



Parent-Student Handbook 5782-5783 | 2022-2023

Early Childhood - 12th Grade

8645 Old Bonhomme Rd.
University City, MO 63132
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GREETING

Welcome and thank you for being part of the EHA family. Our goal is to create an environment where your child can learn and grow a positive and healthy self-image while promoting good middot and a love for traditional Torah values, as well as the highest quality and challenging general and Judaic education. We have experienced, passionate, and creative faculty who continue to be one of the strengths of our school, second only to our tremendous student body. Our entire staff is committed to providing the very best education possible at Epstein Hebrew Academy.

Because you are our partners in education, we encourage you to read this handbook and review it with your child. Parents are encouraged to become involved in our school by volunteering and participating in the PTA, our parent association, and helping with various board projects.

This handbook has been written to help you familiarize yourself with the Epstein Hebrew Academy, its procedures and guidelines. If at any time you feel you need assistance, please feel free to contact any other member of our team. Our doors are always open.

MISSION STATEMENT

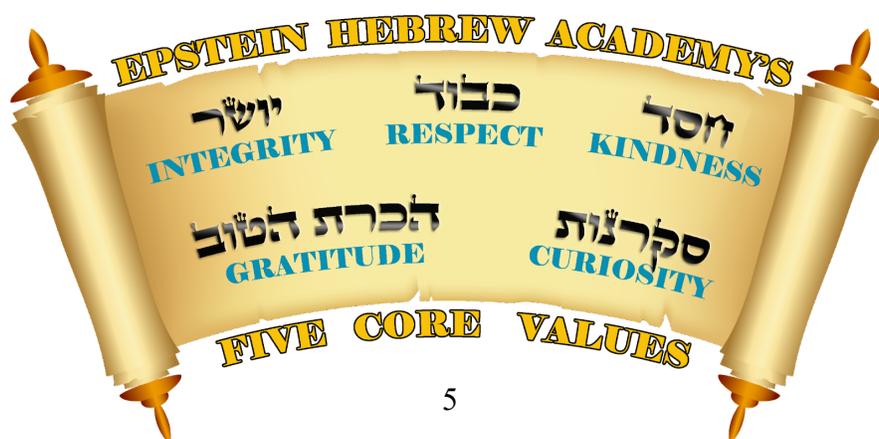
The H.F. Epstein Hebrew Academy is an Orthodox Day School, committed to and inspired by Torah, dedicated to the Jewish people and the State of Israel. Devoted to the passionate pursuit of excellence in religious and general studies, the school educates and celebrates every child in a creative, progressive, and nurturing environment.

STATEMENT IN SUPPORT OF ISRAEL

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

SCHOOL & FAMILY PARTNERSHIP

The Epstein Hebrew Academy strives to make the school experience a positive one. Beginning in our preschool and continuing through twelfth grade, we establish a loving and caring environment so that each student can grow to his or her potential. We encourage our students to express their own ideas as well as to show respect for the needs of others. We place strong emphasis on providing a learning environment that cultivates individual initiative and responsibility. Our curriculum and classroom management styles are planned to promote positive attitudes about self, school, and learning. We want our students to realize that learning can be fun as well as rewarding.



EXPECTATIONS

The following is general information that pertains to our school. Please review this material so that you will be familiar with our policies and procedures.

| <u>What Parents should expect from the School</u> | <u>What the School expects from Parents</u> |
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| <p>Recognition that:</p> <ul style="list-style-type: none"> ● Parents have a depth of experience with their children. ● Parental and educator perspective may justifiably differ. ● Parents have multiple time commitments. ● In addition to scheduled parent-teacher conferences, the school welcomes and encourages all communication between teachers and parents. Parents should feel free to email or call. We will return parent calls or emails within a 24-hour period during regular work weeks. ● It is important to have an appropriate time and place for full and confidential discussions. ● School authorities will inform parents at the earliest juncture about any disciplinary event and possible consequences. The school does its best to create a balance between maintaining consistent discipline within the school with the needs of the individual student. ● In order to maintain confidentiality and thoroughness, conversations <u>should not occur in the hallways or at the carpool line</u>. Faculty must redirect parents to schedule a more appropriate time and place to have meaningful conversation if it is deemed necessary. | <p>Recognition that:</p> <ul style="list-style-type: none"> ● Educators are trained professionals. ● Educators and parental perspective may justifiably differ. ● Educators have multiple time commitments. ● Payment of tuition is not an investment of ownership in the school, with related controls, but rather an investment in their child's educational process. ● It is important to hold discussions with educators at a time and place that permits full and confidential exploration of the issues. ● It is important to be a role model when it comes to honesty and civil behavior at all times, but especially behaviors toward others at school, on the sidelines at athletic events, and in conversations with and about the adults at school. Parents who fail to be civil and/or become disruptive in their relationships with the school place that relationship in jeopardy. ● Parents should help their child capitalize upon successes and even more importantly learn from and adjust to setbacks and failures as part of life that future growth is dependent upon. ● Attempting to cover up mistakes on the part of your child is a disservice to your child and the school. |

ADMINISTRATIVE ORGANIZATION

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| <p>Professional Administration</p> <p>Rabbi Shmuel Miller, <i>Head of School</i> Mrs. Itta Boyko, <i>Principal</i> Rabbi Jonathan Fruchter, <i>Asst. Principal - Judaics</i> Ms. Donna Tondre, <i>Office Manager</i> Mr. Yigal Sasportas, <i>Business Manager</i> Mr. Dan Walsh, <i>Custodian</i></p> | <p>Lay Leadership, Executive Board</p> <p>Mr. Jeff Glogower, <i>President, Board of Directors</i> Dr. Robyn Puro-Haspel, <i>Vice President & Secretary</i> Mr. Yehudah Romanoff, <i>Treasurer</i> Mr. Max Gornish, <i>Immediate Past-President</i></p> |
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Leadership

Rabbi Shmuel Miller, Head of School (smiller@eha.org)

The Head of School has broad responsibility for all aspects of the school including both the Judaic Studies and General Studies programs as well as the business operations of the school. The Head leads the administrative staff and represents the school to the community at large. The Head is the chief executive officer and is responsible to the Board of Trustees.

Mrs. Itta Boyko, Principal (iboyko@eha.org)

The Academic Principal works directly with the Head of School as the instructional leader responsible for teaching, learning and curriculum review. The academic principal provides professional learning opportunities to teachers which encourage best practices. She observes classroom instruction, providing feedback to improve instruction. The principal works with The Head of School to maintain a safe, and nurturing environment conducive to learning and growth.

Rabbi Jonathan Fruchter, Asst. Principal - Judaic Studies (jfruchter@eha.org)

The Assistant Principal - Judaic Studies works closely with the Head of School and Principal to provide support to the Judaic staff through curriculum development, coaching, providing opportunities for the review and analysis of student assessments, as well as all other Judaic needs. He is also the point of contact for parents for all Judaic questions, comments, or concerns.

Mrs. Jessie Lefton, Marsha & Shlomo Fredman Early Childhood Center, Director (jlefton@eha.org)

The early childhood director is responsible for ensuring that all the classes in the early childhood provide a warm and nurturing environment that allows each child to thrive. The early childhood director works closely with the administration to ensure that the early childhood is a place where the student's individualization is recognized, appreciated, and welcomed. She is the point of contact for all matters related to the early childhood center.

Mr. Yigal Sasportas, Business Manager (ysasportas@eha.org)

The Business Manager is responsible for the daily operation of all business matters, financial reporting, budget, and planning. He oversees all areas of accounting that include preparing the general ledger, acting as liaison with the auditors and preparing payroll and payroll tax reports.

COMMUNICATION

Epstein Hebrew Academy recognized the need for parents to be partners in the education of their child. The important task of educating a student calls for the school, student, and family to all work together to ensure success. In order to be effective partners, we must communicate.

What the School expects from Parents

Recognition that:

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|---|---|
| <ul style="list-style-type: none">● Educators are trained professionals.● Educators and parental perspective may justifiably differ.● Educators have multiple time commitments.● Payment of tuition is not an investment of ownership in the school, with related controls, but rather an investment in their student's educational process.● It is important to hold discussions with educators at a time and place that permits | <ul style="list-style-type: none">● Parents should help their child capitalize upon successes and even more importantly learn from and adjust to setbacks and failures as part of life that future growth is dependent upon. Attempting to cover up mistakes on the part of your student is a disservice to your student and the school.● In order to maintain confidentiality and thoroughness, conversations should not occur at the carpool line. |
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| <p>full and confidential exploration of the issues.</p> <ul style="list-style-type: none"> • It is important to reserve judgment until all of the facts have been gathered from school personnel. It has been our experience that what you might hear from your student or in the parking lot is usually not a complete and accurate rendition of any event. | <ul style="list-style-type: none"> • It is important to be a role model when it comes to honesty and civil behavior at all times, but especially behaviors toward others at school, on the sidelines at athletic events, and in conversations with and about the adults at school. Parents who fail to be civil and/or become disruptive in their relationships with the school place that relationship in jeopardy. |
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Addressing Family Concerns

Epstein Hebrew Academy is committed to maintaining a strong partnership and ongoing dialogue between its teachers, staff, our students and their families. If you have a concern about a school policy, academic grade, discipline decision, or anything else, we welcome your input and encourage you to contact the appropriate staff member at the school. The first contact should always be the student's classroom teacher through email, and if necessary, can be followed by a phone call to school or a written note. (See Step 1 in the Resolution Process listed below.)

Communication Process

Step 1: Contact staff member involved. See Buzz Book for a full list of staff emails.

Step 2: Written concern sent to the principal. If the issue is not resolved satisfactorily after first contacting the staff member involved, the parents are encouraged to reach out to the principal through email (iboyko@eha.org).

Civility Code

The partnership with parents creates an important symbiosis of expectations. We expect our faculty to treat parents as experts about their own child, experts who have something crucial to contribute in our work with the student, just as we expect parents to treat our faculty as professionals who know their content areas and how to best guide students in their learning.

EHA works very hard to create an environment where our values permeate all interactions. Therefore, the school requires that all communications with parents be civil and in a loving manner. The school retains the right to end any meeting or phone conversation in which the volume, tone or substance of the communication is rude (name-calling, frequent interruptions will not be allowed), profane (cursing or profane language is not tolerated), or threatening. Moreover, if conversations have clearly gone past the point where productive problem-solving is an option, the school reserves the right to end the conversation and schedule a meeting or conversation at a later date.

EHA reserves the right to require parents, guardians, or community members who violate the civility code to provide written requests for meetings, outlining the nature of the concern and identifying the staff member(s) with whom they would like to speak. The school also reserves the right to require parents who have violated the civility code to either meet off-campus at an agreed-upon location and/or to hold the meeting on campus 30 minutes after school ends. The civility code and these procedures are in place to ensure the safety of all students and staff and to maintain a calm, productive, positive learning environment for all students.

Website (www.eha.org)

EHA's website is an easy way for parents to check the school calendar as well as other important information.

Newsletter

The school newsletter, the Daf Keshet, will be e-mailed on Friday of each week. The newsletter contains informational articles, and very important, time-sensitive, information. Please make reading the Daf Keshet part of your regular routine.

ACADEMICS

Epstein Hebrew Academy believes in holding students to high rigorous academic standards in all facets of academic study. Maintaining high standards for academic success will help set up our students for all their future endeavors.

Admission Guidelines

While we recognize that each student is an individual who develops at their own pace, it is necessary to group students by age. To that end, the deadline for admission is as follows:

Students entering preschool through first grade is August 1st. Tenoki students must have turned two (2) by August 1st, Nursery students must have turned three (3) by August 1st, Pre-Kindergarten students must have turned four (4) by August 1st, Kindergarten students must have turned five (5) by August 1st, and first grade students must have turned six (6) by August 1st.

Exceptions are given only to students whose development would be in serious jeopardy. Our procedure is for a teacher or administrator to interview the student, review the student's records and speak with the student's teachers. On some occasions, additional testing may be recommended. The additional testing may include: mental ability, gross motor skills, fine motor skills, visual discrimination, auditory discrimination, emotional/social development and language/speech development. The costs of these tests are the responsibility of the parent.

Purpose of Policy

These guidelines were written in careful consideration of the impact that age and developmental readiness have on academic, social and emotional success at each grade level.

Class Placement Policy

There are many educational, social and emotional factors to consider when choosing to place a student in a grade not congruent with his/her age. Information from parents, teachers and other sources are gathered to help the administration facilitate such a decision. The completion of the process involves an analysis of the data against a set criterion established by the administration. The school may require a Care Team Meeting and/or testing.

Alpha-Numeric Grading Scale

The following grading scale is used for grades 5-8:

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|----|--------|----|-------|
| A+ | 97-100 | B- | 80-83 |
| A | 94-96 | C+ | 77-79 |
| A- | 90-93 | C | 74-76 |
| B+ | 87-89 | C- | 70-73 |
| B | 84-86 | N | 0-69 |

The grade of "N" means that the student is not meeting grade level standards. Any student who receives a grade of "N" will receive a narrative report with a report card that fully describes the grade and what needs to be done for improvement. Students who receive an "N" average in a subject (or subjects) for the year will be required to attend summer school or be tutored by a qualified teacher.

Students who have a modified learning plan will have that expressed in their report card narrative.

Parent-Teacher Conferences

We have planned formal conference days in the fall and spring. Conferences are an important opportunity for parents to meet with teachers to discuss their child’s academic and social progress. Additional conferences can be scheduled throughout the year as the need arises by request of either the parents or the teacher. If a teacher is unable to confer with parents at the scheduled conference times, that teacher will contact each parent and set up a time for conferencing.

The following guidelines will help ensure a successful parent-teacher conference:

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| <ul style="list-style-type: none">● Be on time for conferences and respect time limits.● Be honest with teachers and make your concerns known so we can help solve them.● Reflect on your child’s progress, strengths and weaknesses before the conference and try to prepare specific questions in advance.● Don’t bring your child or other siblings to the conference.● Try to be open-minded. Listen first, reflect, and then act. | <ul style="list-style-type: none">● Try not to put a teacher, or a student, in the middle of a family conflict.● Ask for specific suggestions and take notes. Request a follow-up conference if needed.● Don’t compare your child with others in the grade or with siblings. Each student is unique and has different talents and challenges.● Remember that we are all on the same side. |
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Progress Reports and Report Cards

At the end of the first and third quarter, progress reports will be used by teachers at all grade levels as a formal method of informing parents of their child’s progress in school. Parents are encouraged to discuss the progress report with their child and should feel free to contact the teacher with any questions.

Report cards of students’ performance are available on ALMA at the end of the 2nd and 4th quarter. Report cards are composed of a combination of Missouri state standards as well as specific skills that have been evaluated as to degree and mastery, with accompanying narratives providing recommendations.

Our main goal is to ensure that the student has necessary skills and confidence to be successful on the next grade level. Grades are turned in to the school office approximately two days after each trimester ends. Reading, and editing usually take about one week to complete. Progress notes and report cards will go live on Alma shortly thereafter.

Homework Guidelines

Schools with high standards and strong education programs include homework as an integral part of academics. Homework is relevant to class lessons and designed to foster a habit of independent study. It is expected that homework be completed in a timely manner as assigned by the teacher.

Parents are requested to provide an atmosphere conducive to studying and assist in time management. If a student seems continuously perplexed by the assignments, the teacher should be informed.

The times listed below are the daily recommended average times for homework. For example, a first grader can have 10-15 minutes homework for Judaic Studies and 10-15 minutes homework for General studies. Homework for a first grader should not exceed 30 minutes.

Grade Homework Time

| | |
|---------|--|
| 1st | 10 - 15 minutes |
| 2nd | 15 - 20 minutes |
| 3rd | 25 - 30 minutes |
| 4th | 30 - 35 minutes |
| 5th-8th | 2 - 3 hours (total for both departments) |

Please note: Studying for tests, reading and long-term assignments are not part of this time frame.

Homework will not be given over the following holidays: Rosh Hashanah, Yom Kippur, Chanukah, Sukkot, Purim, and Pesach. Homework can be given over weekends, but teachers are cognizant that homework cannot be done on Shabbat. Teachers will also be sensitive to the needs of students in the event that a special school program is scheduled in the evening. Judaic studies teachers may assign tefillah (prayer) or the review of Judaic material during Jewish holidays.

Homework Guidelines for Parents

The following are suggestions to make homework time a more positive experience for you and your child:

1. Spend some time at the beginning of the year developing a schedule that includes time for play or relaxation, time for eating, time for homework and time for socializing. It is very important that you keep to the schedule as much as possible. You may wish to limit phone calls during homework time to only a minute or two. It is a good idea to post this schedule in the kitchen or in your child's room.
2. Your child needs to know that they have their own place in the house where they can work.
3. Help your child with homework only when asked.
4. Make certain that there are enough pens, pencils and erasers for your child to use. You can use empty containers or boxes to keep these items. When you see that the supply of these items is getting low, you can encourage your child to go on a "scavenger hunt" around the house to find all the misplaced school supplies.
5. Help your child to organize books and knapsacks at least once a week.

Classroom Supplies

School supplies lists are sent to parents one month prior to the start of the school year. Please contact the office at info@eha.org if you have any questions.

Tzedakah

All Judaic classes collect tzedakah as a means of inculcating the Jewish values of giving and sharing with others. Your child's teacher will let you know the pattern of tzedakah collection in your child's class. In addition, students will participate in various forms of community service throughout the year.

Field Trips

Teachers are encouraged to use the many resources in the St. Louis area to meet specific educational goals. Field trips are a special opportunity they can use to enrich their curriculum. Your signature on the Parental Consent Form, submitted at the beginning of the school year, gives parental permission to participate in all school-sponsored trips away from the campus unless the school receives written notice otherwise. However, before any specific field trip, a special form will be sent home with your child for your signature. Students must have that signed before they will be allowed to go on a field trip.

Student passengers are required to wear a seat belt, and those students under 80 lbs. or not yet 8 years old must use a car seat.

Field trips are considered an extension of the classroom and students are expected to conduct themselves according to the school's behavioral expectations at all times. On the day of a field trip, students should be dressed according to the EHA dress code.

Standardized Testing

Standardized tests are used by schools to assess, revise and update their educational program. Testing will be conducted and results will be used by teachers to revise curriculum/instruction as necessary. Parents will receive a copy of their child's test report and may contact the teacher to discuss any concerns.

Video/Movie Policy

Films or video clips are shown strictly for educational purposes in the classroom.

Counseling Services

A school counselor from Jewish Family and Student's Service (JF&CS) is available on a part-time basis to help students with various issues and problems. Counseling services at EHA assist individual students to grow and develop in self-understanding, self-responsibility, planning, and decision-making skills. The counselor works closely with the instructional staff and parents. Our guidance and counseling staff recognize the importance of maintaining confidentiality, and will use the utmost discretion before sharing information with other support professionals. The counselors also provide school-wide programming for students and parents. In addition, the school has partnered with Catapult Learning to provide services throughout the year specific to counseling and executive functioning.

EARLY CHILDHOOD CENTER

While the significant majority of this handbook applies to students and parents in every division, there are certain topics that relate more specifically to the students and parents of the Marsha & Shlomo Fredman a"n Early Childhood Center (ECC). This section is not meant to indicate that the rest of the handbook does not apply to the ECC. Please reference the rest of the handbook for any information not found within this section.

Communication

Parent communication and partnership with the teachers is an integral part of your child's educational experience. If the school has any concerns involving your child, we will communicate with you as soon as possible. Weekly class newsletters and the Daf Keshet will help inform you of events in your child's class and throughout the school. Parent/teacher conferences are held twice a year.

Our program encourages quality communication. Your child's teachers are eager to discuss day to day issues and concerns. If at any time you would like to talk with the Early Childhood Director or a specific teacher, please do not hesitate to reach out directly. Please do not call teachers directly or send them text messages during the school day as it is against school policy for teachers to use their phones when they are with the children. If you need to reach a teacher immediately in regards to your child, please call the front office and your message will be relayed. If it is not an emergency, we ask that you give teachers 24 hours to either call or email back.

Teachers will continue to use Whatsapp to post pictures, share daily news, and update parents on happenings.

Birthday Parties

Birthday parties can be scheduled with classroom teachers. While "goody bags," party favors and entertainment are not allowed, parents are welcome to provide festive paper goods, an edible treat, and drinks. No home-baked items are permitted. If you have any questions in this regard, please reach out to the early childhood director. Please check with your child's teachers regarding possible issues with allergies or other dietary restrictions in the class.

Toys From Home

Epstein Hebrew Academy's Early Childhood is well equipped with educational play materials. Please do not send toys from home to school with your child.

Nutrition

For lunch, each child is to bring a kosher lunch from his/her home, along with a morning and afternoon snack. For a list of approved kosher agencies, please see the section titled "approved kosher agencies" below. To help us encourage your child to eat well, please minimize sending "junk" food. Please remember that EHA is a nut-free school.

Shabbat Parties

Shabbat Parties are a time for our children to get excited for Shabbat. If your child is the Shabbat guest that week we ask that you send a healthy treat. No home-baked items are permitted. Certain fruits and vegetables require them to be washed for insects before consumption. Therefore, if you would like to bring in a fruit or vegetable, please confirm with the early childhood director that what you plan on bringing in does not require the additional washing, as we do not allow them to be brought in even if they are washed. Please check with the teachers regarding possible issues with allergies or other dietary restrictions in the class.

Special Treats

There will be times throughout the year where students may be given special treats. Such days include, but are not limited to, Chanukkah (sufganiyot, which are fried donuts, and chocolate gelt), Purim (Hamantashen), and Rosh Chodesh. Additionally, there are days in which an ice-cream truck may be brought to the school (e.g. last day of school), as well as days on which the students bake challah, or some other baked item in honor of the holiday (e.g. 'Har Sinai' cupcakes).

Discipline

Our policy in early childhood regarding a discipline issue is to minimize conflict and cultivate conflict resolution and social skills through the following approaches:

- Communicate with the child in a calm, persuasive manner regarding the behavior.
- Investigate the classroom situation to seek clues to the behavior and possible solutions with the classroom teachers.
- Conference with parent(s) and teachers to discover possible cause(s) and to plan a cooperative solution.
- Involve the administration and teachers in observations and conferences to set up an educational plan.

Dress Code

For students in the Early Childhood Center, we ask that they be dressed in clothes that are comfortable and easily managed by the child to promote independence and self-help. The learning activities will often be messy. Parents should send children to school in functional work clothes. Children may wear shorts during hot weather. We recommend that you send an extra set of clothing with your preschool child to be kept at school in case of an accident. Please mark each individual piece (including socks & underwear) with your child's name.

Biting Policy

We all understand and accept that when young children are in groups, biting is unfortunately not unexpected. We know and accept that young children bite for many different reasons, however, we believe that biting is never the right thing to do. Our goal is twofold. We aim to help the bitten child feel better by giving them care, support, and advice on handling themselves in this type of situation. We also teach the child who bit more appropriate behaviors. The safety of the children is our primary concern.

The following steps will be taken if a biting incident occurs:

- The biting will be interrupted with a firm, “No...we don’t bite people!”
- Staff will stay calm and will not overreact.
- The bitten child will be comforted.
- Staff will remove the biter from the situation.
- The wound will be assessed by the teacher and cleansed with soap and water.
- The child who bit will be spoken to on their level in a loving, but firm manner. We will explain that, “You cannot bite your friends because it hurts them. We do not hurt our friends.”
- The parents of both children will be notified of the biting incident. Appropriate forms will be filled out (Incident Report).

When your child has bitten another child:

Classroom staff will work together with parents and try to reach the cause as to deter future biting – charting location, who was involved, time, other behaviors, staff present, and circumstances. Staff will “shadow” children who indicate a tendency to bite, to prevent biting situations and reinforce appropriate behavior.

- You will be notified of the biting incident and will be expected to begin your own research and assist us in training your child to use appropriate behavior.
- After repeated biting incidents, the early childhood director will meet with parents to go over a written behavior improvement plan and offer resources for assistance. They will discuss our biting policy and prepare them for the possibility of being sent home. We will work closely with the child, in hopes to guide them quickly past this stage.

OPERATIONS

Smooth and efficient operations help to ensure school personnel’s attention can be centered on the academic vision and school goals. EHA must work together with all school constituents to ensure we are ready to begin and end the school day.

School Hours

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|----------------------------|---|
| Early Childhood-12th Grade | 8:00 a.m. - 4:00 p.m. (Monday - Thursday) |
| Friday Dismissal | 2:30 p.m. (1:30 before daylight savings) |

Attendance Policy

Regular, punctual attendance relates in a positive way toward school achievement and the student’s self-worth. Absence requires a period of readjustment that may slow down learning. Students are expected to be present, and an active, positive member of the school community and their class community on a consistent basis.

1. Parents are asked to call the school and advise us of the absence of their child as soon as possible. Calls must be received by 10:00 am to ensure that teachers set aside work for your child. If for any reason, your child cannot take part in Physical Education please contact the office.
2. Parents may request assignments for students who are ill. Please contact the school office by 10:00 a.m. on the day of the absence. Homework will be brought to the school office for pick up by the parent or sibling. All work must be made up within a time frame determined by the teacher.
3. If you are going on vacation, parents should contact teachers directly through e-mail. Teachers are not required to provide a packet of work for students whose family chooses to leave for vacation during regular school days. However, teachers may provide chapter numbers, books to read and other general guidelines for families in this circumstance. Work will be made up at the discretion of the teacher. Students should be prepared to take tests that were missed during absence on the first day they return to school unless other arrangements have been made. All work must be made up within a time frame determined by the teacher.

4. Out of school suspensions are considered absences. If a student is absent from school due to suspension, these days will be counted toward the total number of absences.
5. As stated in the Missouri Revised Statutes, students with chronic health problems, an extended illness, disease, or an accident who are unable to attend school for a period of time may be excused from school. All chronic health problems, extended illnesses, diseases, or accidents should be certified by a written letter from the student's doctor. All cases will be reviewed on an individual basis.

Arrival and Dismissal

Arrival - Success in the classroom begins by arriving on-time and being prepared to learn. All students are expected to arrive at school starting at 7:45 am. Students will head directly to their classrooms and, beginning at 8am, classes begin morning Tefilah (prayers).

Dismissal - All parents are required to comply with the following carpool dismissal procedures to assure the safety of our students and provide for efficient dismissals.

- *School Dismissal* (Early Childhood – Grade 12) is at 4:00 p.m. Carpool drivers should make every effort to arrive by 4:00. Students who are not picked up by 4:15 p.m. will be supervised in the aftercare program and charged for aftercare.
- Carpools should form three lines along the driveway curbs. Parents should stay in their own cars and pull up to the front of the line as cars pull out. Our general rule during carpool pickup: 'when children are moving, cars are not. When cars are moving, children are not.'

Early Release

Parents are asked to schedule appointments for students outside of school hours. When this cannot be accomplished, please follow the procedure below.

- Notify the office in the event that a student must be dismissed from class during the school day.
- Notify the office concerning a student going home with a classmate or friend after school.
- Students will not be dismissed to anyone other than a parent unless the office has prior notification. If a student needs to leave the school premises at any time before dismissal, parents should come to the office to have their child paged and they will be dismissed from the front office. Teachers have been instructed not to dismiss any student that is not called from the office.

Important Reminders

When dropping off or picking up your carpool, please remember the following:

- When there is a change in carpool routine, it is necessary for parents to contact the school office.
- Do not have your child meet you at alternate building entrances or exits unless they are in a Kadimah carpool.
- Please refrain from using carpool time to confer with a teacher or fellow parent, as this could delay dismissal procedures.
- Parents who wish to have their child walk to an "off campus" pick-up point, or who prefer to have their students walk home, must email the school office in advance.

Emergency School Closures

Due to inclement weather (ice/snow) the school must sometimes be closed. For school closing due to inclement weather, please check Channel 2, 4, or 5 or KMOX Radio. Our school will be announced as:

H.F. Epstein Hebrew Academy *or* Epstein Hebrew Academy

If weather conditions become dangerous during the day after the students are in class, parents may choose to come and pick up their child. In some instances, school may close early due to existing or impending weather conditions. In these cases, parents will be informed through the 'Remind' system.

'Remind' is a texting service that enables us to stay in contact with parents quickly and easily, in the event school would be closed or have a delayed start. Sign up to receive all-school texts through one of the following methods:

- 1) Visit <https://www.remind.com/join/ehaad> and input your cell phone number.
- 2) Send a text to [314-888-5369](tel:314-888-5369) with this message: @ehaad

In both instances, the system will respond to you via text to confirm that you have been added to the list.

Change of Address

It is imperative that any change of address, phone number, or email address of the parent/guardian be reported to the school office immediately. This is vital in case of an emergency as well as for our records.

Kashrut - Dietary Laws

To accommodate the different levels of observance of Kashrut of our students, it is required that all food be kosher dairy or parve (with the exception of meat lunch days discussed below) and that snacks and lunches not be shared. This is increasingly important in this new era of conversations around various serious food allergies. Parties held at restaurants outside of school must be held at kosher establishments. For a complete listing of kosher products and restaurants, contact the Va'ad Hoer at 314-569-2770.

Meat products may be sent to school on days when the school is serving meat, on Tuesdays and Wednesdays. All packaged foods brought into the school for lunch, snack, or cooking projects must be clearly marked with an acceptable kosher symbol (a list can be found at the end of the book). Class-wide snacks or cooking projects must be brought to the Head of School to be checked before being used. Periodically, during the school year, the school may provide a treat to students during celebrations at the school. If you do not want your child to have certain foods please contact the school office.

The observance of Kashrut precludes the distribution of any homemade foods in the school. Please consult with the Head of School to verify the Kashrut of bakery goods or packaged foods before sending them for distribution. Several establishments are supervised by the St. Louis Vaad Hoer. Information is available on specific products by calling 314-569-2770.

Dress Code - Kindergarten through 12th Grade

The H.F. Epstein Hebrew Academy seeks to foster a productive and professional learning environment, in keeping with both Jewish values of modesty and core principles of mutual respect. Proper dress plays a very important role in the dignity and atmosphere of the school.

The Torah value of *tzniut* is more than a 'modest mode of dress'. It is a way of life, an attitude, and a sensitivity towards others. Our educational program fosters a life guided by *tzniut*. Educators have found that children who are appropriately dressed and well-groomed are more focused learners.

In addition, we believe that all teachers and faculty should be role models for our students, and therefore are asked to follow the same dress code we expect for our students, where appropriate.

The following dress code has been created for all students at EHA (K-12). We ask parents for cooperation and support in ensuring that their child adheres to the dress code before entering the building.

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| <p><u>Boys' Dress and Grooming</u></p> <p>Boys are expected to wear:</p> <ul style="list-style-type: none"> ● Kippot & tzitzit throughout the day. ● A neat pair of pants or jeans. No shorts, | <p><u>Girls' Dress and Grooming</u></p> <p>Girls are expected to wear:</p> <ul style="list-style-type: none"> ● Skirts or dresses that reach below the knee, and are designed for modest appearance, are |
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| <p>torn or untidy pants, sweat-pants or other casual styles, such as break-aways.</p> <ul style="list-style-type: none"> ● Collared shirts that have no more than one button open. ● No Tee shirts, jerseys, or earrings. | <p>not tight or form-fitting.</p> <ul style="list-style-type: none"> ● Shirts or blouses with sleeves that reach at least to halfway between elbow and shoulder. Capped sleeves or sleeveless are not allowed. Necklines should cover the collar bone. See-through, net, and tight-fitting tops (such as spandex) may not be worn. |
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All Students

- All shoes must have a strap or full back to them. (This is a safety issue as well as one of modesty.) Slippers and flip-flops are not allowed.
- Baseball caps or hats are not permitted.
- Inappropriate clothing such as torn, excessively large, baggy or tight-fitting, or clothing bearing inappropriate words or symbols may not be worn by any student.

Parents are also asked to help model the school dress code by wearing the proper attire when on school property, particularly when visiting classrooms and volunteering in the building.

Physical Education Dress Code: All children should have proper gym shoes for gym class.

Dress Code Consequences:

In Elementary grades (K-5), when a child comes to school out of dress code, parents will be contacted and asked to bring proper attire for their child.

In Middle School (6-8), students may not be admitted to class if they are not in dress code until a change of clothing is obtained. In such a case, parents may be contacted to bring a change of clothes. Students will be counted as absent for any classes that are missed and students are responsible to make up missed work.

BEHAVIOR

In order to provide a strong learning environment and to assist our students in developing responsibility, the following Rules and Procedures have been written. Parents are asked to review these with their child. Teachers will review the policy with their class. As our students grow, we seek to develop the values that build in each student a responsibility for their actions, self-discipline and respect toward others.

Rules and Procedures

Rules and procedures provide for more efficient and effective use of time in the classroom that will lead to more time to learn.

Epstein Hebrew Academy never condones profanity, possession of weapons, written threats, verbal threats, physical threats, harassment, fighting, obscene gestures, obscene materials, bullying or destruction of property. The rules listed in this handbook should not be considered an exhaustive list but should be considered a guide for what is not tolerated within our school.

Decisions about disciplining students will be made by teachers and/or administrators. Discipline strategies could range from a verbal warning to expulsion. It is, however, EHA's philosophy that disciplining of students should be done in the least disruptive manner for all students. For the safety of everyone, the parents of a student who is behaving in a physically dangerous manner will be called to ensure that everyone is safe at EHA. In a serious emergency, the police will be called.

Epstein has also established procedures in order to provide a strong learning environment and to assist our students in developing responsibility (see behavior appendix).

Cell Phones

Our school is a place of learning. We also want to create an environment where healthy interactions and building relationships are encouraged and nurtured. With this in mind, we are updating our cell phone policy. We recommend students leave their cell phones at home. For students who choose to bring their cell phone to school, the school policy is that cell phones cannot be used or seen during school hours, except for lunchtime for the high school students. We want our students to take ownership over their choices. Should a student be seen with a cell phone, it will be kept in the office and returned to the student at the end of the school day. The same policy will hold true if the student is found with a cell phone for a second time. On the third occurrence, the parent will be informed that the child is not to bring their phone into the building. If the phone is discovered once more, the office will hold onto it until a meeting can be set up between a parent, the student, and the administration.

Chromebooks

Epstein believes in providing our students with the means to engage with the world around them in an appropriate way. Technology has become an integral mode of learning that when utilized appropriately can advance learning. To bring technology into the classroom, we provide Chromebooks for every student, 1st grade and up. At the beginning of the year, each student in those grades is assigned a specific Chromebook that is kept in school and used only at the directive of the teacher. While the school provides Chromebooks for students in the above-mentioned grades, the student is expected to be responsible with the Chromebook assigned to them and make sure it is returned in the same way that it was given to them. Should a Chromebook be damaged or not returned for any reason at the end of the year, the student's family will be responsible to pay for the damage or lost Chromebook. If the Chromebook is deemed completely unusable the family will be charged a fee of \$250. Should the student not return the Chromebook charger that is assigned to them, or if it is damaged, the student's family will be charged a fee of \$25.

Disciplinary Offenses

Students are prone to testing boundaries and making mistakes. Mistakes are celebrated here! That's how we learn! When this occurs, it is important for the teacher to respond in a measured and appropriate way to create the most positive learning experience.

A disciplinary offense is a violation of the school's behavior expectations and occurs while the student is at school and/or on school grounds or is participating in a school-sponsored activity. School-related disciplinary offense may also include serious misconduct outside the school where evidence exists that the student's continued presence would have a detrimental effect on the school, including the safety of the student, other students, or staff members.

The following chart illustrates potential disciplinary offenses and possible corresponding consequences:

| Infraction | Description | Possible Range of Consequences |
|-------------------|--|---------------------------------------|
| Bullying | Treating others with disrespect and purposeful intimidation | Conference to Expulsion |
| Cheating | Academic dishonesty; consists of getting answers in a manner other than directed by a staff member | Conference to Suspension |
| Cyber-bullying | Using communication technologies with the intent of harming another person | Conference to Expulsion |

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| Defiance of school personnel's authority* | Refusal to comply with reasonable requests of school personnel | Conference to Suspension |
| Destruction or defacement of property* | Destroying or mutilating objects or materials belonging to the school, school personnel or other persons | Conference to Expulsion; Restitution Will Be Required |
| Disruptive behavior | Actions that cause an interruption in the learning or school environment | Conference to Suspension |
| Dress code | Failure to observe the school's dress code | Conference to Suspension |
| Fighting | Engaging in or threatening physical contact or verbal abuse for the purpose of inflicting harm on another person * | Detention to Long Term Suspension |
| Forgery | Writing and using the signature or initials of another person * | Conference to Suspension |
| Graphic Representation | Graphic images created by a student that are antithetical to the behavior expectations at EHA including, but not limited to, inappropriate drawings, comics, etc. depicting unacceptable or violent images | Conference to Suspension |
| Hazing | Any activity, on or off school grounds, that negatively impacts the mental or physical health or safety of a student or puts the students in a humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or school-sponsored activity. | Conference to Suspension |
| Inappropriate physical contact | Physical contact which is inappropriate for the school setting | Conference to Suspension |
| Internet/electronic media misuse | Violation of the provisions of the school's acceptable use agreement governing use of the school's electronic media properties and capacity | Conference to Suspension |
| Lying | Giving of false information calculated to mislead | Conference to Suspension |
| Physical assault | Physical attack of one person, or of a group of persons, upon another person who does not wish to engage in the conflict and who has not provoked the attack | Conference to Expulsion |
| Plagiarism | Submitting work that was not student's original work; not giving credit to sources | Conference to Suspension |
| Sexual harassment | Sexual comments, notes, insults, or inappropriate touching from one student to another * | Parent Conference to Suspension |
| Tardiness | Arriving late to class. | Student Conference to Court Referral |
| Theft | Taking or concealing property that belongs to others* | Student Conference to Suspension; Will Include Restitution |
| Threats and verbal | Statements or actions that intimidate or injure another | Student Conference to |

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| abuse | person | Expulsion |
| Trespassing | The unauthorized presence of an EHA student or other student on a campus other than their own (If the student refuses to leave upon request, it is a violation of state law.) * | Student Conference to Suspension |
| Unexcused absences | Any absence which has not been both excused by a parent or legal guardian and approved by the appropriate school official (see attendance section) * | Parent Conference to Expulsion |
| Weapons* | The possession of a dangerous weapon, or the use of an object to inflict bodily injury to another person * | Suspension to Expulsion |

*These problem areas also violate state law. For minor offenses, school officials may need to notify appropriate police authorities. For serious offenses, school officials are required to notify appropriate police authorities.

Common Consequences

The following is a description of some of the consequences students may face for disruptive behavior. Many of these consequences are based on the belief that academic time is sacred and that students should learn from the choices and decisions they make.

Conference - An informal talk is set up between the student and a school official (teacher, administrator) about the behavior. An agreement is reached regarding the expected behavior.

Loss of Privilege - Teachers will use their judgment to decide whether a student will lose a privilege based on their action (please note that the student is still responsible for any missed work while he/she was sitting out).

Referral to Administration - A formal conference is held between the student and one or more school officials. During this conference, the student must agree to correct their behavior.

Parent Involvement - A parent will be notified of a student's referral for behavior via telephone, or other personal contact. A conference may be conducted between the student, parent(s), appropriate school staff and any other individuals concerned. Parents may be required to remain in the school building to support students when deemed necessary by the academic principal or head of school.

Detention - Lunch and after-school detention may be given. During this time, students will be given additional academic work and problem-solving work to complete. Failure to complete the work will result in an additional day of detention.

In-School Suspension - Parents are notified by telephone or personal contact that their child has received an in-school suspension. Students will complete work assigned by the classroom teacher and will work under the supervision of a school administrator. Students may also be assigned a supervised work detail during this time.

Behavior Resulting in Suspension or Expulsion

The following is a description of some of the more serious behavior consequences students may face for severe or repeated poor behavior. These consequences are used if a student is physically aggressive or continually disrupts the learning environment.

Short Out-of-School Suspension - The student is informed that they are subject to a short suspension (10 days or less). The student and their parents are also informed regarding the due process procedure. The due process procedure is initiated. The suspension does not take place until the due process procedure has been completed. This notification will be recorded in the student's permanent file.

Long Out-of-School Suspension - The student is informed that they are subject to a long suspension (more than 10 days). The student and parents are informed of the due process procedure. Notification to parents must include clear instruction regarding the due process procedure. The due process procedure is immediately initiated. The suspension does not start until the due process procedure has been completed. This action will be recorded in the permanent file.

Indefinite Suspension - The student is immediately suspended for an indefinite period of time. Suspensions of this type are only made when it is necessary to remove a student from school in order to eliminate a clear and present danger to any and/or all concerned. The student's parents are notified by telephone or certified letter regarding the action of the school. Notification to the parent must include clear instructions regarding the due process procedure. The due process procedure is immediately initiated. This action will be recorded in the permanent file.

Expulsion - The student is informed that they are subject to expulsion. Parents will receive a telephone call or letter explaining that the student is subject to expulsion. The due process procedure is immediately initiated and notification to the parents will include clear instructions regarding the due process procedure, also listed below. The expulsion does not become effective until the due process procedure has been completed. This action will be recorded in the permanent file.

Procedures for Disciplinary Action/Due Process

If a student violates the school behavior expectations, the following procedures will take place:

1. The student is informed of the charges against him/her.
2. The student is asked if they understand these charges.
3. The student is asked to tell and/or write his/her side of the incident.
4. The student is allowed to name any witnesses on his/her behalf.
5. The head of school and/or academic principal or their designee addresses the conduct and assigns an appropriate consequence.
6. The parent/guardian is notified by the head of school, the principal or their designee.

Parents have the right to appeal a short suspension, long suspension, indefinite suspension, or expulsion. An appeal for a formal hearing at the Board level must be made within three school days after the notice has been received regarding a short suspension, long suspension, indefinite suspension, or expulsion. The student may present witnesses at all hearings. The student may only be represented by an attorney at a hearing before the Board of Directors. School officials should be notified no less than two days in advance if the student intends to have an attorney present. In hearings before the Board of Directors, cross-examination of witnesses is permitted.

School officials are not required to initiate or complete due process procedures prior to notifying police authorities. If police authorities are notified, parents will be contacted by telephone or certified letter. Any actions taken by police authorities will be in addition to action taken by the school.

Procedures for Long-Term Suspension or Expulsion

If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps, in addition to those listed above, are taken:

1. If necessary, the student is immediately removed from class and/or school;
2. The parent/guardian is notified by the principal or his/her designee;
3. The school sets a hearing date;
4. The student and his parent/guardian are notified in writing of the charges and a statement of evidence; date, time and place of a hearing; and notice of the right at the hearing to be represented by legal counsel (at the student's/parent's own expense) and present evidence and question witnesses;

5. After hearing the case, the principal or his/her designee issues a written decision to be sent to the student, the parent/guardian, the school's Board of Directors, and the student's permanent record;
6. Any student who has been given a long-term suspension (more than 10 days) or is expelled has the right to appeal the decision in writing to the Board of Directors within 10 days of the date of the suspension or expulsion;
7. Any appeal is heard, at the discretion of the Board Chairperson, by the Board of Director subcommittee; in such a case, the school sets a hearing date and the student and/or his/her parent/guardian are notified in writing of the: charges and a statement of evidence; date, time and place of a hearing; and notice of the right at the hearing to be represented by legal counsel (at the student's/parent's own expense) and present evidence and question witnesses.

Record-Keeping

Epstein Hebrew Academy will maintain written records of all suspensions and expulsions, including the name of the student, a description of the offending behavior, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Discipline of Students with Disabilities

The school's disciplinary code, policies and regulations apply to all students, except as modified and mandated by law in certain cases of students with disabilities, as indicated below.

Students with disabilities are defined under Part B of the Individuals with Disabilities Education Act (IDEA), as amended, and implementing state regulations set forth criteria by which a student may be determined to have a disability and to be eligible for special education and related services. Students may also have a disability under the provisions of Title II of the Americans with Disabilities Act or Section 504 of the Rehabilitation Act.

Due Process

Due process procedures, as described earlier, apply to all students. When a student with a disability commits a disciplinary infraction, the student's IEP or Section 504 team must also determine whether the student's committing the infraction was related to his/her disability if a suspension for the infraction is likely to result in a change of placement. If the infraction is found to be related, the additional provisions indicated below also apply.

1. Short-term suspension. The regular provisions apply to students with a disability unless the suspension results in a total of more than ten days absence for the year due to suspensions. In such a case the student must continue to receive some educational services. Further, if the suspension would cause a "change of placement", the removal should be handled as a long-term suspension.
2. Long-term suspension or expulsion. A student with a disability must continue to receive services during a long-term suspension or expulsion, even if the offense was unrelated to the student's disability. An interim short-term suspension may be imposed until the IEP team completes its work, so long as it does not result in a change of placement. If a student with a disability is suspended for more than 10 days, families and students must attend a Manifestation Determination meeting.
3. Removal for 45 school days. A student may be placed in an appropriate interim alternative educational setting for up to 45 school days for possession of weapons as defined in 18 U.S.C. 930, or use, possession, sale or solicitation of a sale of certain drugs identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act as well as for inflicting serious bodily injury on another person. This alternative placement of a dangerous or violent student may be sought through a hearing officer appointed by the Department of Elementary and Secondary Education. This removal may be used in conjunction with short and long-term suspensions or expulsions.
4. Court Injunction. The school may also seek a court injunction ordering removal or a changed placement of a dangerous or violent student.

Students with Disabilities Not Eligible under IDEA

Expulsion, exclusion for an indefinite period, exclusion for more than ten consecutive school days, or a pattern of suspensions which exceed ten days, of students who have disabilities under Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act, but do not qualify for special education services under Part B of the IDEA, constitutes a significant change in placement.

Before implementing a suspension or expulsion which constitutes a significant change of placement, the school must review all relevant information in the student's file in order to make a manifestation determination as to whether the misconduct in question was caused by the student's disability and, if so, whether the student's current educational placement is appropriate. If it is determined that the misconduct was not caused by the student's disability, the student may be excluded from school in the same manner as students who do not have disabilities.

Definitions

For the purposes of this policy, the following terms are defined:

Change of Placement: Any removal of a student with a disability from his/her assigned classroom or service specified in an Individual Education Program (IEP) or by a multidisciplinary committee responsible for determining placement, for other than short-term crisis management, for a period of more than ten consecutive days, or cumulative days if a pattern of suspension is created, within the year. Multiple suspensions, which accumulate to more than ten days, may constitute a change in placement if a pattern of suspension results and should be evaluated on a case-by-case basis. Factors to be considered in determining whether a pattern of suspension is present include the number and length of suspensions, their proximity to each other, and the total amount of time a student is suspended from school.

Interventions established by a multidisciplinary committee which continue the provision of special education and related services, or interventions which do not substantially interrupt the provision of services identified by a multidisciplinary committee, or those in an IEP, will not count toward the ten-day limit.

A student with a disability who brings a firearm (as defined in U.S.C. 921) on school property may be placed in an interim appropriate educational setting for not more than 45 days.

Student with a Disability: A student identified as having a disability as defined in P.L. 94- 142 or Section 504 of the Rehabilitation Act.

Suspension: Removal of a student from school for a definite period of time for misconduct. A suspension of more than ten consecutive days, or cumulative if a pattern of suspension exists, constitutes a change of placement.

Expulsion: Removal from school for an indefinite period of time for serious misconduct.

Procedures

If a student with a disability is charged with misconduct for which a suspension may result, the student and the student's parents must be given oral or written notice of the charges. If the charges are denied, the student and/or parent must be given an oral or written explanation of the facts which form the basis of the proposed suspension. The student, with assistance of a parent, must then be given an opportunity to present the student's version of the incident.

The head of school must keep a record of all disciplinary action taken against a student with a disability which, if continued for more than ten consecutive or cumulative days, would amount to a change in placement.

If any disciplinary action which will result in a change in placement is proposed against a student with a disability, the supervisor of special education and the chairperson of the student's multidisciplinary committee responsible for determining placement must be notified, and the committee shall be convened as soon as practicable.

The student must be accorded all procedural rights under federal and state law, including:

- Notice of the proposed action.
- The right to examine the record.
- Re-evaluation if a significant change in placement is proposed.
- The right to appeal.
- A hearing with the right to representation of counsel.
- If a parent requests due process, the student has a right to remain in the current placement until resolution of the due process proceedings unless an agreement is reached with the parents for an alternative placement or a court injunction is obtained.

If a student with a disability is found by the School to present a danger to himself/herself or others, and the student's parent has not consented to an immediate change in placement pending due process procedures, then the School may seek a court order for an immediate change in placement, pending the completion of such procedures. If the court does not determine the nature and extent of services to be provided to such a student during this period, the multidisciplinary committee shall make such determination. In the case of a disability resulting in violent behavior which causes a substantial likelihood of injury to the student or others, the School shall initiate procedures to remove the student to a more appropriate placement if the School has made reasonable efforts to minimize the risk.

If the discipline proposed would result in a change in placement, the committee must determine whether the behavior for which discipline is proposed is related to the student's disability, and whether the student is currently placed in the appropriate least restrictive environment based on a multidisciplinary evaluation.

If the committee determines that the behavior is unrelated to the disability, regular disciplinary procedures are appropriate, and a change of placement may be imposed, including suspension or expulsion. However, special education services cannot be stopped. Parents must be notified of a change in placement. The committee's determination may be appealed. The nature and extent of educational services to be provided during any such period of suspension or expulsion, if any, is based on recommendation of the multidisciplinary committee, subject to the right of appeal.

If the committee determines that the behavior is related to the student's disability, the student must remain in the current placement pending completion of the administrative process. Disciplinary action resulting in a change in placement may not be taken against such a student. The committee must modify the student's placement or IEP as appropriate.

Due process procedures, applicable to suspension or expulsion under state law as provided in sections 167.161 and 167.171, RSMo., are required prior to suspension or expulsion of students with a disability.

Student Searches

EHA authorizes the head of school, principal, and their designee(s) to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student has violated the law or the school's behavior expectations or otherwise constitutes a threat to the health, safety, welfare, or morals of the school, other students, school personnel, or any other person lawfully on school property or attending a school function. In authorizing searches, the school acknowledges both state and federal constitutional rights which are applicable to personal searches of students and their possessions.

An authorized school official may search a student or the student's belongings based on information received from a reliable informant. Individuals, other than the school's employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, they make an admission against their own interest, they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. School employees will be considered reliable informants unless they are known to have previously supplied information they knew was not accurate.

Students may be subject to personal searches and searches of their possessions where reasonable individualized suspicion exists to conduct such a search. Reasonable individualized suspicion to conduct a search of a student or a student's possessions and the scope of the particular search shall be based upon, among other things, the student's age, the prevalence and seriousness of the problem to which the search is directed, the urgency necessitating an immediate search, and the probative value and reliability of information used as justification for the search.

Students have no reasonable expectation of privacy rights in school cubbies, desks, or other school storage spaces. The school exercises overriding control over such school property, which may be opened and subjected to inspection at any time by school officials.

After-School Activities

All of the rules and procedures outlined in this handbook apply whenever a student is on campus or participating in a school-sponsored or school-related function. In cases of discipline infractions, it will be the decision of the Academic Principal or Head of School along with the coach or activity sponsor to decide if students will be allowed to participate in extracurricular activities.

Student Non-Academic Material

Students should not bring non-academic items to school. Examples include, but are not limited to, gaming devices, magazines, laser pointers, makeup, electronic devices, cell phones, cards, or toys. Teachers and administrators reserve the right to hold possession of a personal item in the main office until a parent picks it up.

Statement Against Bullying

Epstein Hebrew Academy is committed to providing a caring, friendly, and safe environment for all of our students based on Torah values and principles. As our Rabbis taught, "Derech erez kadmah l'Torah" - "Courteous behavior is a prerequisite to Torah living" (Vayikra Rabbah 9:3). Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know the incidents will be dealt with promptly and effectively.

Bullying behavior is defined as intentional, often, but not necessarily repeated, hurtful acts, words, non-verbal cues, and other behavior such as name-calling, threatening, and/or shunning committed by one or more students against another. Bullying includes, but is not limited to: physical violence, verbal taunts, name-calling and put-downs, threats, extortion, damaging property, exclusion from peer group, and cyber-bullying* or cyber-threats**.

*Cyber-bullying is sending or posting harmful or cruel text or images using the internet or other digital devices.

**Cyber-threats are online material that threaten or raise concern about violence against other, encourage self-harm or suicide.

Bullying interferes with learning. Students who are targets of bullying are unable to focus on their work. Their self-esteem is negatively affected. Everybody has the right to be treated with respect. Students who bully need

to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying. Bullying will not be tolerated.

Procedures to deal with bullying

1. Students should report bullying incidents to staff (who will record all incidents).
2. Teacher will immediately stop the students involved to directly address the issue. The bully's behavior will be labeled and corrected, while giving reassurance to the target.
3. An appropriate consequence will occur. Consequences can be determined by the frequency of the behavior.
 - A direct discussion with the student in the moment.
 - Sitting out of an activity and.
 - Lunch detention – at lunch detention the student may eat lunch then read or do any work missed because of the incident. Parents will be notified by letter that their child received a lunch detention.
 - After school detention – At after-school detention the student may have a snack and then read and do homework/any missed work. Parents will be called to discuss their child's behavior. JF&CS may be brought in to consult.
 - Suspension or ISS (In-School Suspension) – Parents will be notified by phone and possibly brought in to school for a meeting. Suspension/ISS will be for one day. Please note that physical assault and destruction of property is an automatic suspension.
 - Expulsion – Parents will be called in to school immediately. Please note that use of a weapon is an automatic expulsion.

GOVERNANCE

Board of Directors

The Board of Directors of the H.F. Epstein Hebrew Academy represents a broad cross-section of the Jewish community, including Epstein parents. It consists of individuals who commit their time, effort and resources toward assuring the continued standard of excellence that Epstein represents. Through its committees, the Board sets general policy guidelines and ensures the school's fiscal viability. Parents are encouraged to become involved in serving on the committee of their choice. Please contact a board member for further information.

Parent-Teacher Association (PTA)

The Academy's parent organization, the PTA, fosters close cooperation between parents and teachers for the benefit of the entire Epstein community. The association provides a rich program of activities and handles many of the major fundraising events. Parents are urged to become actively involved in the programs and committees.

TUITION, FEES, & FINANCIAL AID

Tuition - Tuition is for the full academic year and is not refundable due to absence but is pro-rated for withdrawal or dismissal. Parents may elect any of a variety of methods using SMART Tuition including: In full, by the half year in two payments, and monthly. Tuition assistance may be requested for students in all classes. Forms are available at registration time and are processed by a discrete committee of the Board of Directors.

Books - Students are responsible for the care of all textbooks. Parents will be billed for the replacement cost of materials that are lost or damaged.

After-Care - This supervisory day care service is provided from 4:15-5:00 p.m. This program is available for Tenoki through eighth grade. There is a fee for this program. On shortened school days and Jewish holiday eves there is no late care available.

Tuition and Assistance (Scholarships)

Financial help with tuition is available through our “Tuition Assistance” process and application forms can be requested from the Business Office. Most Jewish day schools follow the same confidential procedure to assess what a family’s affordable fair share of tuition will be for the next year. These financial aid monies are available on a first-come, first-served basis. Please watch for notices from the Business Office in the spring when re-enrollment for the following year begins.

HEALTH ISSUES

Health Policy

Our goal is to maintain a healthy and vigorous educational environment. Students with easily transmitted illnesses should not attend school. If a student becomes ill or develops a fever greater than 100 F or 37.8 C during school hours, their parents will be contacted and asked to pick up their student as soon as possible. For the safety of your child, make sure that the school office has your current emergency contact numbers.

With the fluid nature of the current Covid-19 virus, we expect our parents to be our partners in ensuring that their children understand and adhere to the current Covid health protocols we have in place within the school.

Emergency Cards

Student information is submitted through TADS. We require updated information on each student every year. The office should be made aware of any changes in the student’s health.

Immunizations

All students are required by Missouri state law to supply the school with health records of immunization upon entering school. All health information forms and immunization records should be up to date and sent directly to the attention of the school office. The Health Department requires parents to ensure that their child is properly immunized. Please make sure that the office has current immunization records for your child. Failure to comply with this request will result in your child being asked not to return to school until all health records are in order. Students will not be readmitted without proper immunizations.

Injuries and Minor Complaints

If a student is hurt during the school day, and requires help from a staff member, then that staff member or office will call the student’s parent as soon as possible to let her/him know what happened. It is EHA’s policy to provide basic first aid for minor injuries. More serious injuries will be referred to 911 in addition to a phone call to the parents. In the event of any head injury parents will be contacted by phone, regardless of the severity, so that they may monitor their child for 24 hours. In the case of a life-threatening injury emergency medical attention will be sought prior to contacting the parents. It is imperative that parents notify the school of any change in their home and/or work phone numbers, or the contact information for family physicians.

Medications

EHA encourages parents to give all medications at home to the extent possible. If a student needs to take medication during the school day, the medicine must be given to the school office. All medicine must be labeled clearly with the student’s name and directions for administering by the school secretary. If a student takes medication on a short-term basis, a note or letter must be on file in the office. Students are not to have any medication (even over-the-counter medications such as Tylenol) in their possession at school. Parents are requested to keep all medical information in the school office updated.

Allergies

Please inform the school office and your child’s teachers if your child has any food or other types of allergies.

Nut Policy

The Academy has adopted a policy of being a NUT-FREE facility. This includes all types of nuts (i.e. peanuts, walnuts, almonds, pecans, cashews, pine nuts, and all other tree nuts). Sunflower butter is acceptable.

In order to maintain a safe environment for students with severe nut allergies, food products must not contain nuts. Caterers, FHA volunteers, and any rental parties are informed as well. Parents are asked to refrain from providing nut products for lunches for their students. Classroom celebrations must also abide by our nut-free policy. Under no circumstances should nuts of any sort, or products containing nuts, be brought to campus.

Students may bring foods that are marked as "produced on shared equipment with nuts or peanuts" and "produced in a facility that also processes nuts." Please refrain from bringing products that say, "May contain nuts."

Sickness

Students who are well enough to come to school are generally well enough to participate in gym and recess periods. Parents are asked to send a note if they do not want their child to exert themselves at recess. If students should not engage in strenuous activity, parents are asked to send a note to school that includes the reason and length of exclusion.

A child who becomes ill during the day will be taken to the front office. Parents will be called and asked to pick up the child as soon as possible. When picking up your child at school, please report to the school office and sign out.

Students with fever, diarrhea or vomiting are required to remain home for 24 hours after the symptoms have subsided, without the use of fever-reducing medication. If a student has a contagious condition, such as strep throat, that requires antibiotics, he/she should not return to school until the antibiotics have been in effect for at least 24 hours. The school will not be responsible for administering antibiotics during the school day. In the case of pink eye (conjunctivitis) students must stay home until their eyes are not red, watering or oozing. Students must also be fever-free for 24 hours before returning to school.

Please keep your child at home if signs of a coming cold or other illness are evident. Please inform the office if your child comes down with a communicable disease so that we may inform the rest of the class.

MISCELLANEOUS

Non-Discrimination Policy

Epstein Hebrew Academy does not discriminate on the basis of race, color, ethnic, or national origin in the administration of its educational policies, admissions policies, studentship and loan programs, athletic or other school administered programs.

Faculty Meetings

Professional growth plays a large part in the education of the students at EHA. Academic planning is also essential to our school. For these reasons, faculty meetings will be held regularly throughout the school year. Important dates and times of faculty meetings will be announced in advance through parent communication channels including email and the Daf Keshet. On some faculty meeting days, classes will not be held; on others, school will be dismissed early.

Lost and Found

It is suggested that you mark your child's clothing (especially coats, jackets, sweaters, mittens and hats) with your child's name to prevent needless loss of articles that are often in excellent condition. Lost items will be kept in a receptacle in a storage area. Jewelry, wallets, purses and expensive small items will be kept in the

office. At the end of the school year all unclaimed clothing and articles will be given to charity. If parents would like to look for lost items, please contact the school office.

Parking

Parents visiting campus may park in available spaces in front of the school which is also our staff's parking area or in the visitors parking area on the north side of the building. Please do not park in the fire lane or in front of the front door.

Technology/Internet Use Policy

In-School Use

Epstein Hebrew Academy has the ability to enhance your child's education by providing access to current technologies including the internet. The rich sources of information available on the internet augment the quality of education available to all students by improving their ability to do research, communicate and collaborate with others, and their ability to access content appropriate for their own instructional program. It is our intention to provide an internet environment that is safe and appropriate for all of our students. The school currently uses a commercial internet screening company which reviews and filters internet content, and does not allow access to pages and/or sites with objectionable material. In addition, school personnel monitor internet use to ensure that students are using these resources appropriately and will design use according to their grade level. In general, you will find the following:

- Grades Preschool-5 Limited use for specific projects. Use is teacher-directed and only sites selected by the teacher are accessible.
- Grades 6-12 Use is adult directed and monitored.

Your child's teacher will discuss the appropriate use of technology including the use of the internet. Students will be expected to follow the rules established by his/her teacher.

Epstein Hebrew Academy is using all of the strategies described above to ensure the safety of students and restrict access to inappropriate material. Students are never permitted to use instant messaging, social networking or e-mail at school with the exception of e-mailing work to their own account under direct supervision. A student who is found violating internet/technology guidelines will lose internet/computer privileges at EHA for a period of time as determined by the administration.

At-Home Use

Epstein Hebrew Academy appreciates the benefits of the internet and encourages our students to be proficient in accessing and researching data relevant to their educational experience. We realize that there are tremendous risks while surfing the internet and therefore highly recommend that students are only allowed to use the internet with parental guidance.

If any family does not allow their child to access the internet from home, we ask that you contact their teacher(s) and let them know. If assignments require the use of the internet, alternatives may be provided when possible.

Visitors

Visitors are welcome at EHA. All visitors must use the main lobby doors to enter the building and sign in with office personnel. All visitors will be asked to wear a visitor's tag and sign out upon leaving. Parents/others may not interrupt classes during the school day. Arrangements for observations of classes may be made with the administration. These visits are scheduled with at least a day's notice.

Birthday Parties

EHA welcomes the opportunity to celebrate a student's birthday in the ECC - 12th grade with a simple kosher treat (no homemade treats). Please make arrangements with the teacher as to the best time of day. The party should be kept to no more than 10 minutes.

Invitations to parties may not be given out at school. Please be sensitive to the importance of Kashrut and Shabbat in our school community. For help in planning, please feel free to call or email your child's Judaic studies teacher. We strongly encourage parents to include everyone when sending out birthday invitations. Parents should also be sensitive to other issues such as students who eat only Cholov Yisroel and who have food allergies.

EHA would be honored to receive donations in honor of a birthday. Suggested donations could include items such as books for the school library or playground equipment. Please contact the office regarding any donation you would like to make. Your donations are tax deductible to the extent that the law allows.

If you have any concerns, please feel free to discuss them with the administration.

Approved Kosher Agencies

The following is a list of some school recognized Kashrut symbols for your reference. If you have a question about a specific symbol not pictured below, you may reach out to the administration for approval.



BEHAVIOR APPENDIX

School-Wide

- Students should be respectful to all adults.
- Students should always follow the dress code.
- Electronic devices such as iPods, phones, cameras, etc. may not be used during the school day and should remain in the locker all day. Students may use approved technology for classroom tasks under the supervision of the teacher.

Classroom

- Classroom procedures will vary by teacher.

Lunchroom

- Teachers must lead their class all the way down to the lunchroom.
- Students are required to sit at tables while eating.
- Students may talk with their friends next to them.
- Students should refrain from shouting.
- All students must clean up; in this way, we teach and practice our communal responsibility to each other.
- A teacher on recess duty will escort students out to recess; students should not run ahead of the teacher.

Bathroom

- Students should always ask the teacher's permission before leaving the classroom to use the bathroom.
- Use the bathroom appropriately and clean up after yourself.

Hallway

- Students should walk.
- Be respectful of others in the hallway and students who are learning in their classrooms.
- Keep the hallway environment clean.
- Keep lockers and locker areas clean.
- Be on time to class.

Off-Campus Outings

- Stay with the group at all times.
- Respect the property of the facility.
- Speak respectfully to facility staff.
- Students should wear their EHA shirts.
- Remember at all times that they represent EHA.

Recess

General Rules

- Teacher must walk their whole class out to recess; students may not run ahead (see hallway procedures)
- Classes must line up at the end of recess time in the assigned area (all classes – no exceptions).
- Teachers must be on time to pick up their students from recess.
- Teachers must count their students and should inquire regarding students who are absent
- Teachers may not go into the building without their entire class.
- The last class back in must close the doors.

Playground Area (Fenced Area)

- Go down slide only
- No sitting on top of the structure
- Only swinging on the swings back and forth (no side to side)
- No standing on swings
- One person on a swing at a time
- No jumping off swings

Tire Swing Area/Field

- No sitting on top of monkey bars
- Only go in one direction on the monkey bars
- Only 3 students on the tire swing at a time
- Only 1 student may push the tire swing at a time
- Everyone who wants to play may play
- No rough or dangerous play
- No hard balls
- No elimination/dodgeball games (or anything like it!)

Basketball/Tetherball Area

- Everyone who wants to play may play
- Students need to be aware of others while playing with the balls

Indoor Recess

- All students playing with balls should be on one end of the gym.
- Students using any other equipment are to stay on the opposite side.
- No elimination/dodgeball games (or anything like it!)
- Only 1 student on a scooter at a time

- Students may not be pulled while on scooters
- At the end of recess all students need to stop and sit where they are. Appointed students from fourth grade will go around and collect the equipment.
- Students need to wait until their grade is called and then line up quietly with their teacher.
- Teachers must be on time to pick up their students from indoor recess.