



2026-2027 **PARENT** **HANDBOOK**



1675 RAOUL WALLENBERG BLVD, CHARLESTON, SC 29407
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OUR 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. Students achieve standards of excellence in a nurturing environment that embodies the richness of Jewish life.

WHERE TO FIND THE ANSWERS

Addlestone faculty and staff have an email address using the structure: firstname.lastname@addlestone.org

Please refer to our website, www.addlestone.org, for additional information. Below, please find a list of the correct people to contact with questions regarding the following topics:

 1. Your Child's Current Teacher(s) ● Homework & tests ● Curriculum questions ● Field Trips ● General classroom concerns ● Behavior	 2. Student Support (Academic & Emotional) ● Social-emotional concerns ● Bullying issues ● Academic testing (external & internal)
 3. Early Childhood Director ● Tadpoles communication • Progress reports ● Parental concerns/communication • EC schedules ● Developmental/milestone concerns ● Behavior/academic plans ● OT/speech screening & coordination ● Student/teacher concerns • DSS regulations ● Curriculum/PD training hours ● Social/emotional concerns • Special programming	 4. Lower School Principal (K–4th) ● Special programming • Field trips ● School schedule • Behavior plans ● Discipline concerns • Unresolved teacher issues ● Academic/curriculum concerns (after teacher)
 5. Middle School Principal ● Unresolved teacher issues • Field trips ● School schedule • Behavior plans ● Discipline concerns • Graduation ● Academic/curriculum concerns (after teacher)	 6. Head of School—Chair of Transition Committee (26-27) ● High-level academic/curriculum concerns ● School atmosphere, mission, vision & policies ● Allegations of impropriety ● Religious & Hebrew/Judaic curriculum questions ● Judaic electives • Major events ● Unresolved behavior concerns
 7. Chief Operating Officer ● Fundraising ● Finances ● Supervision of Admissions & Outreach, Bookkeeping & Operations, IT Services, School Office Manager and Front Desk	 8. Admissions & Outreach ● Prospective student referrals • Open house events ● Social media updates • newsletters ● Marketing & communications (school & community) ● Website updates • Student achievements
 9. Bookkeeping & Operations ● Tuition payment arrangements ● Building & grounds ● Donations • Tax receipts	 10. IT Services ● Staff/student email accounts ● Computer & iPad setup/troubleshooting ● App & application needs
 11. School Office Manager	 12. Front Desk

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MISSION STATEMENT & CORE VALUES

MISSION STATEMENT

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, collaboration, and relationship-building with staff and peers, students are encouraged to reach their highest potential and develop a lifelong love of learning.

DEVELOPMENT OF THE WHOLE CHILD

According to King Solomon, we must “teach every child according to their way”. Cognitive, emotional, social, spiritual, and physical development necessitate a thoughtful framing of Addlestone’s methodology and pedagogy.

IMMERSION INTO JUDAISM

More than just a religion, Judaism encompasses language, culture, way of life, and community. Addlestone students strive to achieve proficiency in Hebrew and a Jewish identity, connecting them to their history, the Jewish people, the land of Israel, and their future.

LOVE OF TORAH AND PRAYER

Studying and understanding history through Jewish texts and the land of Israel has great relevance to modern life. Addlestone supports the building of personal and significant relationships to G-d and *b’nei adam* (fellow humans) through prayer and *middot* (character).

DERECH ERETZ

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

LEADERSHIP & SCHOOL CULTURE

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

BOARD OF TRUSTEES

At Addlestone, as at most independent schools, our volunteer Board of Trustees partners with our Head of School to support and develop the school's vision, strategic planning, and 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 the Charleston Jewish community, Addlestone's constitution seats two representatives from each local congregation and provides a non-voting role for their 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. We encourage future leaders to volunteer to keep our school growing, to nurture, and to challenge the precious children of our school.

ADMINISTRATION AND LEADERSHIP TEAMS

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

Additionally, Addlestone's 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.

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 with an allergy 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. Owners are responsible for the behavior of the animal.

BIRTHDAY PARTY GUIDELINES

We love celebrating birthdays with our students and welcome parents to participate in a meaningful and age-appropriate way. If you would like to bring a treat in honor of your child's birthday, **please notify both**

your child's teacher and the front office at least one day in advance. All treats must be dropped off at the front desk for Kashrut approval before being brought to the classroom. Please consult the Kashrut section of the handbook for appropriate snack suggestions. In Early Childhood, parents are invited to attend the celebration but must make arrangements with the teacher by the day before. In Lower and Middle School, classroom celebrations are held at the teacher's discretion, and parents are welcome with prior notice. Treats may be served in the morning on days when meat is served for lunch, and we ask that parents remain mindful of any food allergies or dietary restrictions in the class. Please note: Balloons are not permitted due to DSS regulations, and siblings—regardless of grade—will not be pulled from class to attend.

CARPOOL

For safety reasons, the school must be notified in advance in writing by note or email (frontdesk@addlestone.org) by 3 PM (frontdesk@addlestone.org) of any changes to the dismissal form, carpool, or other pick-up arrangements. No child will be allowed to go home with anyone other than his/her regular carpool if the school has not been duly notified of the change. This requires a note or email notification; text messages, verbal messages at the classroom door, or to the staff member on carpool duty are not acceptable and will not be honored.

Car tags must be displayed on your car's dashboard or mirror.

Cars are NOT permitted to 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. Drivers unfamiliar to staff should be prepared to show a picture ID. Please note that the speed limit in the parking lot is 10 MPH. For the safety of our students, parents, and staff, please be mindful of your speed while driving through the parking lot. When visiting the building, individuals are required to present a valid picture ID before being issued a guest pass.

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.

All parent volunteers or substitutes will need to sign an AHA confidentiality agreement.

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. 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.

Emails, bi-weekly announcements, Tadpoles (EC), and our school website are important means of

communication at Addlestone. Please refer regularly to our website at www.addlestone.org and our parent portal, and log onto your K-8 grade child's account at www.factsmgt.com

Weekly class news, school/home communication folders, the school newsletter, e-mails, and special mailings are all used to help keep parents informed about school activities. It is the parents' responsibility to be informed. Please check your emails and your child's backpack daily. Please notify the front office immediately if you are not receiving emails.

Addlestone prepares a schoolwide announcement/Chadashot that is sent via email bi-weekly and includes information about schoolwide activities, calendar updates, student and faculty success, and important updates.

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 emails. We are happy to include them in our email list.

EMERGENCY CONTACTS

It is important that student information forms be completed carefully, with special care given to the listing of allergies, physicians' telephone numbers, and the numbers of those persons to be contacted in case of an emergency. Should a child become ill while at school, we will contact the parents immediately. If neither parent can be reached, we will 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 per DSS regulations.

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 or emergency contact arrives and is briefed.

IMMUNIZATION

To comply with state laws regarding immunizations, our school requires all children new to Addlestone or entering our regular program to submit the official State of South Carolina "Certificate of Immunization" signed by a doctor, the Health Department, or a military clinic. Make sure you ask your doctor for a "Certificate of Immunization." Without this form properly completed, your child cannot attend our school. Immunizations are required to be on file the first day of 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. A Tdap booster is required before seventh grade.

- 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.
- Current, age-appropriate Hib vaccination according to the currently published immunization schedule. For children 15-59 months of age who have not yet completed age-appropriate Hib vaccination, one (1) dose of Hib vaccine at or after 15 months of age is required. The Hib vaccine is not required for children 5 years of age and older.
- One (1) dose of MMR (measles, mumps, and rubella) vaccine received on or after the first birthday.
- Two (2) doses of Hepatitis A vaccine with both doses received on or after the first birthday and separated by at least 6 months for any child born on or after January 1, 2019. Vaccine series must be started by 18 months of age.
- Three (3) doses of the Hepatitis B vaccine, with the third dose received at ≥ 24 weeks of age and at least 16 weeks after the first dose.
- One (1) dose of varicella vaccine (chicken pox) on or after the first birthday or positive history of disease for all children admitted to kindergarten, first, second, third, and fourth grades.
- Current, age-appropriate pneumococcal vaccination according to the currently published immunization schedule. For children aged 24-59 months who have not yet completed any age-appropriate pneumococcal vaccination, one (1) dose of PCV13 on or after the 2nd birthday is required. The pneumococcal vaccine is not required for children 5 years of age and older. 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 follows the school closing announcements of the Charleston County Public Schools in the event of unusual or hazardous weather conditions. **If circumstances and conditions exist that do not impact AHA, the school reserves the right to open even if county schools are closed.**

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 that requires the school to close during a day already in progress, parents will be contacted via phone and email and text message, if necessary. If a parent cannot be reached, the child will stay with an administrator until a decision as to where that child will go is made. In such a case, please be sure to check your email and text messages for updated information.

INSURANCE

The school pays the premium for in-school insurance for your child.

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. The school has an antihistamine and an EpiPen available for emergencies. We will try to contact the parent before we administer the medication to your child.

A. Medication must be in its original prescription bottle or packaging 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 packaging. (This includes any over-the-counter medications such as cough drops.) If the parent or legal guardian fails to send in a signed release form.

HEALTH & WELLNESS GUIDELINES

CARING FOR CHILDREN WHO ARE ILL

Children in these grades need to be in school on a regular basis. If your grade school child wakes up 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.

Our program cannot keep and care for actively sick children. No child with a 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.).

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:

DHEC School and Childcare Exclusion List

The 2026-2027 School and Childcare Exclusion List provides guidelines for schools and childcare centers on when to exclude children due to illness. This document outlines prevention measures, lists communicable diseases and their symptoms, and details the criteria for exclusion and readmission. The document also explains which illnesses must be reported to health authorities and offers practical steps to help prevent the spread of infections in educational settings. 26-27 DHEC School and Childcare Exclusion List may be found here: [CHIDCARE EXLUSION LIST](#)

ELEVATED TEMPERATURE

A temperature of one hundred (100.4) 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 is considered grounds for school absence. Bleeding from the ear (even without a fever) will be reported to the parent(s) immediately.

VOMITING AND/OR DIARRHEA

If a child has been vomiting or had diarrhea at home, he/she should not be sent to school. If vomiting or diarrhea occurs at school, the child will need to be taken home. The student may return to school after vomiting or diarrhea 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 if 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 states children may remain at school until the end of the day. Students must be treated before returning to school. On readmission, a child must bring the label from the shampoo used. Children will not be readmitted to class until they are nit-free.

RETURN TO SCHOOL AFTER ILLNESS, INJURY, OR SURGERY

A written statement of good health from a doctor may be required to return to school and/or physical activities when:

- A. A child has undergone surgery or been hospitalized
- B. A child has an injury that limits his or her full participation in all school activities.

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 that 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, chickenpox, rubella, pertussis, polio, Haemophilus 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 parents of the affected classes.

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. 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 offering an inviting salad bar. In addition, a hot entrée is served daily with an option of a sandwich prepared on wheat. 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. Addlestone is a nut-free facility. Sunbutter sandwiches will be available. All EC classes eat lunch in their class. Questions can be directed to the school's lunch program coordinator, operations director, or administration.

Students in grades kindergarten through 8th grade will eat lunch in the cafeteria. **Students in 1st - 8th grade are asked to bring pre-packaged, nut-free kosher snacks daily.**

PROHIBITED ITEMS

Smoking, including smoking with e-cigarettes, is prohibited in the school buildings and on school grounds.

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

Guns or other weapons, including toy weapons

Knives, including but not limited to pocketknives

Illegal or unauthorized drugs

Alcohol

Laser lights

Cell phones and smartwatches may not be used by students during the school day

Electronic devices other than school-issued iPads and Chromebooks

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.

AVAILABLE SUPPORT SERVICES FOR STUDENTS

Screenings and assessments

Gathering of information from families, staff, and relevant professionals

Establishing and fostering communication among families, teaching staff, administration, and the

SST Providing appropriate information to relevant professionals when needed
 Adapting curriculum, environment, strategies, schedules, and materials for the student in the classroom Following developmental progress of children through classroom observation, dialogue with students, families, teachers, and other professionals as needed
 Providing individual resources and support materials/programs
 Providing curricular support, skill remediation, organizational tools, and study skills

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. Parents are required to select a tuition payment plan at the time of enrollment.

Enrollment is through FACTS. The enrollment fee is \$225.00.

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

Plan B: All appropriate fees and 60% of the 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 10 monthly payments of tuition made over the school year from May through February, through FACTS Tuition Management Company (1-800-233-1096). Please note: FACTS charges a fee of \$55.00.

Payment by Credit Card: A 2.75% processing fee will be added to all payments of tuition by credit card. This includes all fees associated with tuition and Lions Den. For all other transactions, the 2.75% processing fee will not be applied.

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 the FACTS Grant and Aid Assessment. The ultimate decision of the financial aid is determined by the Tuition Assistance Committee. Addlestone applies for and receives an annual subsidy from the Charleston Jewish Federation in support of financial aid funding. All information regarding tuition assistance is kept in the strictest confidence.

Please contact the administration or the TA committee at tuitionassistance@addlestone.org (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.

Each student accepted for enrollment will be required to pay a minimum of 10% tuition. Registration, lunch, Lions Den, field trip fees, and building/security fees are not eligible for reduction or financial aid.

To provide the kind of quality education we want for our children, the cost of tuition cannot cover the quality of education provided. Additionally, we believe that every Jewish child who wants a Jewish education should be provided with that opportunity as long as we can meet their scholarship needs; therefore, we ask that in addition to tuition every family consider making an annual gift to the school of \$18 or more. Not only do these dollars help provide a quality Jewish education for all of our students, but they also model the values we teach our children—*tikkun olam*. With 100% participation by all our families in our campaign, we signal our community and other generous donors that we are all in.

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 ID. Visitors must have a visitor car tag.
- All visitors must always 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.
- Parents visiting the school or a class should not use it as an opportunity to engage in an unscheduled conference.
- Per DSS requirements, parents must be escorted to classrooms.
- To minimize disruptions, we request that all messages or items for students 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 Head of School 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 their 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 administration immediately, in writing. If a parent withdraws a child by choice, they must pay all remaining tuition according to the tuition contract. If Addlestone recommends the withdrawal for educational reasons, the parents may be allowed to pay a prorated amount.

If Addlestone recommends or requests the withdrawal for disciplinary reasons, the parents will be required to pay all tuition in full.

If the family is moving out of town, they must pay for half the year and then by quarter.

If Addlestone counsels a student to withdraw from school, the parent(s) generally will be notified in writing at least two (2) 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. Nevertheless, immediate termination will occur if any unsafe or threatening actions occur, such as possession of weapons, drugs or 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 unreachable by telephone or email. 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 843-571-1105.

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

HOW PARENTS CAN HELP

Addlestone Hebrew Academy depends on a strong partnership among families, faculty, staff, administration, and school leadership. Parents support their children's education and the school community by:

- Giving school responsibilities a high priority in daily life.
- Nurturing each student's strengths and individual qualities.
- Recognizing students' efforts and achievements.
- Encouraging students to value learning, cooperation, and responsibility.
- Helping students balance their individual needs with the needs of others.
- Supporting teachers and administrators through trust, respect, and adherence to school policies, including uniform and tardy policies.
- Fostering a positive and supportive spirit toward the school by communicating concerns directly with their child's teacher, principal, or the appropriate administrator rather than through informal channels. This allows concerns to be addressed promptly and constructively.
- Attending conferences, school programs, holiday celebrations, and family events.
- Supporting classroom activities and special projects.
- Welcoming new families and staff members to the Addlestone community.
- Volunteering time, knowledge, skills, or resources when possible.
- Serving on a committee, task force, or the Board of Trustees.

PARENT VOLUNTEER OPPORTUNITIES

Addlestone Hebrew Academy recognizes that parents have varying schedules and availability. Volunteer opportunities are available during and outside school hours, both on campus and from home. Parents may volunteer for brief assignments or make longer-term commitments. Volunteer opportunities may include:

- Assisting with cooking, gardening, holiday celebrations, or classroom projects.
- Serving as a guest reader.
- Providing materials for special projects.
- Sharing a talent, hobby, occupation, or area of expertise.
- Making phone calls or assisting with event preparation.
- Driving or chaperoning field trips.
- Serving on a committee or task force.
- Supporting development activities and fundraising.

Parents interested in volunteering should contact the Parent Teacher Volunteers at ptv@addlestone.org, call the school office at **843-571-1105**, or speak with their child's teacher.

PARENT TEACHER VOLUNTEERS (PTV)

The mission of the Parent Teacher Volunteers (PTV) is to foster an inclusive school community that supports students, families, faculty, and staff and enriches the educational experience at Addlestone Hebrew Academy. The PTV works to strengthen connections between school and home and to encourage continued family involvement in the Addlestone community.

The PTV supports community building, school programs, and classroom activities. PTV members and school volunteers plan events for students and families, coordinate volunteer resources, and serve as goodwill ambassadors for Addlestone Hebrew Academy.

The PTV is guided by the following core values:

- **Accountability:** Acknowledging obligations and fulfilling commitments.
- **Collaboration:** Working in partnership to accomplish agreed-upon goals.
- **Commitment:** Supporting the well-being and educational success of Addlestone Hebrew Academy students through parent, family, and community involvement.
- **Inclusivity:** Welcoming newcomers and seeking input from individuals with a range of viewpoints and experiences.
- **Integrity:** Acting consistently with stated beliefs, acknowledging mistakes, and taking appropriate steps to make amends.
- **Respect:** Valuing the contributions of PTV members, families, administrators, faculty, and staff.

The PTV follows all Addlestone Hebrew Academy policies. PTV events and communications may not be scheduled on Shabbat or Jewish holidays. All PTV events must comply with the school's kosher policy. Please refer to the **Kosher Guidelines** for additional information.

Parents may contact the PTV at ptv@addlestone.org.

PARENT ACCESSIBILITY

Parents are required to keep the school informed of their current home and employment addresses, home, work, and cell phone numbers, and email addresses.

At least one parent must be reachable whenever a child is present at school. Parents must also designate an authorized emergency contact who can be reached and can pick up the child if a parent is unavailable.

PARENT CONCERNS/GRIEVANCE POLICY

Parents who have concerns regarding educational, social, or safety issues, interactions with staff, or other matters involving Addlestone Hebrew Academy and their child should bring the concern directly to the school. Addlestone Hebrew Academy will make every effort to address parent concerns in a timely manner.

To allow concerns to be addressed by the appropriate person, parents must follow these steps in order:

1. Discuss the concern with the child's teacher.
2. If the concern remains unresolved, contact the appropriate administrator after speaking with the teacher.
3. If further review is necessary, contact the Addlestone Head of School.

Parents should review **"Where to Get the Answers" on page 1** for additional guidance regarding the appropriate point of contact.

All parents should feel comfortable discussing concerns with Addlestone faculty, staff, and administrators. Students, families, faculty, staff, administrators, and Board members share responsibility for working together respectfully to address concerns and support the school community.

EC PHILOSOPHY & PROGRAM INFORMATION

OUR EARLY CHILDHOOD PROGRAM

The Addlestone Early Childhood Program provides a comprehensive, DSS-licensed program for young children, from 12 months to five years. The program is under the direct supervision of the Early Childhood Director. 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.

Early childhood teachers communicate with EC parents on a regular basis using the Tadpoles application. After downloading the Tadpoles app, parents will receive important updates about their child's day—including curriculum content, meals, naps, and diapers/toilet use—as well as photos and videos that give families a glimpse into their child's routines and activities. All communication with teachers—including changes in pickup/drop-off and any questions—should be conducted through the secure Tadpoles app.

Our AM program is available from 7:30 am until 12:00 pm Monday through Friday. Our full-day program is available Monday through Thursday from 7:30 am to 3:30 pm and Friday from 7:30 am to 2:45 pm. Full- and part-week care is available for children under three. The four-year-old program is five days a week. Addlestone is a community Jewish day school that educates 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 program 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. The curriculum consists of many hands-on activities, a rich learning environment, content-based learning, and flexibility that allows each child to develop at his/her own pace.

The school builds a curriculum that balances the important skills taught in both general studies and Judaic studies, framing our pedagogy with 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. Addlestone provides 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.

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. Being regularly present helps children establish routines and provides a sense of security for young children.

An advance written request from the child's parent is required for any dismissal during the school day. Early dismissal notifications should be noted in Tadpoles or through email. This applies even when the parent personally comes for the child.

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

FULL-DAY PROGRAMS

The full-day (AM and PM 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. Attendance options are Monday through Friday, Tuesday and Thursday, or Monday, Wednesday, and Friday.

ARRIVALS, EARLY DROP, LATE ARRIVALS & DISMISSALS

7:30-8:00 AM

The parent/guardian will:

Remove the child from the car seat if needed. Help secure the backpacks in place on their child's back.

Complete their quick and helpful good-bye routines with their children in the carpool line. Help make this transition comforting and consistent.

No child should exit a car before a teacher arrives at the car door. Safety requires that children be escorted from cars and toward the entrance.

It is the responsibility of parents to communicate arrival/departure procedures with babysitters, grandparents, or any other adults who accompany their children.

WE EXPECT ALL CHILDREN TO ARRIVE BY 8:00 AM.

12:00 NOON DISMISSAL (Half-Day Enrollment)

EC children will be escorted by a staff member to their parents' car outside beginning at 11:45 am.

EC teachers will transition into lunch between 11:00am and 12:00pm and will not be available to assist in late pickups. Your promptness is requested and greatly appreciated.

3:20 – 3:30 PM AFTERNOON DISMISSAL

EC afternoon groups will be dismissed at 3:20 pm to cars waiting in the pickup line or staff as designated, Monday–Thursday. Dismissal on Friday is at 2:45 pm. *Any child not picked up from the carpool by 3:45pm (M-TH) or 2:45pm (F) will be billed for extended day fees. This is to ensure that all children are accounted for and supervised at all times. All late pick-ups will generate a fee (per child) of \$25.00.

IRREGULAR DEPARTURE TIMES

Teachers should be notified in advance when a child will be picked up at a time other than regular dismissal time. 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 ID, such as a driver's license.

After 3:45 Monday-Thursday and 3:00 on Friday, there will be a \$25 fee.

SEATBELTS

For safety and liability reasons, EC staff are not permitted to seatbelt children into cars. 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 are conducted throughout the course of the school year. Teachers use multiple methods of assessment tools to document child growth

and development, including curriculum-based assessments, teachers' observations, anecdotal notes, academic checklists, and rating scales.

All EC students will also receive a summative assessment to highlight the child's school year. This individual portfolio will include a progression of work samples and photographs, representing a tangible year of learning and growth.

The primary purpose of assessment is to support children's learning. Assessments are used to:

- Support student growth and development both academically and emotionally
- Track the child's progression in the following developmental areas: social/emotional, physical, verbal/written language, and cognitive skills
- Assist the teachers in adapting curriculum, lesson planning, providing individual and group activities to meet needs and interests of the students
- Help identify children who might benefit from early intervention services
- Provide more constructive communication of children's progress with parents
- Offer feedback/evaluation on the overall success of the Early Childhood program to assist in future implementation and decision-making

Teachers will monitor student progress and participate in monthly assessment meetings to discuss student progress and projected academic/social/emotional plans and to make recommendations for student support/interventions. Written conference report forms and summarized assessment findings are provided to parents during conferences. Teachers team with Student Support Services and administration to monitor and discuss children's progress. Addlestone has also partnered with Help Me Grow to help facilitate further universal screenings on an as-needed basis.

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 through communication findings made during intake conferences. Parents are encouraged to be active participants in their child's learning throughout the school year. Applying recommendations into your home life and continuing to have an open and receptive level of communication with the teachers and administration will ensure your child's academic success.

To assist in providing children with an individualized plan of instruction, parents are asked to share pertinent information about their children, including developmental milestones observed outside the school setting and areas of struggles/successes. Conferences are held three times a year to offer tangible assessment and evaluation material to parents. Student's conference report forms are added to each child's permanent record. The gathered information informs the program plan for the following year.

CONFIDENTIALITY

The Early Childhood teachers and administration are committed to ensuring the 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 contact staff via Tadpoles messaging, email the teacher/administration, or 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 concludes with a staff discussion to guide the planning for the coming year. Consideration of all assessment data, curriculum findings, and teacher recommendations are used to facilitate an appropriate plan for the adjustment in staffing, curriculum changes, scheduling, and programming. Periodic evaluations are also conducted by outside professionals/organizations, including the Department of Social Services, Department of Health, and Cognia, to ensure that Addlestone is continuously meeting child care regulations. Assessment of the Early Childhood Program is based on continuous family and staff surveys, as well as formative and summative assessment feedback provided throughout the course of the school year.

COMMUNITY RESOURCES

We pride ourselves on building relationships in the community and offering our students opportunities to learn from local community members. With themed events and special guest visitors/performances, we aim to bring a more tangible community experience to our students' lives and to teach them to embrace the cultural and artistic differences in the surrounding area.

CONFERENCES

In-person conferences must be scheduled. No unscheduled conference should occur during the following times of day: am/pm carpool, in-class visits, parties, etc. Parent/teacher conferences will be scheduled over the course of the school year during the fall, winter, and spring. Additional conferences may be scheduled at any time by the teacher, parent, or EC director as deemed necessary. Please reach out via Tadpoles or email to schedule a conference.

The EC director and/or additional members of administration will attend any parent/teacher conferences that require additional support/sensitivity.

Stepparents 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 stepparents must be made with the agreement of both parents.

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.

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

INTAKE CONFERENCES

Parent-Teacher Intake Conferences will take place before the start of the school year. These conferences are an opportunity for you and your child to meet his/her teacher, drop off supplies before the first day of school, and get to see the classroom. This is also an ideal time to share information about your child/ren with his/her teachers.

Conferences are a place for teachers and parents to openly discuss their students' learning experience.

Children should only accompany their parents to the beginning-of-the-year intake parent/teacher conferences. Children are not invited to attend future conferences.

CURRICULUM

The EC program and curriculum selection have been carefully planned to provide the best developmentally appropriate experience for your child. The Creative Curriculum is an early childhood curriculum that builds children's confidence, creativity, and critical thinking skills through hands-on, project-based investigations.

Trusted for decades by early childhood educators, this curriculum:

- serves infants, toddlers, and twos; preschool, pre-K, and kindergarten children; and children in family childcare;
- respects and nurtures individual skill progression for the whole child;
- harnesses the power of play through studies that engage learners as young as 2;
- seamlessly connects families to their children's learning; and
- provides intentional support for every teacher every day.

The Creative Curriculum for Infants, Toddlers, and Twos is designed to integrate learning into every moment of the day and support the development of the whole child during these most critical and formative years. The Creative Curriculum for Preschool is designed to empower children to be confident, creative, and caring learners through play-based, hands-on investigations—a research-based approach that incorporates language, literacy, and mathematics throughout the day.

The Creative Curriculum program establishes a strong academic foundation and helps to provide a framework for teacher planning and fostering a print-rich learning environment. Addlestone's Early Childhood program incorporates the following additional curriculum resources to present an engaging and balanced program designed to meet the needs of students both academically and physically:

- Literacy Program, ZooPhonics (Toddlers to Preschool)
- Judaics Instruction and Hebrew Studies (Infants to Preschool)
- Daily Classroom Instruction Incorporating: the Arts, Mathematics, Phonics, Language Arts, Science, Social Studies, Character Education and Health /Safety

Additional weekly enrichment programming includes:

- Early Childhood Movement/Physical Education (Infants to Preschool)
- Music Instruction (Infants to Preschool)

In addition to our curriculum, early childhood will operate on a monthly themed calendar. Themed programming and continuity in early childhood will help to enhance the overall structure of the program and allow for more schoolwide experiences and special guest performances. All activities will be carefully planned to enhance the physical, social/emotional, language, and cognitive development of the child.

ADMINISTRATION NEEDS

Student concerns should always be addressed with your child's classroom teacher(s) first and via the Tadpoles communication app. Concerns requiring additional support should be addressed with the early childhood director. Concerns requiring additional administration and school support should be addressed with the Head of School.

COMMUNICATION

Open communication between home and school is essential to your child's overall success. Early childhood parents will have the added benefit and consistency of receiving daily updates on their child's day, including learning activities, snack/meals, diapering/potty, and pictures from the school day. You will receive an invite to the Tadpoles app prior to the first day of school. Check your child's Tadpoles communication app daily for important information and updates. Daily communication is also facilitated through the student's communication folder. Teachers will also maintain ongoing communication with families through the child's daily folder. The Daily Communication folder should travel to and from home 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.

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, kicking, or any physical contact are a safety concern and will not be tolerated. While these behaviors are usually 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. An Incident Report will be completed and sent home with both parties involved in the incident. If a child habitually displays this type of unacceptable behavior, the parent will be informed via email/phone call and invited to a conference with the teacher(s)/administration. If behavior continues after behavior intervention and redirection plans have been exhausted, the administration will decide in regard to the child's continued enrollment at Addlestone.

BITING PROTOCOL

Should a child habitually bite in their classroom, the child will be placed on "Biting Watch." Any child who bites consistently and has two bites within a day will be asked to leave for the remainder of their day. Should a child be sent home more than 2 days for biting in a week, the child will not be able to complete the remaining week. Should a child bite 6 times over the course of a month, the child will be considered for an early withdrawal from the program. Addlestone will do its best to reinforce positive behavior choices and offer biting redirection for the overall success of each child; our overall goal is the safety and well-being of all of our children.

HITTING/KICKING PROTOCOL

Should a child habitually hit a teacher or a child in their classroom, the child will be placed on "Behavior Watch." Any child who hits/kicks consistently and has two hits/kicks within a day will be asked to leave for the remainder of their school day. Should a child be sent home more than 2 days for hitting/kicking in a week, the child will not be able to complete the remaining week of school. Should a child hit/kick six times over the course of a month, the child will be considered for an early withdrawal from the program. Addlestone will do its best to continue to reinforce positive behavior choices and offer hitting/kicking redirection for the success of each child; our overall goal is the safety and well-being of all of our children and their teachers.

CLOTHING

Please label all of your child's belongings. Dress your child appropriately for the weather and play. Choose clothing that is at an appropriate length to avoid tripping/potty training limitations (one-piece clothing can be difficult for potty training). For safety reasons, please send your child in closed-toed shoes and socks. Shoes can be rubber-soled, buckled, lace-up, or have Velcro closures. **DO NOT SEND CHILDREN IN FLIP-FLOPS, CLEATS, SANDALS, or CLOGS.** These types of shoes are not safe for climbing on the playground equipment. Sneakers are recommended.

Please avoid sending your child to school wearing a costume or dress-up clothing. This type of clothing can be distracting and limiting to the child's physical capabilities during indoor and outdoor play. Avoiding this clothing is especially helpful for students participating in the potty training process.

Please send two complete changes of clothing (including socks and one pair of shoes). Please label each item and place it in a labeled Ziploc bag to remain at school. These are to be left at Addlestone in the child's cubby and replaced as used.

Please remember to adhere to the seasonal changes and update your child's set of clothing to ensure that they are weather-appropriate.

Children will participate in a variety of artistic activities and will have multiple opportunities for indoor/outdoor play. Children will experience hands-on learning that may result in a clothing stain. Avoid sending students wearing expensive or sentimental clothing. Please send your child to school in comfortable play clothing.

BACKPACKS

Each child will need to wear a backpack daily. A backpack will facilitate ongoing communication and transport items between home and school. Select a standard-sized backpack that is large enough to hold the 9x12 communication folder. Wheeled backpacks are not permitted in the EC.

REST TIME

SLEEPERS (AGES 12 MONTHS TO 4 YEARS)

The sleeper groups will participate in "quiet" time after lunch in which bedding is put out, toileting is handled, and children are settled in for a nap to calming music. "Quiet" time lasts approximately two hours. Each sleeper is provided a dedicated plastic tri-fold mat and will use their personal bedding (as provided by the parent) during naptime. Children's bedding will be sent home weekly to be washed. As required by the Department of Social Services, sleepers will rest on their mats for at least 30 minutes. Children who are still awake at the 30-minute mark will be provided with a quiet activity. Addlestone is not permitted to keep a child awake during nap time regardless of a parent request. Per the Regulations for Private and Public Child Care Centers: "Napping expectations and time periods shall be developmentally appropriate, and withholding, forcing, or threatening to withhold or force food, sleep, or toileting is prohibited."

REGULAR DROP-OFF/DISMISSAL

Drop-off time is between 7:30 and 8:00 am, and dismissal time is at 11:55 am (half day) or 3:20 pm M-TH and 2:45 pm on Friday (full day). At dismissal time all students will be dismissed to parents/designated carpools waiting in the pick-up line. Teachers will walk the children to their cars. For legal/liability reasons, the parent/driver is responsible for buckling the child's seat belt.

DIAPERING

Addlestone follows the diapering protocol and health/safety procedures as designated by the Department of Social Services and the Department of Health. Children in diapers will require consistent diapering materials. The parent must provide at least a monthly supply of diapers/pull-ups, baby wipes, and diaper creams (if needed) and resupply as needed per teacher request.

DIFFERENTIATION AND STUDENT SUPPORT

Differentiation involves looking across all developmental areas: social/emotional, physical, language, and cognitive and providing a classroom experience/environment that fosters learning for all students. Different learning styles also affect the way a child approaches learning and social interactions. Families are encouraged to be actively involved in the support process and to keep an open line of communication when discussing best practice recommendations for your child.

The successful implementation of differentiation and student support are accomplished by:

- Completing student screening and ongoing assessment
- Gathering student information from families, staff, and relevant professionals
- Establishing and fostering communication between families, teaching staff, administration, and student support services to reach the common goal of reaching the needs of the child
- Adapting curriculum, the environment, teaching strategies, classroom schedules, and learning materials to meet the needs of each child
- Facilitating the provision of therapy services and inclusion aides

ENROLLMENT/CLASSROOM REMINDERS

All children enrolled in the early childhood program will be expected to adhere to the September 1st cutoff date to establish their classroom placement. This is non-negotiable.

Infants: All children enrolled in the Tiny Tots program must be walking independently, able to sit in a chair unassisted, and able to feed themselves.

Toddlers & Twos: All children in the EC2 classrooms must abide by the following potty training reminders: Following your child's lead on potty training is essential. Once your child has been accident-free for two consecutive weeks and he/she can initiate potty requests ("I have to go potty," etc.) in the classroom, the teachers will begin the potty training process in the classroom. Potty training is a partnership between the child, the parent(s), and the teacher(s). Please take this partnership seriously. Consistency between the classroom and home are key factors in the overall success of your child's potty-training journey.

Threes: All children enrolled in the EC3 program's projected academic plan are to join the EC3 classroom. However, should your child not be FULLY potty trained by the first day of school, we have reserved a spot for your child to remain in the EC2 Blue classroom to work on his/her potty training skills until he/she is

having limited to no accidents and sleeping without a pull-up. In order to adhere to the regulations set forth by the Department of Social Services, EC3 students must be able to use the potty **independently**.

All children are required to complete an Addlestone registration packet prior to their first day of school. Children may not attend school until all paperwork is complete and turned in to the school office. In addition to your child's registration paperwork, a DHEC certificate of immunization form must be provided and kept up to date by your child's pediatrician.

HAND WASHING

Hand washing is our #1 defense against the spread of illness in the early childhood setting. We teach the handwashing steps as directed by the Department of Health and follow the NAEYC guidelines for the rate of occurrence 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:

- Upon arrival
- 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
- While transitioning from one group to another

HEALTH AND SAFETY

Addlestone strives to maintain a safe and healthy learning environment for its children, staff, and families. The following procedures are followed to ensure the health and safety requirements are being met for our children:

- Written monthly lunch and snack menus are posted in each of the designated classrooms
- 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 routinely 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 posted in the cafeteria and classrooms and monitored and adapted on an individual basis.
- 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 child's health care provider must document the medical reason, and this documentation must be provided to the school for our records.

- We teach, use, and recommend the handwashing methods recommended by the U.S. Department of Health and Human Services and follow them for the occasions that require handwashing of children/adults.
- Our entire staff receives annual bloodborne pathogen training and is familiar with procedures for standard procedures and 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.
- Animals and classroom pets are not permitted in the Early Childhood classrooms.
- Our campus is a designated NO SMOKING ZONE.

JUDAIC STUDIES & HEBREW LANGUAGE CURRICULUM

Our early childhood students engage in Judaic Studies and Hebrew language activities 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 Jewish values and experiences into daily activities. Every Friday, our EC students participate in a warm and participatory *Kabbalat Shabbat* (Welcoming the Sabbath) program. Each semester, we will invite parents to a creative showcase highlighting your children's Jewish education.

OPEN DOOR POLICY

Parents/guardians of enrolled children are welcome to schedule a meeting with their child's teacher. Once approved/confirmed with the teacher, the parent will need to check into the front office and adhere to the visitor protocol. Unscheduled parent/teacher conferences do not occur during am/pm carpool, during a school lobby run-in, or at a school function/event. Parents are also invited to volunteer for select events over the course of the school year.

OUTDOOR ACTIVITIES

Addlestone understands that children benefit from continuous outdoor play. EC Children participate in outdoor activities daily, weather permitting. Children are offered opportunities for socialization and free play. When sending your child to school each day, please help to prepare them for the day by considering the following:

- Apply sunscreen/insect repellent prior to entering the building each day. Teachers will reapply in the afternoon upon parent request.
- Please dress your child appropriately for the weather

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.

PRIMARY RESPONSIBILITY

Each classroom has a lead teacher and an assistant teacher assigned to each classroom. It is the primary responsibility of the classroom teacher to provide active supervision for the children assigned to their care. The teachers are supported in their teaching by the use of administration, the student support team, and enrichment teachers.

SCHOOL HOURS FOR EC

Early drop-off option—7:00 AM (contact info@addlestone.org)

Carpool Drop Off: 7:30 am-8:00 am

Carpool Pickup: 12:00pm (Half Day), 3:20pm (Full Day)

Rest Time: 12:30-2:30pm

TOYS

Children should leave toys at home. Items may be 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.

TRACKING

As required by the Department of Social Services, the early childhood teachers and assistants are required to track the whereabouts of all children in their care throughout the entirety of the day. Teachers will use a hard-copy form to track children's transitions in and out of the classroom. These forms are kept on file for the duration of the school year.

GRADES K-8

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 summer assignments by the first day of the next school year.

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; all classes begin promptly at 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 in this area. If you need to park your car, please use an available parking space. Students arriving at school after 8:00 am must sign in at the front desk to receive a tardy slip.

DISMISSAL

Dismissal on Monday through Thursday begins at 3:25 and ends at 3:45; dismissal on Friday begins at 2:45 pm and ends at 3:00 pm. Drivers should follow the carpool line, and students will walk to their cars. 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, in writing via note or email to frontdesk@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 "Carpool" section.

ATTENDANCE (ABSENCES AND TARDIES)

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 for at least 24 hours. Parents who know their student will be out of school on a test day need to make arrangements with the teacher(s) prior to their absence for a make-up test.

ABSENCE POLICY

Absences in excess of fifteen (15) days without a doctor's excuse will require a conference with the parents and administration. Such absences may require a student to receive tutoring or possibly repeat the grade and may prevent an eighth-grade student from earning high school credit in applicable classes.

Excused Absence: Excused absences are absences due to illness; a death in the family; immediate family events such as weddings, graduations, or bar/bat mitzvahs; family emergencies; medical appointments; high school visits; or *shabbatonim*. Students with an excused absence need to make sure that all work is made up by the second day following their return to school unless previous arrangements are made with the teachers.

Planned Absence: In order for an anticipated absence to be considered an excused absence, parents should make arrangements at least two days in advance of the absence in writing that includes parent and teacher signatures.

Unexcused Absence: Unexcused absences include absences for any other reason, i.e., family vacations, leaving early for a weekend trip, etc. Unexcused absences in excess of two in number

will require a conference with the administration and parents. Daily grades could be adversely affected due to unexcused absences.

Extracurricular Participation: Students absent from school more than half the day due to an unexcused absence are not permitted to participate in any after-school activities on the day of absence, including performances as well as athletic practices and games. Homework that needs to be made up is expected to be handed in prior to the absence or on the day of the student's return. Tests and quizzes need to be made up upon the student's return to school.

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.

If the tardiness is excessive, parent conferences will be scheduled to discuss a plan that will prevent tardiness.

Tardies and absences are counted consecutively from the first day to the last day of each marking period and are recorded on the report card and in the student's permanent record.

Students are responsible for making up any work they may have missed due to tardiness.

Because excessive tardies affect a student's academic performance, there will be no differentiation between excused or unexcused tardies. When traffic situations arise that impact large numbers of our families, the school may decide not to count students as tardy up to a time to be set at the school's discretion. Once a student has accumulated five (5) tardies, parents will be contacted about the concern. Continued tardiness will warrant consideration of more serious consequences. Tardies may be considered excused if they were due to an unavoidable medical appointment and the student provides documentation from the doctor's office.

CONFERENCES & COMMUNICATION

Parents are encouraged to call the teachers at school if they have any questions or concerns. 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 the best form of communication. Please do not text your child(ren)'s teachers.

Dismissal or arrival time is not a good time for conversations. Parents are asked to remain in their cars for safety concerns and to keep the line moving.

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. Parents should email the child's teacher to set up a conference. 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 whenever possible. We do follow the directions of any legal custodial agreement. Stepparents 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. An administrator may be present at parent-teacher conferences.

EVALUATION OF STUDENTS' PROGRESS

REPORT CARDS

Report cards will be issued three times a year, at the end of each marking period. Parent-teacher conferences will be scheduled in the fall.

FACTS

Student grades and report cards can be found on our student progress monitoring program called FACTS. Login information does not change from year to year for returning families and will be provided by the front office for new families.

EXAMINATIONS (GRADES 7TH - 8TH)

Examinations covering the entire end of the coursework will be given at the end of the third marking period. Students are encouraged to take these examinations seriously, as they will account for 15% of their final grades. End-of-course exams will be given to students in 7th and 8th grades.

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 and, thereby, the driver's choice and responsibility.

Everyone must have an individual seat belt and car seat or booster, when applicable. Drivers must go directly to, and return directly from, the field trip site.

No refreshments or treats may be given in the car, nor stops made to purchase food or drinks.

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.

Groups stay together unless specifically divided for activities at the site.

Upon returning to Addlestone, chaperones should remain with students until they are turned over to the teachers' supervision.

HOMEWORK - GRADES 1st-8th

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 child's homework daily. The parent's role in homework is to arrange a well-lit, quiet place in which their child can do 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 a child misses some or all of a school day, homework assignments can be obtained by emailing the home room teacher before 11:00 am and including how the books and assignments are to get home. Calling by 11:00 am 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 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.

UNIFORM POLICY

Uniforms are mandatory for students in kindergarten through 8th grade. Students who come to school in non-uniform clothing will be in violation of the uniform policy unless it is a designated "special dress day." 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.

APPROPRIATE UNIFORMS

Addlestone has approved branded uniform pieces available for purchase at holycityshuk.com and Lands End. Alternatively, parents may purchase navy uniform tops and khaki bottoms from other sources but must purchase an Addlestone-approved logo patch from the school to be adhered to each uniform top or ask about private embroidery, including all sweaters, sweatshirts, cardigans, and hoodies.

For uniform items purchased at alternate sources, the following guidelines must be adhered to:

A. Plain, flat front / pleated khaki pants or shorts (no cargo pockets). (Please note that shorts must be knee-length—at or below the top of the kneecap.)

B. Plain, straight, or pleated khaki skirts or jumpers. (The skirt may be knee-length, mid-calf, or ankle-length.)

C. Tops will consist of long- or short-sleeve, plain, solid navy polo shirts. No sleeveless tops allowed. All tops must have an approved Addlestone logo on them.

D. All athletic sneakers are acceptable. Students must wear shoes with a closed toe and closed heel. NO CROCS or CLOGS will be allowed. Socks and/or tights are required. Leggings are permitted under skirts but are not permitted as pants.

E. As weather permits, students will wear plain, navy crewneck sweaters or sweatshirts. Plain, navy cardigan sweaters are acceptable. Plain, navy, hooded sweatshirt jackets with zippers are also permitted. (Students may not wear hoods within the school building.) All sweatshirts, sweaters, and cardigans must have an approved Addlestone logo on them.

F. Please note that students may wear any type of winter coat / jacket outside on the playground, but not inside the school building.

G. Kippot are worn as part of our Jewish cultural lifestyle.

- EC: Boys in EC3 and EC4 are encouraged to wear kippot daily. 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 or caps 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.

H. All jewelry needs to be appropriate and non-distracting in nature.

ALL PE uniforms (shirts, shorts, and sweatpants) must be gray T-shirts and navy bottoms with the Addlestone logo. These may be purchased from Lands End.

ALL CLOTHING SHOULD BE LABELED WITH THE STUDENT'S NAME.

SPECIAL DRESS DAYS

On dress-down days, including, but not limited to, Spirit Week or Purim, students must follow the same guidelines of modesty included in the uniform policy. Additionally, the following must be considered on dress-down days:

I. Leggings may be worn under a knee-length skirt, but not in place of a skirt or pants.

J. Clothing must be appropriately fitting, not distracting, with no large holes, and must follow the spirit of our uniform policy.

K. All shirts must have sleeves and modest necklines.

Upon the first violation of the dress code policy during a dress-down day, a student will be asked to change into a school uniform. Frequent violations will lead to a student not being permitted 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 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 or smart watches during school hours. Cell phones or smartwatches, if needed, should be kept in a locker or backpack and must not be brought to class. Cell phones and Smartwatches must be turned off while in school until after dismissal. Students who use cell phones or smartwatches will have them confiscated until the end of the school day.

OUR JEWISH WAY OF LIFE

Addlestone Hebrew Academy is a community day school founded in 1956, making Addlestone one of the oldest Jewish day schools in the country. Our goals are to educate Jewish students about traditions and holidays and to strengthen Jewish identity by enriching their connection with Israel, Judaism, and the Hebrew language. As a community school, we are not affiliated with any synagogue, and we accept students and their families regardless of affiliation or level of observance. 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 supports all the congregations in the community with resources and as a means of providing a rich and dynamic Jewish atmosphere from which students and their parents can learn and interact.

HOLIDAYS

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 B'Shvat. 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.

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

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 our families are comfortable eating together. 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. Dairy treats are not served after meat lunches in compliance with kashrut laws. Please check the menu or ask that your snack be served in the morning on a meat day. The monthly menu can be found on our website at www.addlestone.org. To ensure the highest level of supervision, a kosher supervisor oversees and inspects the kitchens and facilities. In addition, he sets and revises the Kashrut policies and standards as needed. It is required that advance notice be given prior to

bringing food items into the facility.

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 the campus Kashrut supervisor or Head of School.

Some suggestions for approved kosher treats include:

- Krispy Kreme Doughnuts (from Savannah Highway location only)
- Entenmann's Products
- Hershey's or Nestlé 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. Please notify the school at least 24 hours in advance when dropping off treats.

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 are not allowed to share their snacks 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.

SHABBAT CELEBRATION

Each Friday, our students enjoy a Shabbat celebration. 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 the grades celebrate Shabbat weekly, 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 have learned in class. To allow ample time for Shabbat preparations, the school will close at 2:45 pm on Fridays, except for Lions Den students.

TZEDAKAH (CHARITY)

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

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 will be directly referred to the administration. 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 weapons or drugs.

Any student found with weapons or drugs will be subject to immediate expulsion.

Level II - Faculty and Administrator Intervention

The following infractions may warrant faculty and/or administrator intervention. Depending on the severity of the incident, the student may be referred to the administration.

- Fighting
- Disrespect
- Foul Language
- Classroom Disruption
- Cheating
- Lying
- Stealing
- Bullying (including cyberbullying)
- Sexual Harassment

Administrators may use their discretion to skip steps when necessary.

ADMINISTRATIVE STEPS AFTER FACULTY AND ADMINISTRATOR INTERVENTION

At Addlestone, reinforcement of positive behavior is a core part of our culture. Behavioral expectations are integrated into every class and activity; through modeling, discussions, and curriculum, we help children develop *middot* (good character traits). To support this, we utilize the **“Second Step”** relationship-building curriculum from EC4 through 4th grade.

We understand that children make mistakes. However, consequences occur for inappropriate behavior, especially that which harms another student. **Violence is not acceptable anywhere on our campus.**

Parent cooperation is imperative to this process. Because a unified partnership is essential for a safe learning environment, a lack of parental cooperation may ultimately affect a child’s ability to continue attending the school.

Behavioral consequences are consistent with the severity of the behavior. While we generally follow the progressive steps below, **teachers and administrators reserve the discretion to skip steps when necessary.**

- **Step 1: Warning** – A formal warning issued by a teacher or administrator.
- **Step 2: Advanced Action** – Depending on the severity, actions may include detention, a parent-administrator conference, being sent home, suspension, or expulsion (for extremely serious incidents).

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 disability 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; or (3) 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 that is inhumane or otherwise unconscionable;

Sexual Abuse: sexual involvement between a child and a faculty or staff member 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 Head of School 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 an 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 Head of School 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 will be 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 will be subject to discipline, up to and including immediate termination. The circumstances will be promptly investigated by the Head of School 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 Head of School. 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 Head of School will notify the individual charged and/or the parents, if a student is involved, that a complaint has been lodged. The Head of School 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 Head of School, composed of designated staff, 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 of School, 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, Adlestone 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 Head of School or their designee will keep the accuser, the accused, the reporting party, and the Board Chair informed as the investigation and decision processes unfold. When the situation is resolved, the Head of School or their designee will inform the accuser, accused, reporting party, and board chair of the resolution and the basis for the resolution. The Head of School or their 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 Head of School. The Head of School will notify the individual or the parents if a student is involved and that a complaint has been lodged. The Head of School 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 Head of School, who will make the final decision.

CLOSING STATEMENT

This handbook provides the policies, procedures, and expectations that guide daily life at Addlestone Hebrew Academy. Parents and guardians are responsible for reviewing its contents and directing questions to the appropriate contact listed in “Where to Find the Answers.”

Thank you for your partnership throughout the school year. We look forward to a year of learning, growth, and Jewish community.