINATION

If parents wish to withdraw their child from Addlestone, they should notify the Principal immediately, in writing.

- If a parent withdraws a child by choice, they must pay all remaining tuition according to the tuition contract.
- If Addlestone recommended the withdrawal for educational reasons, the parents may be allowed to pay a prorated amount.
- If Addlestone recommends or requests the withdrawal for discipline reasons, the parents will be required pay all tuition in full.
- If the family is moving out of town, they must pay for half the year, and then per quarter.

If Addlestone wishes to terminate services to a family, the parent(s) must be notified in writing at least two weeks in advance of the last day services will be provided. Addlestone is responsible for giving the parents a full explanation of the reasons for termination. Immediate termination will occur if any unsafe or threatening actions occur, such as possession of weapons, drugs, alcohol, violence, etc.

LACK OF PARENT COOPERATION:

Services may be terminated by Addlestone when a pattern or a combination of the following becomes excessive: child absences, late arrivals or pick-ups, a request for special needs that the school cannot meet, failure to pay the required tuition, failure to comply with the policy concerning behavior expectations, or being out of touch by telephone. In cases where Addlestone terminates services due to an educational reason, a pro-rated refund will be made, excluding the registration fee. If a child is dismissed for disciplinary reasons, however, tuition will still be due in full.

*Please refer to your tuition contract, which is on file in the business office, for any questions regarding the refund policy. You may contact our Business Manager at 571-1105

Transcripts will be released only upon complete payment of tuition and fees.

How Parents Can Help

Addlestone is a place where the whole of each child is nourished. As a community day school, we foster a sense of community among our families by sponsoring family events. Family friendships form and flourish in our school community. We depend on the partnership between our school and our families. There are many ways to show your support and your commitment to your child's education and our school community. Parents can support the school by:

Giving a high priority to our school in daily life

Nurturing a student's strengths and unique qualities

Showing pride and enthusiasm in a student's achievements

Encouraging students to view school as a valuable place for learning in all facets of life

Demonstrating support for teachers and the administration by trusting and respecting them and adhering to school policies

Providing support for classroom activities, such as volunteering for field trips, sharing your talent or expertise, etc.

Assisting students to make decisions that reflect a balance between personal needs and the good of all

Helping students recognize a balance between their personal needs and those of other children

Appreciating the need for both cooperative and individual efforts at school

Participating in and attending school events, including school plays, holiday celebrations, and conferences

Communicating with the appropriate person who can make a difference when questions or problems arise

Welcoming new families, staff, ideas and methodologies into the Addlestone community

Joining a committee or the Board of trustees and volunteering a few hours of your time and expertise

Supporting school policies outlined in this manual, such as the uniform and tardy policies

PARENT VOLUNTEER OPPORTUNITIES

The staff and volunteer leadership at Addlestone understand the many challenges you face in balancing your time. It is important to us that you have access to various opportunities that appeal to a wide range of schedules.

To share your time and talents at Addlestone, communicate with the Parent Association, the office at 571-1105 or your child(ren)'s teachers. The staff will be happy to help you make the most of your volunteer time whether you have 15 minutes, 30 minutes, or an hour or more. There are many ways to get involved at Addlestone, both in school or at home, and during school hours or outside regular hours. Here are a few suggestions:

- Helping with cooking in school, gardening or holiday celebrations
- Assisting with special classroom projects

- Serving as a “guest reader”
- Providing materials for special projects
- Sharing a talent, hobby, occupation or area of expertise
- Making phone calls
- Driving and chaperoning on field trips
- Serving on a committee or task force
- Helping with Development activities and fundraising

PARENT ASSOCIATION (PA)

The Parent Association (PA) is intended to create a connection between our school and your home and aims to build a warm and supportive community for students and their families. The PA focuses its efforts on community building, school, and classroom support. Collectively, PA members and school volunteers serve as goodwill ambassadors for the school, planning events throughout the year for students, parents and families. In addition, they help to coordinate volunteer resources for the classroom and school.

The PA follows all school policies. This includes, but is not limited to, making sure that events and communications are never scheduled on Shabbat or Jewish holidays. In addition, all events must follow the school’s kosher policy (see Community Table/Kosher Guidelines).

There are many ways parents can support our school. From volunteering in the classroom to assisting with setting-up at an event, there is always something for everyone. Our school volunteer efforts and leadership strengthen and enrich our school program, and allow you to experience the spirit of Addlestone. Your participation in the PA will make you an essential part of our school community, and send a valuable message to our children.

PARENT ACCESSIBILITY

All parents are expected to keep the school apprised of their current address, class schedule, employment, home, work and cell phone numbers, and email addresses.

All parents are expected to be reachable at any time their child is present at school. They are also expected to make arrangements for another person whom the school may contact to pick up their child in the event of an emergency when a parent is unavailable.

PARENT CONCERNS/GRIEVANCE POLICY

When parents have a concern about educational, social or safety issues, interactions with staff, or other issues concerning Addlestone and their child, they should bring the issue to the attention of the school. Addlestone will make every effort to address parent concerns in a timely manner. Issues can be handled in the most effective manner if parents present their concern in the following order:

1. Make an appointment to discuss issues with the child’s teacher.
2. Make an appointment to discuss issues with the appropriate Administrator:
 - Judaic Studies: Ms. Ariela Davis
 - Early Childhood (Tiny Tots-KG): Ms. Julie Murden
 - Lower and Middle School (Grades 1-8): Ms. Nancy Peebles
3. Make an appointment with Addlestone Principal, Ms. Abby Levine

If your concern is not resolved, you may write a letter to the Executive Committee of the Board of Trustees expressing your concerns and requesting a meeting with them.

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

EC Philosophy and Program Information

OUR EARLY CHILDHOOD PROGRAM

The Addlestone Early Childhood Program provides a comprehensive, NAEYC accredited program for young children, from 18 months to the year a student turns five. The program is under the direct supervision of the Addlestone Principal and the Early Childhood Coordinator. Addlestone employs degreed teachers, assistant teachers, and support personnel.

The school is registered with the South Carolina Department of Social Services and meets all State health department regulations and fire codes. We maintain excellent child-teacher ratios, lower than those recommended by the SC Department of Child Care Licensing standards.

Our regular program is open from 7:30 am until 3:25 pm Monday through Thursday and 7:30 am until 3:00 pm on Friday. Full and part-week care is available for children under three. The four year-old program is five days a week from 9:00 am - 12 pm. An extended program is offered for children from 3:25 pm until 6:00 pm. Due to Daylight Savings Time, the extended program ends at 4:30 pm on Fridays from November to March. Lunch is served to full day children. A snack is served during the morning. All food in the school is Kosher.

Addlestone is a Community Jewish Day School that registers children of diverse backgrounds. Jewish law requires respect for all individuals and for their cultural backgrounds, values, languages, beliefs, and abilities. Families choosing Addlestone understand and are comfortable with the values, customs, holidays and overall Jewish lens by which our curriculum is developed.

EARLY CHILDHOOD EDUCATIONAL PHILOSOPHY

Addlestone provides a warm, caring environment in which young children can safely grow and learn. We recognize and respect that children grow and develop skills and abilities on individual timetables. We believe it is the role of the educator to protect and nurture each child's individuality and diversity.

We build a curriculum that balances the important skills taught in both General Studies and Judaic Studies. Framing our pedagogy with Reggio Emilia Approach and the Creative Curriculum, our educational environment offers a developmentally appropriate curriculum that utilizes experiential education, a rich and differentiated learning environment, and a depth of understanding supporting children's individualized learning pace.

We endeavor to provide a curriculum that reflects the culture and beliefs within the Jewish community and at the same time recognizes the importance of secular education. Our school environment enriches and educates through meaningful learning experiences that foster the emergence of caring, autonomous individuals.

It is the educator's role to be knowledgeable about each student and to design a program that recognizes and evaluates each child's learning styles and abilities. We are committed to the development of the whole child. A variety of learning choices are offered by using a center-based approach, teacher guided activities, and a developmentally appropriate curriculum that consists of many hands-on activities, a rich learning environment, and flexibility that allows each child to develop at his/her own pace.

The program recognizes the importance of parents being the first teachers of their children. Cooperation and communication are vital for a child's overall success and well-being. Through ongoing

communication, the implementation of parent education, and involvement opportunities, the program seeks to strengthen and enrich the families and the community of the children that we serve.

ABSENCES/ATTENDANCE

Regular and timely school attendance is necessary for success in school, helps children establish routines, and provides a sense of security for young children.

Advance presentation of a written request from the child's parent is required for any dismissal during the school day. Early dismissal notifications should be brought to the EC Coordinator in writing or via email. This applies even when the parent personally comes for the child. Parents must come to the front desk when calling for children and sign them out.

Medical and dental appointments should be made, whenever possible, after school hours.

AFTERNOON PROGRAMS (PM) (12:00 - 3:25PM)

The afternoon programs provide enriching, extended day services for Addlestone families. A school lunch is served to all children staying for the afternoon. Lunch is served in classrooms.

The afternoon programs are NOT DROP-INS; parents register children for regular attendance and specify the days of the week on which they will attend.

Lion's Den (Extended Day) Program provides additional services from 3:30 until 6:00 pm. Due to Daylight Savings Time Lion's Den (Extended Day) ends at 4:30 pm on Fridays from November to March.

Sleepers (Ages 18 months to 2 years)

The sleeper groups participate in a "quieting" time after lunch, in which bedding is put out, toileting handled, and children are settled in for a nap to classical music. Napping lasts approximately two hours, and children are awakened by 3:00 pm. Preparation for departure includes toileting/diapering, putting away bedding and a story when time permits.

Each sleeper needs a tri-fold, plastic mat and a small blanket (crib size). Each Friday, your child's bedding will be bagged to go home. Please wash the bedding over the weekend and return it each Monday.

Each item must be marked with the child's name.

EC PM (Ages 3 to 4 years)

EC PM participates in a variety of enrichment activities. The afternoon includes a quiet rest time (approximately 20-30 minutes), themed activities, center time, and outdoor play. Each child needs a tri-fold plastic rest mat that is kept at school. Do not send pillows, blankets, pacifiers and toys for this short quiet time.

Regular Dismissal

At dismissal time (3:25 pm on Monday – Thursday; 3:00 pm on Friday), parents of sleepers (ages 18 months to 2 years) must park and come to the nap rooms to pick up their children. Please park in designated spots or in regular parking spaces; do not leave your car either standing or parked by the curb in front of the school entrance.

At dismissal time (3:25 pm on Monday – Thursday; 3:00 pm on Friday), the EC PM (ages 3 to 4 years) students will be dismissed to parents/designated carpools waiting in the pick-up line. Teachers will walk the children to the cars and assist them with getting in. For legal/liability reasons, the parent/driver is responsible for buckling the child's seatbelt.

ARRIVALS, EARLY DROP, LATE ARRIVALS & DISMISSALS

7:30-8:45 am

ALL CHILDREN ARRIVING FOR EARLY DROP MUST BE ACCOMPANIED BY A PARENT/GUARDIAN TO THE DESIGNATED ROOM.

The parent/guardian will then:

- ensure the child is signed in on the class attendance sheet
- help their children place their backpacks in the appropriate location
- supervise their children's hand washing
- turn their children over to the adults in charge
- complete their good-bye rituals with their children

Parents should park in a parking space while accompanying their children into the building; leaving your car standing or parked by the curb in front of the school is not permitted.

8:45-9:00 am

During this designated ECE morning arrival period, Tiny Tot and EC2 children must be accompanied by a parent/guardian to the classroom. Parents are asked to follow the same five steps as bulleted above. Parents are asked to park and wait to enter the building until the EC staff is on duty outside at the curb. This signals that staff is in place in the classrooms to receive children. Entrance is through the main door. Parents must check in at the front desk and present your picture I.D. to obtain a visitor's badge.

EC3 and EC4 children may be dropped off at the main door to the staff on duty, who will then supervise their entrance into the building. If you wish to escort your child into the building, please park in the parking lot; do not park or leave your car standing in the carpool line. Two cars will be unloaded at a time. No child should exit a car before the teacher arrives at the car door. Safety requires that children be escorted from cars and toward the entrance. Participating in carpool drop-off fosters independence and a sense of "I can do this!" in our children.

Periodically, parents may wish to park and walk into class with their children in order to see the class setup and hall displays and to receive a tour around the classroom led by their child. Plan to arrive at 8:45 on these days, so time is available to visit before the 9:00 a.m. start of the day.

Adults who are parking to enter the building MUST NOT park or leave their car standing in the drop-off area in front of the building. It is the responsibility of parents to communicate arrival/departure procedures with babysitters, grandparents or any other adults who accompany their children.

EARLY DROP PROGRAM (7:30 - 8:45AM)

The purpose of the Early Drop program is to provide child care when school is in session to those children who need to begin their day earlier than our regular ECE drop off (8:45 - 9:00 am). Children register for specific days and an approximate drop off time. Regular staff members cover this time period and supervise free play. Children gather as a mixed age group from 7:30 - 8 am in classrooms. At 8:00 am, they are divided into age groups and move to other ECE rooms.

For arrival, parents of Early Drop children are asked to park their cars in designated parking spaces and bring their children (regardless of age) into the building through the main door. Do NOT park or leave your car standing in the drop-off area, as other grade school children will be dropped there during our Early Drop time.

In the classroom, parents are asked to greet the staff, sign in their children, assist with storing their childrens' backpacks and help the children wash their hands prior to their good-bye ritual.

“Dropping In” on the Early Drop Program: With 24 hours’ notice and when space allows, a child may attend this program for a morning. The cost is \$10 and is payable on the same day. Contact the EC Coordinator for information.

ARRIVALS AFTER 9:00 AM

Late arrivals should enter the school with a parent/guardian through the main door and report immediately to the front desk to sign in the children. Parents will then walk their children to their classrooms. Teachers are not permitted (for safety reasons) to open doors unless they have been alerted that an approved person is coming.

WE EXPECT ALL CHILDREN TO ARRIVE AND PARENTS TO EXIT THE BUILDING BY 9:00 am. This makes a smooth start for the day. Classroom opening activities begin at 9:00 am. Children arriving late cause a break in this routine, may disrupt opening activities, and put the late child at a disadvantage (missing opportunities and other information about the day). Parents coming in late with children may also upset those who have just separated from their own parents. We understand that late arrivals will occur from time to time because of doctor’s appointments, etc., but late arrivals should be a rare occurrence.

Please plan your morning routine to include arrival for EC programs between 8:45 and 9:00 am unless you are using the Early Drop service. The official school time is registered by the clock in the main office.

REGULAR DISMISSALS (12 NOON & 3:25PM)

12 Noon Dismissal

Tiny Tot and EC2 children will be dismissed by the teachers to designated pick-up persons in the classroom beginning at 11:45am. The teacher opening the door indicates that dismissal time has begun and adults may enter the room. Assigned staff will tend to children remaining for the afternoon.

EC3 and EC4 will be dismissed to lunch duty staff or parents/carpools at 11:45am-12:00pm. At 12:00 noon, our teaching staff must be available to move on to lunch or lunch duties. Your promptness is appreciated.

3:25 pm Afternoon Dismissal

All sleepers must be picked up from the EC rooms between 3:15 - 3:25 pm on Monday – Thursday (see “Afternoon Program”). Pick-up on Friday is at 3:00 pm.

EC3 and EC4 afternoon groups will be dismissed at 3:25 p.m. to cars waiting in the pickup line or staff as designated on Monday – Thursday. Dismissal on Friday is at 3:00 pm

Irregular Departure Times

Teachers should be notified in writing, in advance, when a child will be picked up at a time other than regular dismissal times. The parent arriving to pick-up their child must report to the office to sign the child out prior to going to the classroom. Parents are asked not to pick up from sleepers between 12:45 - 2:45 pm, as this disrupts napping for others. EC4 and EC3 MUST receive notice from the office to authorize early pickup.

AT NO TIME will a child be dismissed to a parent directly from the playground. The same procedure as stated above must always be followed, i.e., report to the main office first and a staff member will notify the teacher.

Children of any age are never to be left in a standing or parked car without an adult present.

Drivers unfamiliar to staff should be prepared to show an official picture I.D., such as a driver’s license.

Parents are required to enter the building for drop off and pickup. Parking spots are available for parents in front of the building. Do NOT leave your car standing or parked at the curb in front of the main entrance.

Seatbelts

ECE staff is not permitted to seatbelt children into cars. This is a security and liability issue. A parent or adult passenger should be prepared (inside the car or outside by the door) to buckle each child riding in the car.

ASSESSMENT/EVALUATIONS

Assessments are an integral part of our program. Assessments of children, staff, administration and the program as a whole are conducted in the following manners:

Children

The primary purpose of assessment is to support children's learning. In addition, assessment tools:

- Track the growth of children across developmental areas: social/emotional, physical, language and cognitive
- Assist the teachers in adapting curriculum, lesson plans, activities and environment to meet children's specific needs and interests
- Help identify children who might benefit from early intervention of services
- Assist the teachers in communicating children's progress with their families
- Provide feedback on the overall EC program evaluation

Teachers use multiple assessment tools to document child growth and development.

- The individual portfolio includes work samples, photos, teachers' observations, anecdotal notes, audio recordings, other checklists, rating scales, etc. Portfolios are shared with parents at each conference.
- Monthly assessment meetings take place between the EC Coordinators and the teachers, during which each child's progress is discussed and recommendations are made if necessary.

Written conference report forms and summarized assessments findings are given to parents who attend conferences and mailed to those who are unable to attend. For professional reasons, the raw assessment materials are not given out.

The assessment process for children involves a team approach. Teachers begin the process with the assistance of the parents who share information through a written development survey and intake conferences. Parents are encouraged to be active participants throughout the school year by continuing this information sharing both at regular conferences and between conferences, as they deem necessary. Parents are asked to describe how their children best share their knowledge, and to share information about the developmental milestones they observe outside the school setting.

Teachers team with Student Support Services and administration to monitor and discuss children's progress on an as needed basis.

At the end of each year, much of the portfolio contents are sent home. Teachers hold the Developmental Continuum and a few work samples and/or photos to pass on in the portfolio to the next year's teacher. Children's Conference Report Forms are added to each child's permanent record. Assessment tools are also used as indicators of overall EC program successes and weaknesses. The gathered information informs the program plan for the following year.

The EC program staff is committed to confidentiality surrounding children and their assessments. Documents are housed in a secure manner and shared only with those directly involved in supporting the child. Staff will not discuss individual children, their progress or classroom situations at drop-off, pick-up or in the hallways/surrounding areas. Parents may call to schedule a meeting/phone call with the appropriate staff when concerns arise outside regularly scheduled meeting times.

Overall EC Program

Each school year ends with a staff discussion of the year considering all input and planning for the following year. Periodic evaluations are also conducted by outside professionals/organizations including DSS and DHEC, NAEYC and SAIS.

Assessment of the overall EC Program is based on our annual family and staff surveys, as well as regular feedback we receive during the course of the school year.

AVAILABILITY OF EC ADMINISTRATOR

Ms. Julie Murden greets parents and children upon arrival and has office hours from 7:30-12:00 and 12:30-3:45 pm. Should you have a concern and be unable to reach Ms. Murden, please contact the Principal, Ms. Abby Levine.

BACKPACKS

Each child will need a backpack to facilitate ongoing communication and to transport items between home and school. Select a standard size backpack that is large enough to hold the 9x12 communication folders but small enough to fit in our cubbies. Wheeled backpacks DO NOT fit in cubbies; they take up usable floor space and are not needed for the lightweight materials sent home. Tell your children that rolling bags are for the Grades only, not EC.

BEHAVIOR EXPECTATIONS

Children explore a variety of behaviors as a form of communication and play interactions. This is developmentally normal. Our faculty guides children in selecting appropriate choices. Habitual behaviors such as biting, hitting, slapping, and kicking are a safety concern and cannot be tolerated. While these behaviors are part of normal development for young children, when they are habitual, they become a concern for the welfare of other children in the classroom. When a child displays inappropriate behavior that affects another child (such as biting), each parent will be contacted. If a child habitually displays this type of unacceptable behavior, the parent will be sent a letter and invited to a conference with the administration. If this behavior continues, the administration will make a decision in regard to the child's continued enrollment at Addlestone.

CLOTHING

Children's clothing must be appropriate for the weather and season. We will be going out daily, except on rainy days, so please dress your child accordingly.

Every child must wear shoes that are rubber soled, that lace, buckle, or have Velcro closures, and that are closed-toed and heeled. DO NOT SEND CHILDREN IN FLIP-FLOPS, JELLIES, CLEATS, COWBOY BOOTS, SANDALS, CLOGS or CROCS. These types of shoes are not safe for climbing equipment and tricycle riding. Sneakers are required on EC Movement days.

Play clothes are appropriate for school.

No costumes/dress-ups should be worn to school unless requested by the teacher for a unit activity.

By the first day of attendance, each child must bring a full set of labeled clothing, including socks and underwear, in a labeled Ziploc bag. These are to be left at Addlestone in the child's cubby and replaced as used. As winter approaches, a set of clothes for cold weather should be sent to school, to be replaced by warm weather items again in the spring.

Children are active and some activities may be messy, causing children to get dirty. Please send your child to school in play clothes and avoid telling him not to get dirty. Please label all your child's belongings.

COMMUNICATION

Open communication between parents and staff is very important. To facilitate ongoing communication, families will receive a folder for their child on the first day of school. This plastic, two-pocket folder should be carried back and forth each day. It is to be checked daily by both staff and parents; checking this folder with your child sets up a natural time to discuss the day's events. Additionally, please check your email on a regular basis for general updates.

COMMUNITY RESOURCES

We encourage contact between our administration and staff and other schools in the area. Our parents and other members of the community are invited to share their skills and special talents with us, and we would like to continue building the community awareness of our children by participating in events such as Earth Day, National Dental Week, and the Week of the Young Child.

The Early Childhood Coordinators maintain connections with professional services available for children in our community and can be contacted for further assistance in this regard.

CONFERENCES

Three parent conferences are scheduled each year (August, November, and May). Written assessments are sent home in February. Additional conferences may be scheduled at any time by the teacher, parent or EC Coordinator. Conferences can also be arranged upon parent request between the formal conferences or at any time deemed necessary.

Parents are asked not to call staff at home outside school hours or send text messages unless requested by the teacher. Leave a message at the school office for the teacher to call you.

In order to support our children's learning and development, it is the policy of Addlestone Hebrew Academy that parents of students who are separated, divorced or no longer living under the same roof and who want to participate in conferences attend these conferences at the same time.

Step-parents with a direct responsibility for the welfare of a child(ren) are welcome to attend the conferences, as they may be required to follow through on the recommendations of the teacher.

The involvement of step-parents must be made with the agreement of both parents.

At the parents' request, a recording and transcript of the conference can be made available. Parents will be responsible for signing a waiver and the cost of this service.

An Early Childhood Coordinator or administrator will be present at Parent/Teacher conferences involving parents who do not live together.

These steps are made to ensure that both parents understand and jointly receive the commendations and recommendations of the teachers and administrator regarding a particular child.

INTAKE CONFERENCES

Parent-teacher conferences before the opening of school are scheduled through the school office. Every family is strongly encouraged to use this opportunity to share information about their children with teachers and join in the planning of their education. Children should not accompany their parents for any of the parent/teacher conferences.

CURRICULUM

The EC program and curriculum has been carefully planned to provide the best developmentally appropriate experience possible for your child. Our curriculum incorporates the following resources: As a framework for planning and environment: CREATIVE CURRICULUM by Jones and Dodge. To ensure all activities are developmentally appropriate: NAEYC GUIDELINES by Sue Bredekamp and Carol Copple, Ed. We use ZooPhonics for our Literacy Program. To incorporate Hebrew and Judaic Studies daily in our curriculum, teachers develop their own materials and programs and we use for our Hebrew Language Program, CHALAV U'DVASH

The curriculum covers the areas of Art, Health, Hebrew Language, Judaic Studies, Language Arts, Math, Music, Physical Education (EC Movement), Safety, Science, and Social Studies.

The Addlestone staff selects themes of study for each year, taking into consideration the interests of the children. Each area of the curriculum adds to the total and balanced development of the child. Experiences and activities are carefully planned to enhance the physical, social/emotional, language, and cognitive development of the child.

Activities and experiences are planned for a variety of groupings: the total group, small groups, and individual children. The Addlestone staff selects themes for exploration and investigation by the children in the classroom. These themes guide the teachers' planning for classroom activities.

The South Carolina Early Childhood Standards and Objectives are reflected in our curriculum.

DIAPERING

The parent must provide diapers, baby wipes and special creams. Please be sure that your child always has an adequate supply of these very important items.

Diapering in our classrooms follows the posted procedures.

DIFFERENTIATION AND STUDENT SUPPORT

Differentiation involves looking across all developmental areas: social/emotional, physical, lingual, and cognitive. Different learning styles also affect the way a child approaches learning skills and social interactions. Families are encouraged to be actively involved in the support process.

Differentiation and support is accomplished by:

- Screening and ongoing assessment
- Gathering information from families, staff, and relevant professionals
- Establishing and fostering communication between families, teaching staff, administration, and Student Support Services
- Adapting curriculum, environment, strategies, schedules and materials
- Facilitating the provision of inclusion aides, as needed

ENROLLMENT

1. In the EC Program, all children must be the appropriate age for their class by September 1st. Tiny Tots may enter our program when they reach 18 months before the end of January. New children are not accepted in Tiny Tots after January 31st.
2. Every child enrolled in EC3 and older groups must be fully potty trained (i.e. able to independently recognize the need to use the potty and work on independence in related self-help skills).

3. Certificate of Immunization, DSS form and a copy of the child's health form/physical signed by a doctor must be provided prior to admission. These records must remain current.
4. An Addlestone registration packet must be completed prior to the start of school. Children may not attend school until all paperwork is complete and turned in to the school office.
5. Parents are strongly encouraged to schedule an intake interview on the August Conference Day. Ms. Julie Murden, EC Coordinator, schedules these appointments. Please call the EC office in August to schedule. This is an adult only event and an important opportunity for teachers to see children through their parents' eyes.

HAND WASHING

Hand washing is our #1 defense against the spread of illness in the early childhood setting. We teach the hand washing steps as directed by the Department of Health and follow the NAEYC guidelines for the times that this washing is to be done. We encourage parents to teach/use the same procedure at home to aid the children in internalizing this process.

Children and adults must wash their hands:

On arrival for the day

After diapering or using the toilet

After handling bodily fluids (blowing nose, coughing, etc.)

Before meals and snacks

After water play involving two or more persons

After handling pets/animals or surfaces touched by animals

While moving from one group to another group of TT or EC2s

Adults must also wash their hands:

Before and after administering medications

After assisting children with toileting/diapers

After handling garbage or cleaning

Method of handwashing:

Use soap and running water

Rub hands vigorously

Wash all surfaces, including back of hands, wrists, between fingers and under fingernails

Rinse well

Dry hands with paper towel

Turn off water using a paper towel, not bare hands

HEALTH AND SAFETY

Addlestone strives to maintain a healthy and safe learning environment for its children, staff, and families.

- Written lunch menus are posted and shared with parents
- EC children's health and immunization records are maintained in accordance with SC DSS licensing requirements
- All immunizations are to be current. If a child's immunization records have expired, the child will not be permitted to attend school.
- All EC and office staff are trained in and maintain certification in Pediatric CPR and First Aid
- Each classroom is equipped with a first aid kit which is checked and restocked
- Our Sick Policy and Medication Policy detail expectations/procedures related to actively sick children, contagious illnesses and their reporting, and the use of medications
- Diagnosed allergies are monitored and adapted on an individual basis

- Our entire school--on the inside, on playgrounds and in entrance areas--is designated a NO SMOKING ZONE.
- Our students have daily outdoor activities, weather permitting (see Outdoor Activities).
- We follow the diapering procedures as outlined in the NAEYC publication entitled “Keeping Healthy” adapted from Healthy Young Children: A Manual for Programs. Staff use only commercially available disposable diapers or pull-ups unless the child has a medical reason that does not permit their use. The health care provider documents the medical reason and this documentation must be provided to the school for our records.
- We teach, use, and recommend for home use, the hand washing method recommended by the U.S. Department of Health and Human Services and follow NAEYC recommendations for the occasions that require hand washing of children/adults.
- Our entire staff receives annual Blood Borne Pathogen training and is familiar with procedures for standard precautions.
- Precautions are taken to ensure that communal water play does not spread infection.
- Routine maintenance – cleaning and sanitizing- follows the NAEYC Cleaning and Sanitation Frequency Tables and is monitored daily by checklist.
- Air filters, fire alarms, fire extinguishers and carbon monoxide detectors are routinely checked.
- Equipment and materials are managed with health in mind; for example, toys mouthed by children are set out of reach until sanitized. The Animal/Pet Policy details conditions under which animals may be in the school building.

JUDAIC STUDIES/HEBREW LANGUAGE CURRICULUM

Our EC students engage in Judaic Studies and Hebrew language activities in ECE on a daily basis. Children are immersed in the traditions, symbols and holiday celebrations of the Jewish people. Daily prayers, blessings and conversational Hebrew are taught through songs, games, and storytelling. Judaic and General Studies staff work together to integrate teaching themes. Hebrew in EC4 is presented through the Chalav u’Dvash program, a Hebrew Language program engaging children appropriate developmental methods and activities. Every Friday, our EC students participate in Joyful Noise, a warm and participatory Kabbalat Shabbat (Welcoming the Sabbath) program. Parents are welcome to attend. Joyful Noise begins at 9:20 am each Friday.

OUTDOOR ACTIVITIES

It is Addlestone’s philosophy that children need outside activities on a regular basis. We go outside each and every day unless the weather is inclement. The weather should guide the selection of outerwear-coats, gloves and hats when very cold, layers when the weather is more changeable. On days when it is exceptionally cold, or exceptionally hot, we will moderate the time spent outside. Parents should put bug spray and sunscreen on their children before school if sunny, hot weather is forecast and you are concerned about insect bites.

All children will be expected to go outside with their class. WE ARE NOT ABLE TO KEEP YOUR CHILD INSIDE FOR ANY REASON. A child who is not well enough to participate in the total program should not come to school.

PHYSICAL FITNESS (EC MOVEMENT)

Addlestone Hebrew Academy understands the importance of physical health and how it relates to healthy emotional and academic growth. Our Physical Education Program begins in EC and is taught by a highly qualified teacher, who continues the program from Kindergarten to 8th grade.

PORTFOLIOS

Portfolios are used for assessment in ECE. Teachers keep a portfolio on each child containing a variety of items like work samples, checklists, photos, observations, and anecdotal data/ information.

These portfolios are used during Parent-Teacher conferences to demonstrate in a more concrete way the growth of the child.

PRIMARY RESPONSIBILITY

Each classroom lead teacher has primary responsibility for the children assigned to his or her class. The teachers (both a.m. and p.m.) are supported in their efforts for each child by Teaching Assistants, as well as the administration, Student Support Team, and specialty teachers.

ECE staff also work across age levels to support one another through teams and mentoring.

REST TIME

All children who stay until 3:25pm will either nap or rest after lunch. Each child (TT-EC4) will need a small, tri-fold plastic rest mat (available at local stores) with a king sized pillow case. Sleepers should also bring a small blanket. Parents are expected to take the blankets home each Friday to wash and return them clean on Monday. EC3pm and EC4pm will not need blankets, pillows, etc, as they rest for just a short time.

SCHOOL HOURS FOR ECE

Early Drop	7:30am-8:45am
Drop Off	8:45am-9:00am
Tiny Tots, EC2, EC3, EC4	9:00am-12 noon
Lunch, TT-EC4	12 noon-12:30pm
Sleepers and ECpm	12:30pm-3:25pm on Monday – Thursday; 12:30 – 3:00pm on Friday
Aftercare	3:25 pm – 6:00pm on Monday – Thursday, 3:00 – 4:30pm on Friday (Nov- March)

TOYS

Children should leave toys at home. Exceptions will be made for children who stay for extended programs who need a special animal or toy to sleep with OR items brought for a teacher-planned Show & Tell. Neither the teacher nor the school can be responsible for items brought from home. It is the responsibility of the parent to enforce/support this policy by not allowing children to leave cars with toys in their possession.

Grades: K–8

ABSENCES

Regular attendance is an important factor in student success. Absences from school should be avoided. However, any child who has a fever should be kept at home. Children should not return to school until they have been free from fever at least 24 hours. Any K-8th student returning to school after an absence must have a note with an explanation signed by the parent. Any student returning after a communicable disease should present a physician's note to the office indicating the student's ability to return to school.

Students who are aware of the fact that they will be out of school on a test day need to make arrangements prior to their absence for a make-up test with their teacher.

ACADEMIC SUMMER WORK

Research shows that summer work aids in student success during the school year. Therefore, all students entering grades 1-8 will be supplied summer reading and/or math work. Students must complete their reading reports and math work by the first day of the school year. The Middle School grades will have work or assessments on the required reading assignments on their return to school.

Any student experiencing academic difficulty at the end of the school year may be required to do summer work or receive tutoring. The summer work and documentation of tutoring would be due one week prior to the beginning of school. If a student does not comply, the administration will require a parent meeting prior to the student's return to school to determine the best placement for the student.

ARRIVAL & DISMISSAL

Arrival

Morning drop off begins at 7:30 am; all classes begin promptly at 8:00 am; all students will report to school upon arrival before 8:00 am.

Drop off - Students in grades K-8 will be dropped off in front of the school. Cars dropping off students are not permitted to park or even stand in this area. If you need to park your car, please use an available parking space.

Kindergarten students who arrive after 8:00 must be signed in and walked to class by their parent. Older students may walk to class by themselves. Students' arrival should ensure ample time to get to their designated area. K-8 students who arrive late or have been absent in the morning must be signed in by their parent at the school office before he/she will be admitted to class.

Dismissal

Dismissal on Monday through Thursday begins at 3:30 and ends at 3:45; dismissal on Friday begins at 3:00 and ends at 3:15. Dismissal will be conducted from the main entrance of the school. Please plan accordingly.

A note is required for any early dismissal request. Parents picking up students early need to sign their child out from the school office prior to their leaving. If you call the office five minutes prior to picking your child up early, the office staff will make every attempt to have your child ready to leave.

Parents are required to inform the school, either via phone or email (info@addlestone.org), of any changes in the child's transportation plan. Students may not leave the building with anyone not pre-

authorized in writing by their parents. Written permission needs to be given for students to walk or bike home. For further information, see the section on Carpool.

TARDY POLICY

Arrival time is a transition for children, parents/caregivers, and teachers. In order to promote a relaxed transition that helps your child prepare for the day, plan to bring your child(ren) to school 10-15 minutes before school begins. It is an important lesson in responsibility for students to arrive on time; these extra minutes help them organize themselves and greet their friends and teachers. We ask all parents to bring students on time each morning.

1. If the tardiness is excessive, parent conferences will be scheduled to discuss a plan that will prevent tardiness.
2. Tardies and absences are counted consecutively from the first day to the last day of each semester and are recorded on the Report Card and in the student's permanent record.
3. Students are responsible for making up any work they may have missed due to tardiness.

CONFERENCES

We encourage ongoing Parent-Teacher communication throughout the year. Parent-Teacher conferences occur annually and provide an excellent opportunity for families to engage with their child's teacher and be informed about their child's performance. We encourage parents to schedule a conference for your child during conference times. From time to time, a teacher may request a conference with parents when there is something she/he would like to discuss with them. If there is a matter you would like to discuss with your child's teacher, please call the school and leave a message for the teacher and she/he will return your call when available.

In order to support our children's learning and development, it is Addlestone's policy to require that students whose parents are separated, divorced or no longer living under the same roof attend our Parent-Teacher conferences together. We do follow the directions of any legal custodial agreement.

Step-parents, with a direct responsibility for the welfare of a child, are welcome to attend the conferences, as they may be required to follow through on the recommendations of the teacher. The involvement of step-parents must be made with the agreement of both parents.

At the parent's request, a recording and transcript of the conference can be made available. Parents will be asked to sign a waiver and pay for any fees for this service.

An Administrator may be present at Parent-Teacher conferences involving parents who do not live together.

These steps are made to ensure that both parents understand and jointly receive any commendations and recommendations regarding a particular child.

EVALUATION OF STUDENTS' PROGRESS

REPORT CARDS

Report cards will be issued four times a year, at the end of each nine week grading period. Parent-teacher conferences with your child's teachers will be scheduled after the first period. In addition to scheduled conferences, teachers communicate with parents throughout the year in many different ways. Teachers will contact parents outside of the aforementioned time when and if the need arises.

Parents are encouraged to call the teachers at school if they have any questions or concern. If there is a matter you would like to discuss with your child's teacher, please call the school and leave a message for the teacher and she/he will return your call when available. Email is also a good form of communication. Please do not text your child(ren)'s teachers.

Dismissal or arrival time is not a good time to talk to teachers.

RENWEB

We will be moving to a student progress monitoring program called Renweb. Login information will be provided by the front office.

SEMESTER EXAMINATIONS (GRADES 6TH - 8TH)

Semester examinations covering the entire semester's work will be given at the end of the first and second semesters. Students are encouraged to take these examinations seriously as they will account for 15% of their semester grades. First semester exams for the 6th grade will count only in the second quarter average.

HONOR ROLL & OUTSTANDING IMPROVEMENT LISTS

Honor Roll acknowledges students in grades 4-8 with averages 90 and above as calculated at the end of each marking period.

Outstanding Improvement acknowledges students in grades 4-8 who have improved their overall average by three points or more as calculated at the end of the second, third, and fourth marking periods.

FIELD TRIPS

Parents are needed on field trips, not only as drivers, but also as aides to teachers and/or chaperones. Chaperones must give their complete attention to the students assigned to them. Careful adherence to all rules is of paramount importance when traveling away from school, as students' safety is our prime concern.

Students may not ride in the front seat unless it is the driver's own child, thereby the driver's choice.

1. Everyone must have an individual seat belt and car seat or booster, when applicable.
2. Drivers must go directly to and return directly from the field trip site.
3. No refreshments or treats may be given in the car, nor stops made to purchase food or drinks.
4. Each driver will have a folder with the list of names of the children assigned to his or her car, emergency medical forms, and directions to the site. The folder should be returned to the teacher at the end of the field trip.
5. Groups stay together unless specifically divided for activities at the site.
6. Upon returning to Addlestone, chaperones should remain with students until they are turned over to the teachers' supervision.

HOMEWORK - GRADES (1-8)

Meaningful homework is essential to reinforce ideas learned in class and for the development of strong study skills. Faculty members of both General and Judaic Studies jointly plan a developmentally appropriate amount of homework for each grade.

Please make it a practice to examine your children's homework daily. The parent's role in homework is to arrange a well-lit, quiet place in which children are able to do their work independently. Parents should assist children in organizing their time so that the homework will not keep him/her up late in the evening.

If children become ill, homework assignments can be obtained by calling the school before 11:00 a.m. and letting the office know how the books and assignments are to get home. Calling by 11:00 a.m. allows for ample time for teachers to be notified and for homework to be gathered for afternoon pickup. As children are often too sick to do homework, assignments are not automatically sent home if a child is absent. It is to the student's advantage to get his/her assignments and keep up with his/her work if at all possible.

If you find that your children are spending far more than the suggested time for homework, please speak to your children's teachers to work together to diagnose any problems. Our Student Support Team is here to work with children, parents and faculty to make sure homework supports learning.

UNIFORM POLICY

Uniforms are mandatory for students in Kindergarten through 8th grade. Failure to wear an appropriate uniform will result in the following:

- * A phone call will be made to the student's parents requesting them to bring appropriate clothing.
- * The student will be issued alternate clothing until the parent is able to bring appropriate clothing to school.
- * Upon a second offense, the student will not be admitted to class until appropriate clothing is brought to school.

APPROPRIATE UNIFORMS:

- A. Plain flat front or pleated khaki pants or shorts (no cargo pockets). Please note that shorts must be knee-length--at or below the top of the knee cap.
- B. Girls may wear plain straight or pleated khaki skirts. Skirt must be at least knee-length--at or below the top of the knee cap.
- C. Long or short sleeve, plain solid navy polo shirts. No sleeveless tops allowed.
- D. All athletic sneakers are acceptable. Students must wear shoes with closed-toe and closed-heel. NO CROCS or CLOGS will be allowed. Socks and/or tights are required
- E. As weather necessitates, students may wear plain navy crewneck or cardigan sweaters or plain navy crewneck or hooded sweatshirt jackets with zippers. (Students may not wear hoods within the school building.)
- F. Students may wear any type of winter coat or jacket outside on the playground, but not inside the school building.

APPROPRIATE PE UNIFORMS:

- A. Plain navy sweat pants or navy Addlestone PE shorts.
- B. Girls may wear a navy skirt with shorts underneath.
- C. Long or short sleeve Addlestone PE T-shirts. Contact the office for purchase information.
- D. Athletic sneakers MUST be worn on the day your child has PE.

***CONTACT THE OFFICE FOR INFORMATION ON PURCHASING ADDLESTONE PE SHORTS AND T-SHIRTS

***Please note that "plain" means that clothing should not have any ornamentation. Ornamentation refers to items such as, but not limited to, rhinestones, cargo pockets, decorative prints, labels and stitching. If you have any question about an item of clothing, please show it to an Administrator or the Principal.

DRESS DOWN DAYS:

On dress down days, including Spirit Week or Purim, students must follow the guidelines of our uniform policy.

- A. Leggings may be worn under a knee-length skirt, but not in place of a skirt or pants.
- B. Clothing must be appropriately fitting, not distracting, with no large holes, and must follow the spirit of our uniform policy.
- C. All shirts must have sleeves and modest necklines.

Upon the first violation of dress code policy, a student will be asked to change into a school uniform. Frequent violations will lead to a student being told not to participate in future dress down days.

TELEPHONE & CELL PHONES

In accordance with our core values, we encourage our students to be independent and responsible by being prepared for school. This includes having all of their school materials and being aware of their daily dismissal plans. Students are only permitted to use the office phone in an emergency. Parents are requested to make all necessary arrangements before students leave for school.

Students may not use cell phones during school hours. Cell phones, if needed, should be kept in a locker or backpack and must not be brought to class. Cell phones must be turned off until after dismissal.

Our Jewish Way of Life

Addlestone Hebrew Academy is a Community Day School that has been in existence for over 55 years, making Addlestone one of the oldest day schools in the country. As a community school, we are not affiliated with any synagogue. Moreover, we accept students and their families regardless of affiliation or level of observance. We are proud to have a diverse student population and feel there is great benefit to our school community as a result. Our school's focus is education, and as such, we encourage students to seek advice from their parents and community rabbis on matters or issues of different methods of observance and practice.

Addlestone reaches out to all the congregations in the community, as well as local and national Jewish organizations, for support and resources and as a means of providing a rich and dynamic Jewish atmosphere that students and their parents can learn from and interact with.

COMMUNITY TABLE/KOSHER GUIDELINES

CAMPUS KASHRUT POLICY

Addlestone Hebrew Academy is a kosher campus under the supervision of the Rabbi of Brith Sholom Beth Israel Synagogue (BSBI). Our kosher guidelines seek to create an environment where all of our families are comfortable eating together. In order to include all children and families in school-wide programs such as birthdays, holiday celebrations, or class events, all food brought into the classrooms must be prepared in the school's kitchen or have a school approved kosher certification on the label.

To ensure the highest level of supervision, the BSBI rabbi oversees and inspects the kitchens and facilities. In addition, he sets and revises the Kashrut policies and standards as needed.

Additionally, BSBI may hire a Kashrut supervisor, or Mashgiach, to assist the Rabbi in overseeing the facility and to ensure the standards of Kashrut are constantly upheld. The Mashgiach will be responsible for enforcing the policies, including what certifications are deemed acceptable for the campus. This includes oversight of all food for community functions prepared on site, as well as meals and snacks for students and campers. The Mashgiach's purvue extends to supervising any food items which people bring into the facility for kitchen preparation or personal consumption.

The Mashgiach acts according to the direction of the Rabbi of BSBI and reports directly to the Rabbi. As an employee or agent of BSBI, the Mashgiach, although also employed by other organizations, must be allowed the flexibility to balance his professional responsibilities as well as carry out his Kashrut duties. It is requested that advance notice be given prior to bringing food items into the facility.

In order to be consistent and ensure that everyone is aware of what products and kosher symbols (hechshers) are acceptable, signs shall be posted throughout the facility to identify and display the approved symbols. In addition, the Mashgiach will be reasonably available to inspect foods before they are brought into the facility. Ideally, the Mashgiach shall be given advanced notice that his services will be needed; however, he will attempt to remain as flexible as his schedule allows. Should a Kashrut question arise, the Mashgiach, in collaboration with the BSBI Rabbi, will contact the production facilities or Kashrut agencies to gain clarification.

To that end, should any conflicts arise, please direct any and all questions, concerns, or issues (or those of any individual, member, parent, staff, or vendor) directly to the Rabbi of BSBI. Please contact the school office if you have any questions regarding Kashrut.

The following are a list of commonly found and accepted kosher symbols. In addition, you can check the CRC app for other accepted kosher symbols.



***Please note that we do not recognize “K” and “triangle K” as acceptable kosher symbols.

If you have questions regarding accepted kosher symbols, please contact Moreh Shlomi Netanel (the campus Kashrut supervisor or Mashgiach), Rabbi Moshe Davis (the BSBI rabbi) or Ms. Ariela Davis (our Director of Judaics).

Some suggestions for approved kosher treats include:

- King Street Cookies
- Krispy Kreme Doughnuts (from Savannah Highway location only)
- Entenmanns Products
- Hershey’s or Nestles Products

All food or drinks being served to our students or staff must be brought to the office prior to being delivered to a classroom, kitchen or Staff Lounge.

Students in 1st-8th grades are permitted to bring a packaged certified kosher snack to enjoy during recess. Whole or cut fruit and vegetables can be brought in. In the interest of safety and wellness, due to allergies and dietary restrictions, students should not share their snack with other students. Non-perishable snacks that do not require cold storage or heating are recommended.

PRAYER/TEFILAH

We start our day with prayers as a way to reflect and connect. Prayers are said aloud in class and include singing and sometimes even dancing. The goal is to make prayers a joyful and meaningful experience.

KIPPOT

Kippot are worn as an expression of respect for G-d.

- EC: Boys in EC4 are expected to wear kippot daily. EC3 boys wear kippot for prayers and Shabbat. All kippot should be labeled. Kippot are stored individually when not being worn.
- K-8th Grade: All boys in grades K through 8 wear kippot during school hours. The school does not provide Kippot; however, a limited number are available in the school office. On field trips, we ask that either kippot or hats be worn.

SHABBAT CELEBRATION

Each Friday, our students enjoy a Shabbat celebration. EC students celebrate by giving tzedakah (charity), lighting candles, having Kiddush (grape juice) and eating challah, and singing songs as part of their Oneg Shabbat. Parents and other family members, as well as other special friends, are invited to join us for our Shabbat sing-along, Joyful Noise: TT-EC4 from 9:15-9:40 am.

If you would like to be a special Shabbat guest, contact your child’s teacher. Tiny Tot and EC2 groups are generally not ready for visitors in the first few months of school. Teachers can let you know when the students are secure in their routines.

Students in grades 1-4 celebrate Shabbat at our weekly Oneg Shabbat program which includes singing and a discussion of the weekly Parsha (Torah portion). Parents can foster a meaningful conversation with their children by encouraging them to talk about what they've learned in class. To allow ample time for Shabbat preparations, the school will close at 3:00 p.m. on Fridays.

TZEDAKAH (CHARITY)

An important aspect of Judaism is giving tzedakah, charity. We have a number of projects during the year, school wide or specific to a class, that teach the importance of this Jewish value.

As part of Shabbat celebration every Friday, the children have an opportunity to make a contribution to their class tzedekah box. Please encourage your child to develop this aspect of character-building by reminding them to bring tzedakah money on Friday morning.

A tip for ECE parents - Many of our younger students prefer bringing pennies rather than nickels or dimes because they can drop more coins into the tzedakah box.

HOLIDAYS: CONNECTING TO JUDAISM & THE WORLD

Addlestone students celebrate their Jewishness in a variety of ways, including holiday celebrations. For example, students bake challah for Shabbat, participate in a model Seder, dress up in costume for Purim and plant a tree for Tu'Beshvat. Students' Jewish experience is further enriched through multi-sensory activities such as making their own Kiddush cups, performing in a play for Yom Ha'Atzmaut, listening to a Holocaust survivor on Yom HaShoah, singing and participating in daily prayers.

Addlestone will close at noon on certain days to allow time to prepare for, or to celebrate, the holidays.

Our curriculum includes as themes all Jewish holidays and Thanksgiving. Martin Luther King, Jr. Day and Presidents' Day are discussed in an age appropriate manner. Our curriculum does not include the following holidays: Halloween, Christmas, Valentine's Day, St. Patrick's Day or Easter.

Code of Conduct

BEHAVIOR EXPECTATIONS

Addlestone Hebrew Academy seeks to maintain an EFFECTIVE and APPROPRIATE policy of discipline in all aspects of school life.

Classroom management procedures will be followed before students are referred to the office unless a major infraction occurs. Once a major infraction has occurred, the classroom management plan is bypassed. In such a case, the student is directly referred to the office with a referral slip. Major infractions can be classified into the following two categories of severity:

Level I - Immediate Expulsion

Addlestone has a zero tolerance policy with respect to lethal weapons or drugs.

Any student found with lethal weapons or drugs will be subject to Immediate Expulsion

Level II - Faculty and Administrator Intervention

The following infractions warrant Faculty and/or Administrator Intervention. Depending on the severity of the incident, the student may be referred to the Principal.

Fighting	Cheating
Disrespect	Lying
Foul Language	Stealing
Classroom Disruption	Bullying (including cyber bullying)

Administrators may use their discretion to skip steps when necessary.

ADMINISTRATIVE STEPS AFTER FACULTY AND ADMINISTRATOR INTERVENTION

Reinforcement of positive behavior is part of the culture of Addlestone. Consequences occur for inappropriate behavior, especially that which harms another student. Violence is not acceptable anywhere on our campus.

Consequences are consistent with the severity of the student behavior. Teachers and administrators may use their discretion to skip steps when necessary. To that end, “Second Step” is part of our relationship-building curriculum from Kindergarten through 5th grade. The first step is a warning from a teacher or an administrator. After this, second step consequences may be detention, parent conference with an Administrator, being sent home, suspension, or expulsion (if the incident is extremely serious). As an educational institution, we integrate behavior expectations into every class and activity. Through modeling, discussions, curriculum and our parent partners, we help children develop middot (good character traits). We understand that all of us make mistakes. However, we take habitual inappropriate behavior that is harmful to other children seriously and will impose consequences fitting the behavior.

HARASSMENT/ABUSE

*All suspected issues of child abuse/neglect by families, staff, volunteers, or others will be reported to the appropriate local agencies. Confidentiality surrounds these issues.

Harassment: Addlestone Hebrew Academy is committed to providing an environment free of harassment of any kind. Sexual harassment and harassment based on gender, age, race, color, religion, national origin or disabilities are prohibited by law and are contradictory to the school’s acceptable behavior policies.

Inherent in Addlestone's belief in the worth of the individual, as stated in the school's philosophy, is the principle that every individual is due appropriate respect and freedom from harassment. Harassment may be considered sexual or nonsexual in nature as set forth below.

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

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

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

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

Physical abuse: non-accidental physical injury and/or extreme and/or repeated failure on the part of the caretaker to meet the child's physical needs;

Psychological abuse: extreme and/or repeated conduct, which is inhumane or otherwise unconscionable;

Sexual abuse: sexual involvement between a child and faculty or staff who has greater knowledge, authority, power or resources.

Reporting Duties for Harassment/Abuse or Neglect: Any student or employee who believes that the actions or words of a faculty member, administrator, supervisor, (another) employee, (another) student or a non-employee constitute discrimination, harassment, or abuse toward himself or anyone else has a responsibility to report the situation immediately and thereafter submit a written description to the Principal or appropriate administrator.

Discipline for Harassment and/or Abuse:

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

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

Investigation of Sexual Harassment, Harassment based upon protected status and/or School Related Abuse Complaints Involving Students, Faculty, Staff and Administrators: A written complaint of alleged sexual/protected status harassment or school related abuse with all appropriate times, places, and dates must be submitted to the appropriate administrator, or rabbi, who will forward the information to the Principal. The school will promptly conduct an appropriate investigation of any allegations of abuse, sexual harassment, or harassment of a similarly offensive nature based on protected status, including gender, age, race, color, religion, national origin and disability. Upon receipt of the report, the Principal will notify the individual charged and/or the parents, if a student is involved, that a complaint has been lodged. The Principal will appoint a member of the faculty or staff to investigate and document the events specific to the charges. Upon receipt of the documentation from the appointee, the case will be submitted to an ad hoc committee of the Principal, designated staff and the Chair of the School's Board of Trustees and a member of the Board appointed by the Chair. The findings of the committee and recommendations for appropriate action will be presented to the Head, who will make the final decision.

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

Communication With Parties Involved: Employees and/or students are expected to cooperate in any investigation. Information provided will be kept as confidential as possible in keeping with a thorough investigation. The resolution of each complaint will be communicated to the parties involved. Once a complaint of abuse or harassment has been filed, the Principal or her designee will keep the accuser, the accused, the reporting party, and Board chair informed as the investigation and decision processes unfold. When the situation is resolved, the Principal or his/her designee will inform the accuser, accused, reporting party, and board chair of the resolution and the basis for the resolution. The Head or his/her designee may also keep other concerned parties informed.

Investigation of other harassment complaints involving Students, Faculty, Staff and Administrators is as follows: A written complaint of any other alleged harassment with all appropriate times, places, and dates must be submitted in writing to the appropriate administrator or counselor, who will notify the Principal. The Principal will notify the individual or the parents if a student is involved, that a complaint has been lodged. The Principal will convene a Discipline Committee with the addition of a community rabbi. The expanded Committee will be responsible for hearing all relevant information about the charges and will

document the testimony given by all involved parties. The Committee, after the hearing, will submit the findings and any recommendation for appropriate action to the Principal, who will make the final decision.