



PARENT HANDBOOK

Including Things to Know A to Z

2022-2023

Contents

CJDS Parent Handbook	5
Welcome!	5
About Us	5
Admissions	5
Things to Know, A to Z	6
Addressing Concerns	6
Annual Fund Campaign	6
After School Activities	6
Arrival & Dismissal	7
Asbestos Plan	9
Assemblies	9
Attendance and Absences	9
Babysitting	10
Class Work	10
Communication	11
Conferences	11
Confidentiality	11
Contacting Faculty Members	12
Contacting the School	12
Counseling & Diagnostic Testing	13
Credit Card Payments	13
Dismissal	13
Dismissal & After School Activities	14
Dress Code	15
Educational Outcomes:	16
Emergency Healthcare	16

Emergency Preparedness Plan	16
Fair Share	17
Financial Policies	17
Food Policies	19
Cafeteria and Lunch Program	20
Grading and Report Cards	21
Hebrew Birthdays	21
Helpful Suggestions	21
Health Policies	22
Holidays Not Celebrated	23
Homework	24
Inclement Weather	27
Late Pick Up Fees	27
Learning Resource Interventions	28
Lockers	28
Logo and Image	28
Lost and Found	29
Management of Behavioral and Academic Challenges	29
Middle School Readiness	35
Mitzvah Wagon	36
Occupational & Speech Therapy / Tutoring	36
Office Areas	37
Parents Rights	37
Partnership in Education	38
Party Invitations	39
Personal Items	39
Photographs	40
Pre-Care K – 5	40

PTO Fundraising Policy	40
Safety and Security	41
School Closure	41
School Hours	41
Student Cell Phones and Smartwatches	42
Study Hall:	42
Supplies	42
Telephone	42
Tutoring Program	43
Midterm Reports & Progress Reports:	44
Tzedakah	44
Visitors	44
Web-Based Applications and Remote Learning Recording	44
ACKNOWLEDGEMENT	45

CJDS Parent Handbook

Welcome!

About Us

It is the firm belief and guiding principle of Charlotte Jewish Day School that children can be provided with a comprehensive education in Jewish thought, customs, and laws with absolutely no compromise in the quality or spectrum of the secular education that parents desire for their children.

The general studies program includes all academic areas taught in an independent school setting. The profound importance of a strong foundation in language arts, mathematics, science, social studies, and the arts is recognized. Students are given the opportunity to reach their full potential — to develop the ability to question critically, learn openly, and communicate effectively. Intellectual growth goes hand in hand with emotional, social, and physical growth. Students are assisted in the development of self-confidence, curiosity about the world, respect for other people, a sense of community, and the ability to think for themselves.

The religious studies are based on the traditional values of Judaism, presented in a way that emphasizes relevance and meaning in today's world. Religious studies are taught so that no confusion or problems are generated, regardless of the home religious environment. The day school instills an appreciation of Judaism within its students. In an age of rampant assimilation and Jewish youth searching for values, the importance of a return to Jewish education becomes ever more apparent.

Faculty members are degreed and selected for the strengths of their educational backgrounds, their abilities to teach, and their love of working with children. Their belief in the uniqueness of the individual enables them to challenge each student at his or her own level. Small classes, individual attention, and close student-teacher relationships — all work together to create happy students.

Admissions

Charlotte Jewish Day School admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school administered programs.

Prior to initially enrolling a child, parents are encouraged to visit the school and meet with the Director to learn about the school's philosophy, curriculum, and operational policies. The completed application form and required fees are due at the time of registration.

Financial assistance is available for students in need.

Things to Know, A to Z

Addressing Concerns

Whenever problems or concerns arise, they should be brought directly to the attention of the faculty members involved. (i.e., a problem in the classroom should be discussed first with the teacher.) If further discussion is necessary, the Director of Curriculum & Instruction should be contacted for any academic concerns. For all other concerns, the Director should be contacted.

Parents are asked to use discretion when discussing school issues, especially in front of their children. It is very important to help your children have a positive attitude toward their school and their education. Modeling a positive attitude while quietly pursuing solutions lets children know that their parents and teachers are working together for their benefit and shows that there is mutual trust between school and home.

Annual Fund Campaign

Each fall, the CJDS Board of Directors sponsors the school's Annual Fund Campaign. The Annual Fund is, in fact, responsible for 18% of CJDS income. Tuition alone does not cover operating expenses, and it is our policy to control our tuition costs to ensure that a CJDS education is possible for all families.

One hundred percent participation by parents helps us secure donations from major givers within the community-at-large. Your contribution, in any amount, is vitally important.

After School Activities

Siblings of students attending CJDS after school activities such as chess club, yoga, student council, etc. may not attend unless they are formally enrolled in the class themselves. They are not permitted to sit quietly in the clubroom and wait for their afternoon pickup as we cannot supervise children other than those who are participants in the after-school activity.

IT IS THE PARENTS' RESPONSIBILITY TO MANAGE ALL AFTER SCHOOL ARRANGEMENTS FOR THEIR CHILDREN & MUST COMMUNICATE DIRECTLY WITH THE ORGANIZATION SPONSORING THE ACTIVITY (For example JCC; Camp Mindy). If you give permission for the JCC or Camp Mindy staff to pick up your child for an after-school activity, you must indicate so on your 'pick up list'. Changes in your child's after school social plans cannot be communicated to the student during the school day or at dismissal time. So please be sure to make your after school plans the night before.

Arrival & Dismissal

School Hours

Our days and hours of operation are:

- **Office** Mon.-Fri. 7:30am – 5:00pm
 - **Transitional Kindergarten** Mon. – Fri 8:50am – 1:50pm
 - **Kindergarten** Mon.-Fri. 8:50am – 2:50pm
 - **1st–5th Grades** Mon.-Fri. 7:50am – 2:50pm
 - **6th Grade/Middle School** Mon. – Fri. 7:50am – 3:20pm
-
- Every day, approximately 150 children are greeted and dismissed from school. This is a responsibility the staff takes very seriously, as they are charged with the safety of each child.
 - If you need to leave quickly, arrive early to be assured a place in the front of the carpool line.
 - *In order to insure a safe and calm dismissal, we ask that you do not come into the school building during dismissal – 2:40-3:15.*
 - While in the pick-up or drop-off line, parents remain in their cars. This includes not getting out of the car to go get a child and not getting out of the car to talk to someone in another car. If you need to converse with a teacher, do not do so during pick-up or drop-off. Schedule another time to talk with the teacher.
 - Do not leave a parked car in the pick-up or drop-off area at any time.
 - Do not drive around the cars that are already in line.
 - NO U-TURNS ARE ALLOWED.
 - Do not block the road by stopping to talk window-to-window with a vehicle in the opposite lane.
 - Do not block any entrances to Shalom Park.
 - Please keep in mind that during the first few weeks of school, carpool lines will be slower and longer. Your patience is necessary until the children and other parents learn the procedure.
 - In order to ensure the safety of students and reduce distractions during dismissal, we ask that you do not bring pets to school unless they remain in the car.
 - If a student is picked up late, a late fee will apply. Refer to page 27 to learn more.
 - On noon dismissal days, there will be a \$10 late charge assessed for pick-ups after 12:10. After 12:30, there will be a \$35 late charge.
 - A \$10 fee will be assessed for pick-ups ten minutes after the end of afterschool clubs. A \$35 fee will be assessed for pick-ups more than ten minutes after the end of afterschool clubs.
 - Failure to notify the school about your child's after school plans such as who is picking them up and when; changes to after school programming at CJDS, the JCC or J Team, etc., will incur a \$25/occurrence.
 - Changes to student dismissal plans, to include registering for study hall, must be carried out by 2:00pm.

Morning Drop-Off

Help your child learn consideration for others by bringing him/her to school on time. When a child enters a classroom late, it is disruptive to the teacher and other children. It is also difficult for the child who is late, as he/she misses essential learning opportunities.

Pre-care is available by reservation at the school from 7:30 each morning. For more information, refer to the pre-care program on page 40.

TK & Kindergarten Morning Drop Off:

Morning drop-off for TK & Kindergarten students begins at 8:40 a.m. School begins promptly at 8:50am. Students may not be dropped off prior to 8:40am unless they are enrolled in the pre-care program. A teacher will meet the cars and will unload TK & Kindergarten students. If your child arrives after 8:50, parents must come to the school office to sign-in the student(s) and receive a tardy slip to present to the teacher.

TK & Kindergarten drop off will take place in front of the school building. Please understand that the Charlotte Jewish Preschool begins their carpool at the same time. Plan to arrive early and please be patient navigating the parking lot. **Students may not be dropped off and left unattended anywhere on school property at any time.**

Grades 1 –6 Morning Drop Off:

Student drop off will take place in front of the school building. Morning drop-off begins at 7:40am for students in grades 1 - 6. School begins promptly at 7:50am. Students may not be dropped off prior to 7:40am unless they are enrolled in the pre-care program. If a child arrives after 7:50, parents must come to the school office to sign-in the student and receive a tardy slip to present to the teacher. **Students may not be dropped off and left unattended anywhere on school property at any time.**

Traffic Flow

Enter the main Shalom Park entrance off Providence Rd. Go right at the stop sign, pass the Charlotte Jewish Preschool and Levine Sklut library and proceed to the CJDS educational building.

PLEASE NOTE THAT TRAFFIC IS ONE WAY ONLY AS YOU ENTER THE SCHOOL PARKING LOT. NO TURNS ARE PERMITTED INTO THE PARKING LOT ENTRANCE NEAREST THE CJDS BUILDING. **Students must exit ONLY from the right side of your vehicle.** Do not pass other cars that are in line waiting to drop off students and please check your rearview mirror carefully before pulling away from the drop-off area. Stay in line as you leave the drop-off area and do not pull away from the curb if there are cars in the left lane exiting the parking lot. It is extremely important for everyone to leave the drop-off area in a slow and careful manner because we share the parking lot and driveway with the Charlotte Jewish

Preschool and other visitors to the JCC. If you decide to park your car, children must be escorted into the school by an adult.

Students are not permitted to walk from the parking lot to the school building unattended.

Students are not permitted to exit their vehicle unless the car is next to a carpool number sign 1 – 5.

Asbestos Plan

CJDS has no identified asbestos-containing building materials in our school and we are in compliance with state and federal asbestos regulations. The Asbestos Management Plan, on file in the director's office, is considered public information and is available for review any time.

Assemblies

Assemblies are held on Rosh Chodesh (first day of the Hebrew month) and holidays. A partnership with JFS has created a tradition that on these special days of Rosh Chodesh, food or household items are brought by the students to help stock the JFS pantry (MITZVAH WAGON). The rabbis of the congregations in Charlotte as well as other special guests are invited to make special presentations to the students.

If your child has tutoring or occupational therapy scheduled during assembly days/times, it is the parents' responsibility to make alternate arrangements or to cancel appointments to allow the student to attend the assembly. It is the parent's choice to have their student attend the assembly or to attend tutoring/ therapy. Parents will be notified of special programming and assemblies in the Monday morning email.

Attendance and Absences

The elementary student's school day is very full. It is impossible for your child's teacher to send home all the assignments completed during a child's absence. Introductions of new concepts and skills, math "games," science experiments, phonics lessons, etc. cannot be sent home. Your child will miss experiences that cannot be duplicated. We strongly discourage keeping a child out of school for trips and outings. However, when your child is ill, he/she should certainly remain at home. Family emergencies may also require some absences.

If your child is absent for only one day, homework will not necessarily be sent home. If your child is absent for several days due to illness, please contact the child's teacher to request that he/she gather those materials that can be sent home. The materials will be ready for you to pick up the day after you contact the teacher.

For every day of absence due to illness, one extra day will be allowed for make-up work to be completed. For every day of absence due to vacation taken, one extra half-day will be allowed to make up the work. On the day your child returns to school, he/ she is expected to bring a written explanation for the absence. Both excused and unexcused absences are recorded.

Once a student is absent for more than seven days for reasons other than illness, tutoring or summer school hours will be required at a rate of one hour per day past the seven-day limit. Similarly, once a student is absent for more than 15 days for illness, health issues, or other reasons, tutoring or summer school will be required at a rate of one hour per day past the fifteenth day limit. Tutoring and summer school hours are charged at a rate of \$40/hour.

It is critical to the educational foundation of students for them to be in school the entire school year. School staff will monitor the number of absences of all children, as well as patterns of absences (i.e., Friday absences, etc.), and the Director may require a conference with the parents if the absences become a deterrent to the child's educational process. Students are expected to be present each day unless sickness occurs, or a death in the family, or some other unusual occurrence that makes it impossible for the student to attend.

Family vacations should be arranged when students are not scheduled to be in school. A student must be present until 11:30 to be counted present for that day. As well as being in school regularly, it is equally important for students to arrive on time. Students need time to prepare pencils, books, etc. This time is necessary to be ready to start the school day promptly. If a child is frustrated by not being organized and ready to begin with the rest of the class, it is difficult for that child to have a successful day. The learning process for classmates is also disrupted when tardiness occurs.

A conference may be arranged by the Director with any parent whose child acquires as many as three tardies per nine-week period. Students are permitted three tardies per twelve-week period. If your child exceeds more than three tardies, during the twelve-week period, a permanent comment will be indicated on his/her report card to state he/she had excessive tardies and his/her learning may have been impacted as a result. In addition, a conference may be arranged with the director with any parent whose child acquires as many as three tardies per twelve-week period.

When a student arrives late to school, he/she must report FIRST to the school office to obtain a tardy slip. The student will be instructed to present the tardy slip upon entering the classroom.

When a student needs to be dismissed early for appointments, etc., the parent must send a note to the school office. When a parent (or other authorized person) comes to the school for the early pick-up, they must come to the school office and sign their child out. The classroom teacher will be notified over the intercom system to send the child to the office to meet the parent there. Parents may not go to the classroom to get the child. If anyone other than the parent is picking up a child, the name of such person must be on the note the child brings to school. Parents should alert this person that they must be prepared to show identification to school personnel.

Babysitting

CJDS teachers and assistant teachers are not permitted to babysit for families of their current students.

Class Work

Upon completion & correction of classroom assignments and homework, teachers will send home student work for your review.

Communication

Effective communication is essential to your child's education. Feel free to contact the school about any matter whatsoever. You are encouraged to discuss any questions or concerns with your child's teacher. If you have further questions or concerns regarding student academics, please discuss them with the Director of Curriculum & Instruction. If you feel additional support is needed contact the Director.

Monday Morning & Weekend Reminder Emails:

The school will send out an email to every family each Monday & Friday morning. Please be sure to check your email for updates and other pertinent information.

Website & Facebook

Please use our website, www.cjdschool.org for your questions regarding the school calendar and upcoming events. Weather and school closure information will also be posted on the website as well as through our text notification service. Teachers will send a weekly newsletter via email to keep you apprised of classroom specific information and activities. Each grade has a private Instagram page where teachers may post pictures of daily classroom activities. The students' teacher will grant access to parents only.

Conferences

Teachers are always available to discuss your child's progress. In addition, report cards are distributed three times during the year. The first report will be given to the parents at a scheduled parent/teacher conference in November. The conference, which both parents are encouraged to attend, is an opportunity for the parents and staff to discuss the progress and education of each child. Please note teachers cannot accommodate parent requests for alternative days and times for November conferences. In the event you will be out of town, please arrange to set up a telephone conference during one of the two days designated for the conferences. Additional parent/teacher conferences may be requested by the parents or school during the school year based on individual students' needs.

Staff members cannot conference informally, e.g., at carpool time or at social events. To enable teachers to have all needed information available, please set up a specified time to confer. CJDS and its employees maintain confidentiality of information.

Confidentiality

Confidentiality of information contained in students' educational records is a protected right of all students at CJDS. Confidentiality is insured in several ways:

- All employees of CJDS are responsible for ensuring confidentiality.

- These professionals are designated with the responsibility to protect confidentiality at the collection, storage, disclosure and destruction phases and to maintain and secure a student's official record as well as other educational records about students.
- The Student Records & Information Management Manual is published and stored in the administrative offices of CJDS.
- Training is provided by the above-mentioned professionals of CJDS.
- Information is provided to parents and guardians about their rights.

The Director or designee is the initial point of contact for parents and students regarding any inquiries or requests concerning a student's educational record or rights associated with this information. A parent's written request refusing to disclose directory information is valid until changed by the parent or guardian.

Contacting Faculty Members

Each teacher will have his/her own confidential email address. These email addresses can be found on our website. This is a quick and easy way to communicate with the staff, and we encourage parents to do this. Teachers cannot leave their classrooms to take phone calls. Messages, asking faculty members to return your call, may be left with the school office staff.

While faculty and staff aim to return phone calls and emails immediately, it is not always possible to do so as we tend to our students during the school day; lesson plan; conduct grade level, leadership and curriculum meetings; and are bound to classroom teaching schedules. So that our faculty and staff can achieve proper work/life balance, minimize burn-out and show up to school rested and ready to do all the amazing things that make CJDS special, there is no requirement that they check or respond to emails at night or on weekends. Emails will be acknowledged within 24 hours. Kindly allow up to 48 business hours to return your call or email or for resolution.

Contacting the School

The Charlotte Jewish Day School office and Director may be reached at 704-366-4558.

If voice mail picks up, you may leave a message. The school telephone is for official business, and children are not permitted to use it.

Parents should make all necessary arrangements before children leave for school so that interruption of classes can be avoided.

Our staff is totally devoted to your children's needs during school hours. Please respect their privacy after dismissal. Calls to teachers and staff at their homes or on their cellphones are strongly discouraged.

A link to the parent directory that includes pertinent contact information is located in the Monday Morning Email. Feel free to download and save this document to your computer so you can reference it when needed. *Please check the directory before calling the school office for phone numbers.*

Our fax number is: **704-364-0443**

On the Web: <http://www.cjdschool.org>

Like us on Facebook at Charlotte Jewish Day School, Charlotte, NC to receive updates, reminders and news!

Counseling & Diagnostic Testing

On occasion, a teacher may see a need for a student to be assessed by professionals outside the school. This may occur when teachers observe behaviors which raise questions about the presence of a developmental delay, learning difference, or other special need. The purpose of such assessment is to provide teachers and parents with the information needed to meet the student's learning needs, either within school or through a tutor or other resource person arranged for by the parents. All costs incurred are the responsibility of the parent.

Credit Card Payments

Contributions to CJDS may be made by credit card online at our school website, www.cjdschool.org. Payment for study hall, afterschool clubs, early care, spirit wear or other special services can be made through the school website with a credit card.

Tuition payments may be made by credit card through FACTS Management Company by calling 1-800-233-1096.

There is a service fee of 2.67% for credit card transactions.

Dismissal

Each new family will receive 3 carpool placards, displaying your student's name. Place the placard on your dashboard when picking up your child at the end of the school day. If you are picking up a student other than your own, feel free to trade name placards with one another or simply roll down your window and verbally let us know who will be joining your child in your family carpool. Be sure to give a placard to nannies, etc. who may be picking up your child(ren).

Dismissal / Pick-Up Times:

Transitional Kindergarten 1:50 – 2:00

Kindergarten – 5th grade 2:50 – 3:10

Sixth Grade / Middle School 3:20 – 3:30

Cars may enter through the Jefferson Drive entrance or the main entrance to Shalom Park, but not from the Providence Road entrance into Temple Beth El's parking lot. Please follow Shalom Park Security Personnel's directions and pay attention to the cars in front of you. The cars will line up in the school parking lot in the

following way: The first five cars will line up in front of the school, at designated carpool places 1, 2, 3, 4 & 5. The remaining vehicles will line up behind spots 1, 2, 3, 4 & 5 just before the front of the school.

For early appointments students must be picked up before 2:30. Please, park in designated spaces and not in carpool line. If you park and come to the door to pick up your child/children, remain outside the building. Parents are not permitted to come into the building for any reason during carpool from 2:30 until carpool is over. A teacher will call your child out to meet you. The office will be closed during carpool from 2:40-3:15pm.

Cell phone use is prohibited from the designated sign at the entrance to the parking lot in front of the Charlotte Jewish Preschool until you have been safely directed out of the CJDS parking lot. Please note that this policy has been instituted by Shalom Park Security in an effort to ensure the safety of all Shalom Park visitors, and especially children at both schools on campus. This policy applies to all cell phone use, including hands-free phones.

Our main concern is the safety of your children, and we appreciate your patience and understanding. **Be sure to share this information with anyone who may be picking up your child in the afternoon. Thank you for your cooperation!**

If Another Person Needs to Pick Up Your Child

If you want another person to be able to pick up your child from school, you should list that person on the form you are given at the beginning of school for the “permanent pick-up list.” You do not need to write a note, or call, if your child is being picked up by someone on this list. However, if someone other than those authorized on the list will be picking your child up, please email a notice, stating the name of the individual you authorize to pick up your child and the date you are authorizing them to do so. No child will be dismissed to an individual not authorized by you to pick him/her up.

No changes to pick-up plans may be made after 2:00pm. If notified later than 2:00, we cannot guarantee that we will be able to notify your child of any changes in pickup plans during the school day. A fee of \$25 may apply.

Dismissal & After School Activities

- Siblings of students attending CJDS after school activities such as chess club, yoga, gardening, etc. may not attend unless they are formally enrolled in the class themselves. They are not permitted to sit quietly in the clubroom and wait for their afternoon pickup as we cannot supervise children other than those who are participants in the after-school activity. Study Hall is available for siblings not enrolled in an afterschool club.
- **IT IS THE PARENTS’ RESPONSIBILITY TO MANAGE ALL AFTER SCHOOL ARRANGEMENTS FOR THEIR CHILDREN & MUST COMMUNICATE DIRECTLY WITH THE ORGANIZATION SPONSORING THE ACTIVITY (For example: LJCC; J Team).**
- CJDS offers a number of after school clubs & study hall from 3 – 4pm, provided enough individuals register. Club information & registration can be found on the school’s website, www.cjdschool.org/parent-info/.

- Additional after school programming is available at the JCC until 6:00pm for working parents. Please contact the JCC at 704-366-5007 or www.charlottejcc.org to learn more.

Dress Code

CJDS believes in the pursuit of excellence in every aspect of school life, including school dress. Common sense should dictate parental and student choice of school clothes. We depend upon the cooperation of the entire school community in adhering to the spirit of our dress code.

CJDS administration will be the ultimate judge as to whether student dress meets expectations. If a student is in violation of the dress code, the parent will be called and asked to bring an appropriate change of clothing to school.

The goal of the dress code is to foster an environment that is suitable for learning. The school expects parents to ensure that their children come to school appropriately dressed. Please adhere to these rules to help us avoid inconvenience for you and possible unintentional embarrassment for your child.

Kippot

Boys are required to wear kippot (yarmulkes/skull caps) during school hours. **Each student should come to school supplied with a kippah. It is strongly suggested that you send at least one extra kippah for your child to keep in his backpack.** For discipline and decorum, baseball caps are not acceptable substitutes for kippot.

Tops

Tank tops are not appropriate for school for either boys or girls. All shirts must have, at minimum, a short sleeve and no bare shoulders. (Tank tops may be worn if layered over another shirt.) Midriffs must not be exposed.

Bottoms

Shorts, skirts, & dresses that are more than 3 inches above the knee are considered inappropriate. Mini-skirts and short shorts are not acceptable. Underwear must not be exposed. Kindergarten and first grade students spend a good portion of the school day being taught on the carpet. In addition, they engage in various motor activities for learning and for fun. Therefore, we ask that all female students in these grades to wear shorts or leggings under their skirts or dresses.

Shoes

Sneakers are required for physical education classes and must be worn on your child's P.E. days. On other days, please ensure that shoes are appropriate for the full day, i.e., outdoor play. Our playground is lined with fine hardwood mulch. For safety reasons, students are not permitted to wear platform shoes, clogs, open-toed shoes, sandals, or flip flops. Crocs™ type rubber shoes are allowed only if worn with the heel strap in place. Heely's roller sneakers are not permitted at school.

General

Children should come to school clean and neatly dressed. All clothing should be in good repair. Clothing should be age-appropriate for children and should not be overly tight.

CJDS Wear

Children are encouraged to wear CJDS T-shirts or sweatshirts for Shabbat Fridays and for Rosh Chodesh assemblies. CJDS attire and kippot are required for some group performances and field trips. Visit the spirit wear store at www.cjdschool.org/parent-info/.

Educational Outcomes:

In its literature and in conversations with teachers and administrators, the school strives to describe its approach to education, however, the school makes no representations or undertakings as to the kind, quality, or appropriateness of its education for the particular student, nor does it guarantee any particular educational outcome. The school may change (without notice) its course offerings, activities, class schedules, school publications and personnel, as well as policies, procedures and practices, as circumstances may warrant. The school will endeavor to provide prompt notice for any such changes. Enrollment by the school is not a guarantee of placement of the student in a specific classroom with a specific teacher. The school makes no guarantee regarding the re-enrollment of other students or classroom composition in any particular program.

Emergency Healthcare

It is important that parents supply the school with their daytime telephone numbers and the telephone numbers of relatives or friends authorized to act for the parents, in case the parents cannot be reached. If emergency numbers change during the year, notify the CJDS office so our records can be updated.

In the event of an emergency, the following procedure will occur:

- An attempt will be made to notify a parent.
- Depending on the severity of the emergency, the child may be taken to the emergency room for treatment or 911 may be called.
- If the parents cannot be reached, an attempt will be made to notify the emergency contact.
- If the emergency contact cannot be reached, an attempt will be made to contact the child's physician.

The school has staff members who have been trained in first aid and CPR.

Emergency Preparedness Plan

CJDS is actively involved in a city-wide consortium of private schools dedicated to emergency preparedness planning and security, as well as with Shalom Park's safety and security planning. We have excellent communication with the police and will receive immediate notification of any warnings or alerts. We will respond to warnings and alerts, measured against the apparent risk. Please keep in mind that not all actions taken will be outwardly apparent.

An Emergency Preparedness Plan has been implemented at our school. All staff members are required to familiarize themselves with the detailed plan. Students under their care will be instructed in emergency procedures which relate to them. The plan includes fire and emergency evacuation procedures and drills.

Fair Share

Each family is required to make a Fair Share commitment to the school. This can be in the form of a monetary contribution or by participating in activities or projects at the school. Parents with one child in the school need to contribute \$500 or accumulate 20 hours of service to the school. Parents with two or more children in the school need to contribute \$625 or accumulate 25 hours of service to the school. (Fair Share hours are credited at the rate of \$25 per hour.) All Fair Share hours must be completed by the last full month of the school year.

Financial Policies

Tuition – 2022-2023

Transitional Kindergarten	\$13,500
Kindergarten:	\$14,500
First Grade:	\$16,016
Second – Fifth Grade:	\$17,324
Middle School (Gr. 6-8)	\$18,500

Fees:

New Student Application Fee	\$100
New Student Test Interpretation Fee	\$80
Student Activity, Supply & Tech Fee	\$1000 for grades TK – 5
Student Activity, Supply & Tech Fee	\$1500 for grades 6 - 8
Lunch (optional)	\$800
Morning Bus (optional)	\$700

Key Dates 2022-2023

October 27, 2022	Admissions Open House / Application Packets Available
November 11, 2022	Preschool Visitation / A Taste of Kindergarten!
January 17, 2023	New Student Applications & fees due
February 3, 2023	Online Tuition Affordability Program deadline (including tax documents. *See website for details.
February 3, 2023	Psychological testing must be completed by this date to ensure early admissions decision.
March 17, 2023	Tuition Affordability decisions emailed
March 27, 2023	New & Re-Enrolling Family Tuition contract, deposit and related fees due
May 15, 2023	Rookie Day

We have adopted the following tuition payment policy. Families can pay their tuition bill in one of three ways:

- Full payment of tuition directly to the school by June 25
- Three payments directly to the school due June 25, September 4, and January 3 (After \$1,500 deposit):
- An alternate payment option through the FACTS Management Company. FACTS will electronically process our monthly tuition payments for all parents who choose an option other than the one- or three-payment option offered in our standard tuition contract. If you choose one of the two standard payment options, participation in the FACTS program is optional. There is an additional fee for this service. Additional information and application forms are available in the school office.

All application fees, tuition deposit, testing fees, and the first tuition payment must be paid before July 1. A signed CJDS tuition contract must be received before your child can start school. CJDS tuition is a contractual obligation and must be paid in full, even if your child is withdrawn or dismissed.

Families participating in the CJDS affordability program will receive a written addendum to their tuition contract, reflecting the reduced total amount due for the academic year. To accept the tuition affordability award and the new reduced total tuition, the family is required to execute and return the tuition affordability acceptance document to the school.

Delinquent Accounts: If the student account is not current, the student may be prohibited from attending school, classes, examinations or other school activities. If the student account has not been paid in full within thirty days of the due date, the school may suspend the student from classes and/or school events and take any other action that the school deems appropriate, as permitted by applicable law. These consequences may be imposed upon all the children within the family who are enrolled at the school and whose accounts have become delinquent. Acceptance of late payments by the school shall not constitute a waiver, default, or breach of the tuition contract.

Mail tuition checks to:

P.O. Box 79180, Charlotte, NC 28271-7059

No tuition payments should be included in your child's backpack or given to a faculty member. You may personally deliver your check to the office.

There are no refunds or credits for illness, holidays, or family vacations, and there are no make-up days. Failure to make payments within ten days of any planned payment will result in a late fee on each subsequent billing. If a payment falls more than fifteen days in arrears, the school is empowered to take actions as necessary to collect any out-standing debts. A late payment fee of \$25.00 will be added to payments that are made after the tenth of the month. A \$25.00 charge will be added to accounts for a returned check. **No report cards or transcripts will be released unless tuition accounts are current.** This includes all late fees, charges for pre-care or study hall, and unpaid cafeteria charges.

Separation: In the event of the student's separation from the school on or after June 25 of the academic year prior, all unpaid tuition and fees shall become due and payable in full within thirty (30) days of the date of separation.

Force Majeure: Charlotte Jewish Day School's duties and obligations may be suspended immediately and without notice during all periods that the school is closed or must deliver instruction remotely because of force majeure events including, but not limited to, fire, act of God, hurricane, war, governmental action, act of terrorism, epidemic, pandemic, or any other event beyond the school's control. If such an event occurs, the school's duties and obligation under the tuition contract will be postponed until such time as the school, in its sole discretion, may safely reopen. The school may, in its sole discretion, alter the academic year schedule or provide alternate means of instruction, including, but not limited to, distance or remote learning. In the event that the school cannot reopen due to a force majeure event, the school is under no obligation to refund any portion of the tuition paid.

Food Policies

Kosher Policy

Lunches brought from home: Nutritious lunches are important for the efficient functioning of your child's body and mind; therefore, we request that you carefully select his/her foods and avoid "junk" food. Kosher dairy lunches with items marked with a kosher symbol are permitted in the cafeteria. For those items that are not prepackaged, please be sure to use kosher ingredients. For personal lunches, any kosher symbol will be acceptable. Any lunches that do not meet these requirements will be sent home, and a \$8.00 fee will be charged to provide a kosher lunch.

Food for programming and school events: In order to ensure that our school is open to serve all children and their observances, it is important that we are respectful of the strictest level of Kashrut. We rely on you to help us adhere to these Jewish dietary laws:

- All fruits and vegetables are acceptable; however, they must be prepared in the school kitchen.
- The accepted basic symbols that indicate kosher foods are:



However, if a "D" is noted next to the symbol, it is not permitted at the school, unless approved by the Food Services Manager. (Please note that this is only required when bringing food to be shared with other students.)

- Fish must have a kosher symbol on it.
- Shellfish are not permitted in any variety, shape, or form.
- Eggs are pareve, which is permitted with dairy lunches.
- Prepared lunches that do not have an approved kosher symbol are not acceptable.
- All food to be distributed to the children by teachers, students, or parents must be approved by the Food Service Manager. No food prepared in a teacher's or student's home may be distributed to students in or outside the school at school-sponsored activities.

Cafeteria and Lunch Program

Two to three lunch periods are scheduled during the day, with each lunch period lasting thirty minutes. We begin lunch by washing hands and saying the al netilat yadayim and the hamotzi blessing together and end the meal by saying birkat hamazon (the blessing after the meal). If your child is bringing a lunch from home, please be sure that it is a cold dairy lunch only. We do not have facilities for students to be able to heat their lunches. Please make sure that your child's lunch box or bag is labeled with his/her name and grade. We request that if your child's lunch contains an item which requires a fork or spoon, please send along plastic cutlery from home in your child's lunch box. Charlotte Jewish Day School provides a hot lunch, salad bar or a sun butter & jelly sandwich option available five days a week.

A child who has forgotten his/her lunch will be provided with a hot lunch, sandwich or salad bar at a charge to the parent of \$8.00 for a lunch. You will be billed at the end of the month.

To accommodate children with nut &/or peanut allergies, a table will be reserved for children bringing lunches from home that contain nuts &/or peanuts or items that have been exposed to nuts &/or peanuts. Please take care in checking food items for traces of nuts. The lunches prepared in the cafeteria will be free of nuts although some foods may have come into contact with equipment that processes nuts.

Nutritious Breakfast

Please send your child to school ready to learn by providing a nutritious, satisfying breakfast. Include both carbohydrate and protein to give your child fuel. Carbohydrate = fruit, oatmeal, toast, etc. Protein = fish, tofu, egg, cheese, etc. Look for less refined foods: whole fruit vs. fruit-flavored drink, whole grain cereal vs. highly-processed cereal with added sugar, whole grain toast vs. white bread toast.

Snack

Depending on the time of lunch, all classes will have a snack at some time during the day. Each student should have fresh fruit or other nutritious food and a drink. The school's kosher food policy also applies to snacks. Please send items that are not too messy to eat. Do not send candy.

Sharing of Food

Sharing of food between children is not allowed. Teachers are not allowed to share food with students.

Joining Your Child for Lunch

Parents are welcome to join their children for lunch in the cafeteria. Please call the school office at least a day in advance to reserve your place, as we can only accommodate a small number of guests each day. You may purchase lunch in the cafeteria with advance notice, or you may bring a kosher dairy lunch from home. Please do not bring non-kosher food from home or outside vendors.

We ask that you abide by the same rules as our students by observing the short period of silent lunch and by refraining from conversation with your child or with other adults while the students are bentching.

Grading and Report Cards

In an effort to most effectively communicate student learning, we will continue using a report card that describes students' progress based on our school's learning expectations and the North Carolina Standard Course of Study for each grade level. It is intended to inform parents about learning successes and to guide improvement efforts when needed. Report cards will be distributed three times a year. Each subject area will be addressed in a narrative according to end-of-year expectations, as well as current progress toward that goal. Scores from various assessments will also be reported in the report cards.

Hebrew Birthdays

At CJDS, your child's Hebrew birthday is a special occasion. The school will provide a complimentary treat for your child's class to celebrate the special day such as chips, ice pops or cookies. In order to make it possible for all children to celebrate their birthday in school, we will celebrate summer birthdays on their half-birthday. We encourage you to send a coin for each child in the Judaica class so that he/she may share the mitzvah of tzedakah with his/her friends on this special day.

Helpful Suggestions

Suggestions for helping your child succeed include:

- Set a reasonable and consistent bedtime for your child.
- Allow sufficient time for breakfast and morning routines so your child arrives to school feeling safe and secure.
- Ensure your child arrives to school on time.
- Inform the teacher if something is going on at home (illness of a family member, extended absence of a parent, etc.) that might affect your child.
- Inform the school when you will be away from home and your child will be in the care of another adult. This is important in the event of transportation problems or emergencies.
- Regular attendance is essential. Help your child learn that school is important. A child who attends regularly does not miss parts of long-term projects or units and finds it easier to establish himself/herself as part of the group.

Health Policies

The health of our students is important to their parents and is also a concern of our faculty. It is the parents' responsibility to determine if their child is well enough to come to school.

Our health policy stipulates that a child is to be kept home:

- for a period of 24 hours if he/she has experienced vomiting for any reason
- if he/she has a fever or has had one during the previous 24 hours.
- if he/she has symptoms of a possible communicable disease. These include red and/or runny eyes, sore throat, or abdominal pain.
- if he/she has conjunctivitis. Your child may return to school once he/she has been treated with an antibiotic for 24 hrs.
- if he/she has Impetigo: Your student will have to remain out of school for 24 hours after treatment has begun.
- if he/she has diarrhea.
- if he/she has lice or nits

Notify the school if your child has any communicable illness. In turn, we will inform you about what's "going around." Since staff members go outside with their respective classes, we cannot keep one child inside during outdoor play time, so please keep your child at home if he/she is not well enough for outdoor play.

Sending your child with Pepto Bismol or Tylenol to mask a symptom that indicates a possible fever, ear infection, stomach bug or sore throat is strongly discouraged. During these hours your child can pass on viruses or bacteria that will make it difficult to keep our students and teachers healthy.

Prescription Medication

If your child requires prescription medication during the school day:

- The medicine must be in a pharmacy bottle with a prescription label (duplicate bottles and labels can be obtained at the pharmacy)
- An "Authorization to Give Medication" form must be completed by a parent, signed, and sent to school on the first day that the medication is to be administered.
- Medications are stored in a locked cabinet in the office, or in the refrigerator.

Over-the-Counter Medication

Over-the-counter (OTC) medications include ibuprofen, acetaminophen, Benadryl, medicated lotions, and the like.

- Staff members cannot dispense (OTC) medications without written parental authorization. Basic OTC medications are stored by the school for children whose written parental authorization is on file. Consent forms will be sent home to parents and are available in the school office.
- If written consent is not on file at the school, the parent must bring the required medication and administer it on the child's behalf. Verbal authorization is not an accepted practice.

Medical Care Authorization: In the event your child becomes ill or is injured while under school supervision, the school will first contact the responsible parent or guardian. If this person cannot be reached, the school will contact the child's physician and follow his or her instructions. If your child's physician cannot be reached, the school will use their own discretion in contacting a properly licensed and practicing physician and will follow his or her instructions. If, in the opinion of the physician, your child needs medical or surgical services which require your consent before being treated and you cannot be reached, you hereby authorize, appoint, and empower the school authorities to furnish on our behalf such written or oral authorization as may be required. You release the school employees, trustees, and Charlotte Jewish Day School from any liability which may arise from the giving of such authorization, it being our desire that your child be furnished with such medical or surgical services as soon as reasonably possible after the need arises.

You authorize the school to supply medical care as needed for your child including the administration of allergy medications, such as Epi-Pens, etc., according to the student's prescription from a licensed practitioner or other minor medical care as determined to be appropriate by the school. You authorize the school to administer over-the-counter medications if and as indicated on the student health form.

You authorize the school's educators to meet and counsel with your student regarding emotional, social or family circumstances and release and hold the school harmless from any liability which might arise from the provision of such medical care or counseling services.

You understand that you are responsible for the costs of medical care for the student while the student is enrolled in the school. You understand that the student is required to have health insurance coverage valid in the state of North Carolina that provides the level of benefits deemed necessary by the school.

Health and Immunization Forms

As required by N.C. State Law, all Charlotte Jewish Day School students must have a record of immunizations or a certificate of exemption on file signed by a physician or bearing a physician's stamp. Kindergarten and new students at all grade levels are required to submit a current medical examination form. This information is due on or before the first day of school. If your child's well visit is not until after the first day of school, please contact the school office so a note can be made in the student's file.

Holidays Not Celebrated

Halloween, Valentine's Day, and St. Patrick's Day are not celebrated at Charlotte Jewish Day School. We do not allow cards, treats or party invitations for these holidays to be distributed at the school. Please do not send these to school with your children.

Homework

Homework can have many benefits for young children. It can improve remembering and understanding of schoolwork. Homework can help students develop study skills that will be of value even after they leave school. It can teach them that learning takes place anywhere, not just in the classroom. Homework can benefit children in more general ways as well. It can foster positive character traits such as independence and responsibility. Homework can teach children how to manage time.

The most critical question about homework is “How much homework should students do?” Experts agree that the amount of homework should depend on the age and skills of the student. Many national groups of teachers and parents, including the National Parent Teacher Association (PTA), suggest that homework for children in kindergarten through second grade is most effective when it does not exceed 10-20 minutes each day. In third through fifth grade, children can benefit from 30-60 minutes of homework per day. Reading at home is especially important for young children. High-interest reading assignments might push the time on homework a bit beyond the minutes suggested above. Typically, no homework is given on weekends except for nightly reading without the associated assignments.

The following chart shows maximum approved nightly homework time for CJDS students, including all homework, both general studies and Judaica:

- Transitional Kindergarten & Kindergarten – Nightly reading only
- Grade 1: 10 minutes and logs
- Grade 2: 20 minutes and logs
- Grade 3: 30 minutes and logs
- Grade 4: 40 minutes and logs
- Grades 5: 50-60 minutes and logs
- Grade 6: 60 – 90 minutes and logs

These recommendations are consistent with the conclusions reached by many studies on the effectiveness of homework. For young children, research shows that shorter and more frequent assignments may be more effective than longer but fewer assignments. This is because young children have short spans of attention and need to feel they have successfully completed a task. If you find that homework is taking much longer than the above suggested times, please notify the teacher, so it can be assessed and possibly modified.

Types of Homework

Homework assignments typically have one or more purposes. The most common purpose is to have students practice material already presented in class. **Practice** homework is meant to reinforce learning and help the student master specific skills. **Preparation** homework introduces material that will be presented in future lessons. These assignments aim to help students learn new material better when it is covered in class. **Extension** homework asks students to apply skills they already have to new situations. **Integration** homework requires the student to apply many different skills to a single task, such as book reports, science projects or creative writing.

How Parents Can help with Homework

Research also shows that parent involvement can have either a positive or negative impact on the value of homework. Parent involvement can be used to speed up a child's learning. Homework can involve parents in the school process. It can enhance parents' appreciation of education. It can give them an opportunity to express positive attitudes about the value of success in school. But parent involvement may also interfere with learning. For example, parents can confuse children if the teaching techniques they use differ from those used in the classroom. Parent involvement in homework can turn into parent interference if parents complete tasks that the child is capable of completing alone.

When parents get involved with their children's homework, communication between the school and family can improve. It can clarify for parents what is expected of students. It can give parents a firsthand idea of what students are learning and how well their child is doing in school.

Research shows that if a child is having difficulty with homework, parents should become involved by paying close attention. They should expect more requests from teachers for their help. If a child is doing well in school, parents should consider shifting their efforts to providing support for their child's own choices about how to do homework. Parents should avoid interfering in the independent completion of assignments.

General Homework Tips for Parents

- **Make sure your child has a quiet, well-lit place to do homework.** Avoid having your child do homework with the television on or in places with other distractions, such as people coming and going.
- **Make sure the materials your child needs, such as paper, pencils, and a dictionary, are available.** Ask your child if special materials will be needed for some projects and get them in advance.
- **Help your child with time management.** Establish a set time each day for doing homework. Don't let your child leave homework until just before bedtime. Think about using a Sunday morning or afternoon for working on big projects, especially if the project involves getting together with classmates.
- **Be positive about homework.** Tell your child how important school is. The attitude you express about homework will be the attitude your child acquires.
- **When your child does homework, you do homework.** Show your child that the skills he is learning are related to things you do as an adult. If your child is reading, you read, too. If your child is doing math, balance your checkbook.
- **When your child asks for help, provide guidance, not answers.** Giving answers means your child will not learn the material. Too much help teaches your child that when the going gets rough, someone will do the work for him or her.
- **When the teacher asks that you play a role in homework, do it.** Cooperate with the teacher. It shows your child that the school and home are a team. Follow the directions given by the teacher.
- **If homework is meant to be done by your child alone, stay away.** Too much parent involvement can prevent homework from having some positive effects. Homework is a great way for kids to develop independent, lifelong learning skills.
- **Stay informed.** Talk with your child's teacher. Make sure you know the purpose of homework and what your child's class rules are.

- **Help your child figure out what is hard homework and what is easy homework.** Have your child do the hard work first. This will mean he will be most alert when facing the biggest challenges. Easy material will seem to go fast when fatigue begins to set in.
- **Watch your child for signs of failure and frustration.** Let your child take a short break if she is having trouble keeping her mind on an assignment. If you become aware that the assignment is proving too difficult or stressful for your child, allow her to skip that section and move on to the next assignment. Send a note with her to school the next day, explaining to the teacher where she was experiencing difficulty so that the teacher can assist her in completing the assignment.
- **Reward progress in homework.** If your child has been successful in homework completion and is working hard, celebrate that success with a special event (e.g., pizza, a walk, a trip to the park) to reinforce the positive effort.

Reading Homework Tips for Parents

- Have your child read aloud to you frequently.
- Choose a quiet place, free from distractions, for your child to do his nightly reading assignments.
- As your child reads, point out spelling and sound patterns such as cat, pat, hat.
- After your child has stopped to correct a word he has read, have him go back and reread the entire sentence from the beginning to make sure he understands what the sentence is saying.
- Ask your child to tell you in her own words what happened in a story.
- To check your child's understanding of what he is reading, occasionally pause and ask your child questions about the characters and events in the story.
- Ask your child why she thinks a character acted in a certain way and ask her to support her answer with information from the story.
- Before getting to the end of a story, ask your child what he thinks will happen next and why.

Math Homework Tips for Parents

- Follow the progress your child is making in math. Check with your child daily about his homework.
- Use household chores as opportunities for reinforcing math learning such as cooking and repair activities.
- Reviewing and drilling math facts will insure an easier transition to more advanced concepts.
- Try to be aware of how your child is being taught math, and don't teach strategies and shortcuts that conflict with the approach the teacher is using. Use the Family Letters from Everyday Math for guidance.

Inclement Weather

The decision about closing the Day School for inclement weather will be made by the Director. Closings will be announced via text message as well as on the school website.

To join the school's text notification system:

Simply text the following message to this telephone number: 917-746-0555

Type: JOIN CJDSK5 then type your First Name & Your Last Name

Example: JOIN CJDSK5 Sally Jones

Within seconds you should get a text welcoming you to HyperNotice! This service is FREE to join however normal messaging and data rates apply and is dependent on your individual cell phone plan. This is a voluntary subscription and text message rates and overages are the responsibility of the subscriber.

Late Pick Up Fees

Dismissal / Pick-Up Times:

Transitional Kindergarten 1:50 – 2:00

Kindergarten – 5th grade 2:50 – 3:10

Sixth Grade / Middle School 3:20 – 3:30

- TK students picked up after 2:00 will be charged a \$10 late fee. After 2:20, there will be a \$35 late fee.
- Students in K – 5 picked up after 3:10 will be charged a \$10 late fee. After 3:30, there will be a \$35 late fee.
- Students in middle school picked up after 3:30 will be charged a \$10 late fee. After 3:50, there will be a \$35 late fee.
- On noon dismissal days, there will be a \$10 late charge assessed for pick-ups after 12:10. After 12:30, there will be a \$35 late charge.
- A \$10 fee will be assessed for pick-ups ten minutes after the end of afterschool clubs & study hall. A \$35 fee will be assessed for pick-ups more than ten minutes after the end of afterschool clubs & study hall.
- There will be a \$25 fine for changes to your child's dismissal plan made after 2:00pm that day.
- Failure to notify the school of your child's after school or dismissal plan (who is picking them up and when; what program your child is doing or not doing; transfer information) will incur a \$25 fine per occurrence.

Learning Resource Interventions

We are pleased to provide a Learning Resource Program at CJDS. We have the staff, outside professionals and facilities to provide additional services to ensure that we meet students' individual learning needs within the school day. These services will address needs in language arts and Hebrew language, and math. The following information is intended to clarify the philosophy and procedures of the Learning Resource Program. Through routine screenings the student's needs are determined.

The following procedures have been established for identifying students in need of services:

- Classroom teacher or parent makes a referral to the Director of Curriculum & Instruction.
- The Director of Curriculum & Instruction will observe the student in the classroom, confer with the classroom teacher(s), and assess the student's work.
- A formal assessment may be requested. Referrals will be given to parents in order to secure appropriate testing.
- The Director of Curriculum & Instruction will work with classroom teachers to appropriately accommodate curricula for the student.
- If needed, direct services will be given for a fee. If services are provided by Learning Resource employees to individual students, \$40 per hour will be charged. If a student requires intensive intervention, another approved educational support professional will provide in-school services. Rates will vary according to each professional.

Lockers

Students in grades first through sixth grade will be assigned a locker on the second floor. Students in first grade do not need to learn a locker combination. It is our experience that most first graders are not developmentally ready to memorize and execute the functions necessary to open a locker. Therefore, pencils are placed in the lock slot to provide easy access to the locker. Students in second through sixth grade will be given a locker combination.

Locker assignments and combinations will be distributed during Meet-The-Teacher night. Students are encouraged to practice their locker combinations before or after school hours with parental support.

Students are permitted to decorate their lockers with appropriate locker decorum. We ask that students not adorn their lockers with stickers and any permanent accessories that can't be removed at the end of the year. Students are asked to be respectful of all student lockers and personal belongings. Students are not permitted to open another student's locker.

Logo and Image

Parents & students are not authorized to use the school's name (Charlotte Jewish Day School or CJDS), any likeness of or reference to the school's name or crest or logo in any way, including to describe any event, outing, club, sports team, group or other activity that the student or parent may organize or lead or in which the student or parent may participate, without the written permission of the head of school.

Lost and Found

All clothing and personal belongings should be marked with the child's name. Parents are advised to stop in occasionally to check for lost clothing. Unclaimed articles are given away to a charitable organization.

Management of Behavioral and Academic Challenges

It is Charlotte Jewish Day School's philosophy that children thrive in a positive and affirmative learning atmosphere. We believe that every child is individually gifted. Our goal is for parents, teachers, and students not only to acknowledge and appreciate students' various styles of learning, but also for us to celebrate those differences. Every effort is made to attain that goal within the classroom. However, there are times when outside intervention, guidance, and assistance are required. It is at those times that parents are required to follow the procedures set forth in this handbook.

General expectations for student conduct and academic progress include:

- Students and parents will demonstrate respect for teachers, other students, and school property.
- Students will refrain from disrupting others while learning.
- Students will maintain safety standards.
- Students will demonstrate the ability to follow teacher directions.
- Students will demonstrate the ability to follow classroom routines.

The following behaviors violate school policy and are subject to immediate dismissal, at the discretion of the Director:

Students

- Leaving classroom or school without permission
- Vandalizing, damaging, or stealing school or private property
- Possessing weapons or illegal substances

Parents

- Refusal to cooperate with school personnel's attempts to alleviate behavioral or academic concerns

Behavior:

- Showing disrespect towards adults or peers
- Using improper language or name-calling
- Running, pushing, shoving, or yelling
- Disrupting the learning process
- Fighting
- Threatening, intimidating, or causing harm to any person

Academic:

- Inability to grasp concepts presented within the expected time frame
- Inability to successfully complete assignments
- Inability to work independently, in small groups, or in large groups
- Inability to follow classroom directions and routines

The progression of meetings for managing inappropriate behaviors or academic challenges is as follows:

- **Step one:** Teacher-Student Conference
- **Step two:** Teacher-Parent Conference: which will be held if progress or improvement is not evident within two weeks after the Teacher-Student Conference (or such shorter period of time as CJDS may determine if the Student's conduct is disruptive). During this conference, the teacher may ask for any information, evaluation, or reports, past or present. In this event, you agree to comply with this request and deliver this information to the Director as soon as reasonably possible, but in no event later than one week after the date of the request. Parents will also furnish any necessary releases that enable the Director or teachers to receive guidance from professionals who have been involved with the Student. Failure to comply with a teacher's request is cause for immediate dismissal of the Student.
- **Step three:** Parent-Teacher-Director Conference: will be held if significant progress or improvement is not evident within one month after the Teacher/Parent Conference (or such shorter period of time as CJDS may determine if the Student's conduct is disruptive). If there has been no previous outside consultation for this issue, the Director may require that an outside professional be consulted at your expense. The consultation should be scheduled as soon as reasonably possible, you must report the date of the appointment to the Director within one week.

If the Director requires an outside professional to be consulted, that professional must contact the Director within two weeks of the initial consultation with a written plan to follow within four weeks. Failure to comply with the request of the Director may result in dismissal. Some progress or improvement needs to be seen within three weeks after the plan has been implemented. The school will make every attempt to work with the student, the parents, and appropriate professionals to help the student. When, in the judgment of the Director, all available resources have been exhausted, the Director may make a decision to dismiss a student. The parent will remain responsible for the full tuition for the then current academic year.

Additional Unacceptable Behaviors

Bullying:

The objectives of our anti-bullying policy are:

- To raise awareness among staff, students and parents about bullying
- To actively counter bullying at our school
- To provide strategies to resolve conflict and respect differences
- To create a school environment where all students, staff and parents feel safe and welcome
- To create a climate where it is okay to talk about bullying and ask for help
- To promote good mental health

Rights and Responsibilities:

- Every person has the right to feel safe. Any person who bullies another is denying them that right. This means that we have to think about others (not just ourselves in the classroom and outside on the playground).
- The right to feel safe means that we have a responsibility to consider how we speak and act towards others. Bullying takes away a person's sense of security. The right to safety means that any bullying of any kind is absolutely unacceptable.
- Every person has the right to be treated with respect and fairness. This means that we show respect to other people and their property, in the class, on the playground, and in the community. The right to receive respect and fair treatment requires from us the responsibility to show manners and courtesy towards each other.
- Every person has the right to learn. This means that we do not adversely affect the learning of others.

At school, it is everyone's responsibility to take the necessary steps to stop bullying behavior. Our school will not tolerate any action that undermines a person's right to feel safe, respected, and to learn. This policy addresses conduct taking place on school grounds, at any school-sponsored activity, or outside school (if the bullying disrupts the school learning environment or possibly poses an imminent threat to the safety of any students.)

Prevention and Education

It is important to differentiate teasing from bullying. Teasing is usually done in fun or to be funny and is not meant to harm. Bullying involves repeated physical, verbal, and/or emotional harm to another person. Boys and girls may bully in different ways. Bullying can sometimes be subtle and difficult to discern.

Bullying is one of the most damaging forms of discrimination and it must be prevented. Bullying prevention begins with all members of our community being able to communicate clearly about the concerns and issues. Learning to distinguish the difference between normal social ups and downs, negative social behaviors such as meanness and rudeness, and actual bullying is part of the process for all of us. To that end, we provide the following definitions for our common understanding.

Bullying – Bullying is an unwelcome or unreasonable behavior that demeans, intimidates or humiliates people either as individuals or as a group. Bullying behavior is often persistent and part of a pattern (repeated), but it can also occur as a single incident. It is usually carried out by an individual but can also be an aspect of group behavior. When bullying occurs, the students will take on the role of victim, bully, bully-follower, or bystander.

Physical Bullying – using physical force to hurt another student by behaviors that may include but are not limited to hitting, punching, pushing, shoving, kicking, spitting, pinching, getting in the way or holding. It is also physical bullying to interfere with another student's belongings, to take or break possessions, and to demand or steal money.

Verbal Bullying – directing words at another student with the intention of putting down or humiliating. This includes but is not limited to threatening, taunting, intimidating, insulting, sarcasm, name-calling, teasing, playing cruel practical jokes, put-downs and ridiculing. It is also considered verbal bullying when a student uses hostile gestures towards another student, such as making faces, staring, giving the evil eye, and eye-rolling.

Relational Bullying – when a student influences other students' friendships and relationships by actions that include but are not limited to deliberately leaving them out, spreading gossip and rumor, whispering about them, giving the silent treatment, ostracizing or scape-goating. Relational bullying also includes writing words or creating cartoons, posters or drawings about another student designed to hurt or humiliate that student.

Sexual Harassment - Touching, showing, or talking about body parts in a sexual way

Cyber-bullying – is defined as bullying through the use of technology or any electronic communication. This includes, but is not limited to, electronic mail, internet communications, instant messaging, posting on social networking sites, or facsimile communications. Cyber-bullying includes creating a web page or blog in which the creator assumes the identity of another person, the knowing impersonation of another person as the author of posted content or messages, or the distribution by electronic means or communication of messages that meets the definition of bullying above, whether distributed directly or creating a posting that may be accessed by one or more persons. Since most cyberbullying takes place off school grounds, in order for the school to intervene and discipline, the administrator is going to need to make the determination that the cyberbullying has adversely affected the "good order of the school" and that, because of the cyberbullying, there is an imminent threat to the safety of a student or to the school learning environment.

Racist Bullying – refers to a range of hurtful behavior, both physical and psychological that makes a person feel unwelcome, marginalized, excluded, powerless or worthless because of their color, ethnic, culture, faith community, national origin or national status.

Mob Bullying – is a particular type of bullying behavior carried out by a group rather than by an individual. Mobbing is the bullying or social isolation of a person through collective unjustified accusations, humiliation, general harassment or emotional abuse. Although it is group behavior, specific incidents such as an insult or a practical joke may be carried out by an individual as part of mobbing behavior.

Retaliation – is when a bully harasses, intimidates, or bullies a student who has reported incidents of bullying. This also applies to students who testify in defense of the victim.

Immunity/Retaliation – No school employee, student, or volunteer may engage in reprisal or retaliation against a targeted student, witness, or other person who brings forward information about an alleged act of harassment, intimidation or bullying. Retaliation is prohibited and will result in appropriate discipline or other legal action.

Reporting

All members of the Charlotte Jewish Day School community have the right and responsibility to report incidents of concern regarding negative social behaviors and bullying so that together we can maintain a safe environment for all and practice the skills necessary for positive relationships within the community. School administration and teachers are not always present to witness incidents or areas of concern, and therefore can only intervene when they are informed about them.

Students are encouraged to report bullying concerns to their classroom teacher or another school staff member by way of a verbal report or written note, or by sending an email.

Parents are also encouraged to report directly to faculty or administration their concerns about any bullying behaviors. Parents can share their concerns verbally or in writing.

Teachers and Staff will report to the school's administration all bullying concerns and incidents that come to their attention through either direct observation or reports from others.

School Administration can also initiate a process to address an observed concern or incident. Depending on the concern, their report may be shared with the classroom teacher of the student(s) involved.

**All parties are expected to treat each other with respect and dignity,
and to ensure the confidentiality of any issues that may arise.**

Intervention

All reports of bullying concerns will be handled seriously and promptly by the faculty and administration. Upon review and investigation of a report, some concerns will be addressed within the classroom by the teacher, while more serious and repeated concerns will be handled by the Director and/or the Social, Emotional Learning (SEL) Director.

Intervention in bullying concerns, like all disciplinary matters at CJDS, will be addressed with the two main goals in mind: to maintain safety and order within the learning community, and to identify, teach, and practice the skill(s) needed to prevent the unwanted behavior from occurring again.

The person filing the complaint will turn over all evidence of the harassment, including, but not limited to, letters, videos, recordings, and/or pictures. Information received during the investigation is kept confidential, to the extent possible, in order to protect all of the individuals involved in the matter.

Investigation

The Director and Social Emotional Learning (SEL) Director will reasonably and promptly commence the investigation upon receipt of the complaint. They will interview the complainant, the victim (if different from the complainant), and the alleged harasser. The alleged harasser will be given the opportunity to share their side of the story. The Directors may also interview witnesses as deemed appropriate. Upon completion of the investigation, they will share their findings and the conclusions with the parents of all students involved. The school administration will decide upon and dispense consequences based on the findings.

Discipline

Students who are found to have bullied, harassed, intimidated, or retaliated against a student who reported acts of bullying may be subject to disciplinary action. The discipline imposed will be dependent on the nature and severity of the acts and can range from a verbal warning to expulsion.

Nothing in this section prevents Charlotte Jewish Day School from imposing disciplinary sanctions on a student whose behavior does not meet the definition of bullying, harassment, or intimidation but which nonetheless violates school policy.

Adapted from Monteagle Elementary School, TN

Middle School Readiness

Each year parents are faced with the decision about which middle school their child will attend. As part of the admissions process, private schools require prospective students to take the Independent School Entrance Examination, also known as the ISEE. The ISEE is an admissions test that was designed and written by teachers and administrators from independent schools in conjunction with the test developers at Educational Testing Service. The purpose of the test is to measure a student's capability for learning and to provide specific information about a student's strengths and weaknesses. Local private schools also use the test information to determine what a student has already learned and for placement purposes. **For CJDS fifth graders returning to CJDS for sixth grade, no additional middle school placement testing will be required.**

There are three levels of the test depending on which grade your child is applying for. Typically, students leaving CJDS will either take the Lower Level test (for students applying to grades 5 or 6) or the Middle Level test (for students applying to grades 7 or 8). Each test has five sections: verbal reasoning, quantitative reasoning, reading comprehension, math achievement, and an essay. The total number of questions and the amount of time given for each test vary. It is important to remember that each level of the ISEE is given to students in more than one grade. For example, fourth and fifth graders take the Lower Level test. Therefore, some of the questions may be difficult for students because they haven't learned some of the concepts yet. This difference is accounted for, because a student's score is only compared to students who are in the same grade.

After students complete the test, answer sheets and the essay are sent to the ISEE Operations Office for scoring. It is important for parents to understand how to interpret the scores. The parents will receive an individual student report. The test is scored using scaled scores, percentile ranks, and stanines. The percentile and stanine scores show a student's scores in comparison to those students who took the test at all independent schools. These scores will provide parents with information about how well their child performs in comparison to other children applying to independent schools. There are times parents become concerned when their child's scores fall into a lower percentile than they expected. Parents need to understand that this test is only given to students applying to independent schools. This creates a smaller norm group, which leads to a highly competitive group of children. Therefore, norms tend to look lower for some students. Although the ISEE testing information is important, parents can reduce their anxiety over test scores by remembering that this is only one piece of information independent schools use. Local private schools look at the whole child. They look for consistency in academic performance based on prior school records (report cards, previous testing measures, teacher recommendations) and the ISEE. They also look at student's work habits and social and emotional behaviors. After reviewing all these critical pieces of information, private schools can make an informed decision about the child and his/her ability to achieve success at their school.

Parents often want to make sure their children are well prepared for the ISEE. The best test preparation is making sure throughout your child's school experience that he/she is consistently meeting grade level expectations; and when your child demonstrates any academic difficulties, you provide him/her with the help or services he/she needs. It is a mistake to wait to work on the areas of weaknesses. The Educational Records Bureau states there is no benefit in having your children cram and frantically review materials prior to taking the test, as this only increases a child's anxiety over taking the test. A more beneficial way to prepare children for taking the test is to prepare them in ADVANCE.

First, explain to your children what the test is and why they have to take it. Then purchase the ISEE test preparation booklet. This booklet gives an overview of each test section and sample tests for students to take. If your child performs poorly on a practice test, you could purchase other test preparation materials and have your child work on that specific area. There are numerous ISEE test preparation materials. Be sure to look at the reviews people have offered on the materials, as some are better than others. One example of preparation material gaining popularity is called Ace's SSAT/ISEE Exambusters Study Cards on CD-ROM. Students will need access to a computer to use this method. The best preparation for the day of the test is to make sure your child gets a good night's rest the night before and eats a healthy breakfast the next morning. Try to make sure your child eats protein and drinks water. They are considered fuel for the brain and activate the regions that will help your child maintain an optimal work level.

Mitzvah Wagon

On the first day of each Hebrew month (Rosh Chodesh), CJDS families are asked to bring a donation for the Jewish Family Services pantry. Each month, JFS requests a certain type of item (canned goods, paper supplies, cleaning products, etc.). Please leave your donations in our "Mitzvah Wagon" during morning drop-off.

Occupational & Speech Therapy / Tutoring

It is not uncommon for students to attend speech, occupational therapy or tutoring sessions during the course of their school day. Please consult with CJDS to determine the best time in your child's schedule to receive therapy or tutoring services.

- **Communications such as appointment setting and cancellation must be accomplished through the parent, teacher tutor and/or therapist.**
- Occasionally, school assemblies, field trips and special programming may take place during a regularly scheduled therapy or tutoring session. It is the parent's responsibility to communicate with the therapist or tutor in the event their child is participating in these activities.
- If a parent performs occupational therapy such as brushing, we ask that the parent consult with the teacher to choose a mutually beneficial time period during the school day in which to perform the therapy. If at all possible, please avoid unscheduled changes to the therapy program so that the student's routine is optimized.

Non-Discrimination Policy

Students are considered for admission at Charlotte Jewish Day School without regard to race, color, ethnicity, national origin, gender, gender identity and/or expression, sexual orientation, disability, or any other characteristic protected by applicable law.

Office Areas

CJDS is committed to protecting the privacy of our students and their families. Sensitive conversations often take place in our teacher and staff work areas, as well as confidential paperwork. For this reason, when visiting the school, please check in at our main office and then wait in the lobby.

Do not use the school office to drop off money, materials, musical instruments or sports equipment of any kind for fellow parents or students, as the security of these items nor the timeliness for which the items are to be delivered cannot be guaranteed. Items brought to the school office must be intended for faculty and staff only and should be delivered to his or her respective mailbox.

Please remember to be respectful of the work environment in the school office.

Parents Rights

- I. Parent/guardians have the following rights regarding inspection and review of the student's education records:
 - To inspect and review the education records of the student. When an education record pertains to more than one child, the right to inspect and review, or be informed pertains only to that part of the record or document that relates to the specific student.
 - To inspect or review education records of a student with a disability without unnecessary delay and before any meeting regarding an individualized education plan (IEP) or any hearing as required by the Individuals with Disabilities Education Act (IDEA). The IDEA also allows the parent/guardian to have a representative inspect and review the records.
 - To (1) request that CJDS correct or delete data that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights, (2) request a hearing to challenge a CJDS decision denying such a request to amend the student's record, and (3) insert a written explanation into the student education record stating the reason for objecting to the content of the record.
 - To receive copies of education records that are disclosed to another school that their child is attending or plans to attend.
 - To receive a response to reasonable requests for explanations and interpretations of the education records.

Access Fees: CJDS may charge for providing copies of education records. If the fees charged would prevent a parent or guardian from exercising his or her right to inspect and review the education records, the fees will be waived.

Financial Review: CJDS may withhold the sharing of education records to another school or to a parent/guardian if the family is not in good financial standing with CJDS.

Stepparents and Other Caregivers: Stepparents and other caregivers do not have access to student education records unless a parent or legal guardian has consented in writing to that access. The written consent may specify that the stepparent or other caregiver be granted access on a continuing basis.

In exceptional circumstances, a stepparent or other caregiver may be granted access to student education records without consent if the stepparent or other caregiver is 'acting as a parent in the absence of a

parent or guardian.’ For this exception to apply, the stepparent or other caregiver must be residing with and caring for the child. This exception will not apply if a natural parent or legal guardian also is present in the child’s home environment on a day-to-day basis or if a natural parent or legal guardian is in a position to provide written consent. Stepparents also may be allowed access to student education records without written consent if they have a need to know in a health and safety emergency.

Partnership in Education

- At CJDS, our goal is for parents, teachers, and students not only to acknowledge and appreciate students’ various styles of learning, but also for us to celebrate those differences. All children have areas of strength, as well as areas of weakness. Parents are expected to familiarize themselves with and support the school’s educational philosophy and to disclose any treatments or therapies their child is undergoing or has undergone in the past. CJDS operates with the philosophy that children thrive in a positive and affirmative learning atmosphere and that every child is individually gifted. One of our primary goals is for parents, teachers, and students not only to acknowledge and appreciate students’ various styles of learning, but also to celebrate those differences.
- The school requires parents, including those who are separated or divorced, to cooperate in the student’s best interests with respect to the student’s education, including avoiding being disruptive to the student’s education. Separated or divorced parents must provide details of the custody arrangement to the school to be kept in the student’s file and keep the school apprised of any changes in custody arrangements and other matters that may affect the student or school. The school may suspend, dismiss, or refuse to enroll the student if the school concludes that the student, or a family member or other individual associated with the student, has engaged in any behavior (whether on or off campus, and whether during the academic year or otherwise) that, in the school’s discretion, interferes with the school’s ability to fulfill its educational purpose or runs contrary to the best interest of the school or members of the school’s community. Examples include, but are not limited to, the following circumstances: (i) the student is not satisfactorily meeting the school’s standards for academic performance or social conduct; (ii) the student, the student’s parents or guardians, or anyone associated with the student, engages in behavior that is deemed unsuitable by the school; (iii) the student’s family does not participate with the school in the spirit of cooperation and partnership that the school deems necessary to support the student’s education; or (iv) the student account is in arrears.
- CJDS believes that the education process is a cooperative undertaking among CJDS personnel, parents, students, and at times, outside consultants retained by the parents and/or CJDS. Therefore, the educational philosophy, objectives, and policies of CJDS must receive the full support of the parents and students. As part of this support, CJDS requires honest and open communication among parents, teachers, CJDS personnel, and all outside professionals.
- In the event that the student fails to engage in appropriate behavior or to maintain acceptable academic progress or any other circumstances give rise to the need for internal and/or external intervention, guidance, and assistance, you agree to cooperate with CJDS in adhering to these guidelines.
- The Director may initiate communication about the student with any medical, mental health, therapeutic and/or educational professionals who have previously treated, interacted with, or been consulted regarding the student. You agree to provide all necessary cooperation to facilitate the Director’s communications with such medical professionals, including signing all consent or approval forms required by the Director or the applicable

medical professional in order to allow such communications as well as to authorize the release of all information regarding the student.

- All confidential information that CJDS receives from medical professionals relating to the student as well as all medical information that you provide to CJDS directly will be kept confidential. Without the consent of a parent or legal guardian of the student, CJDS shall not use any such information for any purpose except in connection with the evaluation, treatment, and review process for the student, and CJDS shall not disclose any such information other than to CJDS employees or consultants involved in the care of the student. In order to maintain appropriate confidentiality, all such confidential information shall be retained in locked file cabinets and shall only be accessible with the Director's permission.
- You agree to inform CJDS in writing of all medications that the Student is currently taking, as well as all medication prescribed during the course of the year.
- Parents agree as a condition of enrollment to uphold and support the school and its policies at all times. It is expected that parents will not use social media to express dissatisfaction, to criticize, or belittle the school or its employees in any way.
- CJDS reserves the right to amend and revise this document from time to time at its discretion. You will be given timely notice of any such revision.

Party Invitations

Please be considerate when planning parties by including all children in your child's class and avoiding conflict with Shabbat (Friday evening and Saturday) and Chagim (holidays). Scheduling a party on a Jewish holiday or Shabbat precludes some school children from celebrating with your child.

Any invitations, to birthday parties or other events, may be brought into the school for distribution only if the child's entire class is invited to the event. In the spirit of modeling kind and inclusive behavior, we strongly encourage you to invite all children in your child's class to a party or celebration. The benefits of attending the day school include being part of a family that cares for one another. It is understood that if only two or three students are invited for a small celebration or sleepover, this would not cause a student the same angst. However, even when planning these very small events, it would be wise to consider that if there are only four girls in that group, inviting only two or three children leaves one child out. Please join us in teaching our children the kind way to behave. We do not allow the distribution of cards or party invitations for holidays not celebrated by the school.

Personal Items

Students are not permitted to bring the following items to school:

- Trading Cards
- Electronics: iPods, computer and handheld video games, tablets, etc.
- Video Games: Hand-held video games of all types are prohibited during pre-care, before school activities, regular school hours or during study hall or any after school activities held on the CJDS campus. We cannot be responsible for lost video gaming units or cartridges so it is best not to bring them to school.
- Slime, putty, "foam" and similar objects are not permitted, will be confiscated and not returned if brought to school.

Photographs

Individual and class photographs are taken annually for the school yearbook. Parents are given the opportunity to purchase the photos but are under no obligation to do so.

Pre-Care TK – 6

Drop off for pre-care begins at 7:30am in one of the Kindergarten rooms E10 or E11. Students must be walked into the building between 7:30 and 7:40. Kindergarten pre-care students with siblings in grades 1–6 may be dropped off in the front of the school building in the regular carpool line. Doors open at 7:40am. For students attending Pre-care after 7:50am, enter the school through the front of the school building.

The fees are as follows for pre-care:

TK / Kindergarten Daily Pre-care 7:30 – 8:40: \$140 / month

TK / Kindergarten Pre-Care Drop In 7:30 – 8:40: \$14/ day

Grades 1 – 6 Daily from 7:30 – 7:40: \$75 / year

Grades 1 – 6 Drop In from 7:30 – 7:40am: \$5 / day

Registration can be found here: www.cjdschool.org/parent-info/

PTO Fundraising Policy

The PTO will conduct fundraisers in accordance with Charlotte Jewish Day School's fundraising policy. This policy states: "Fundraisers may only occur if the fundraising activity is directly related to student welfare, services, or activities and if the activity is approved by the CJDS Director for a school purpose. CJDS students are allowed to sell door-to-door only when accompanied by an adult." Any of the fundraisers offered to families to assist in reaching the Annual Fund goal will be done in accordance with the school's fundraising policy.

Safety and Security

Security Measures

CJDS facilities are video monitored. Outside doors are kept locked at all times. A security system is in place for the door to the main building and office. Please dial “5000” on the keypad, which will ring into the main office. After you identify yourself, you will hear a “click” and the door will unlock for you to enter. Do not allow any visitors to “piggyback” behind you when entering the building.

Classroom Access

All visitors, including parents, must go to the school office before being admitted to any classroom. For our students’ safety, all visitors must sign in and out of the school office. A visitor pass must be obtained when entering the building. Please help us ensure a safe environment by immediately reporting any suspicious persons or behavior that you may observe. Call the school office or 911, respectively.

School Closure

Should the school find it necessary to send students home before the scheduled dismissal time, we have implemented two methods to communicate a school closure to you. Help us keep phone lines open during an emergency by not calling the school.

You will be notified of the school closing and any instructions via Hypernotice, our text notification system. Please contact the school office or refer to page 24 of this handbook to receive Hypernotice directions. If you have yet to receive a text but think the school might be closing due to weather or an emergency, you should check the email address that the school has on file for you and/or our website. www.cjdschool.org

School Hours

Our days and hours of operation are:

- Office Mon.-Fri. 7:30am – 5:00pm
- Transitional Kindergarten Mon. – Fri. 8:50 – 1:50
- Kindergarten Mon.-Fri. 8:50am – 2:50pm
- First -Fifth Grades Mon.-Fri. 7:50am – 2:50pm
- Sixth Grade / Middle School: Mon. – Fri. 7:50 – 3:20

Student Cell Phones and Smartwatches

While the school does not encourage a student to bring a cell phone to school, parents may see an appropriate reason for their child to carry a cell phone in their locker for after-school use. Cell phones must be turned off during school hours and stored in the student's book bag.

Students are permitted to wear smartwatches to school. Students may use the smartwatch for telling time only. Students are not permitted to use smartwatches for personal reasons such as texting, emailing, making outgoing phone calls, or for games uploaded onto the phone or preprogrammed on the phone.

If there is a violation of this policy, the student will not be permitted to bring a cell phone or smartwatch to school for the remainder of the school year.

Study Hall

CJDS is once again offering a supervised study hall Monday – Friday as follows beginning Tuesday, August 23:

Transitional Kindergarten: 1:50 – 3:00

Transitional Kindergarten: 1:50 – 4:00

Grades K – 6 2:50 – 4:00

Students in the upper grades will have the opportunity to complete their homework and all who attend will engage in age-appropriate activities.

Registration for study hall can be completed online: <https://www.cjdschool.org/parent-info/>

You can register for the trimester or you can register for a drop-in at a rate of \$14/day.

Supplies

The school purchases “basic supplies” for each child at the beginning of the year. You may receive a form later in the year for replacement supplies in the event that your child uses up or loses the original supplies. In addition to these items, each child needs the following supplies:

- A large backpack, labeled on the outside with the child's name.
- If a lunchbox or thermos are used, they must be labeled on the outside with the child's name.
- Any additional supplies requested by your child's teacher.
- A full change of weather appropriate clothes (TK – Grade 2). Remember to label the clothing and to include sock and underwear in case of potty accidents.

Telephone

School phones are not for student use. The school secretary will place calls to parents when an emergency need arises. Forgotten assignments, instruments and school materials do not constitute an emergency.

Tutoring Program

Charlotte Jewish Day School strives for each child to experience academic success. In order to accomplish this goal, we must acknowledge that children come to us with different readiness levels and learning profiles. Additionally, there are times when a child's strengths cannot compensate for weaknesses he/she may be experiencing in a given subject area. When this occurs, the child's teacher or parent may initiate a request for academic tutoring to be implemented. Parents and teachers recognize that even with differentiated instruction and classroom modifications, the child may still require additional support outside the classroom in order to be successful. Tutoring will provide instructional support in the forms of pre-teaching, re-teaching, or repeated practice of concepts and skills with which the child has difficulty. When a child demonstrates he/she is on grade-level and has acquired the necessary skills, the child's progress will be re-evaluated to determine if tutoring services are still needed. At that time, tutoring services can be continued, terminated, or suspended, based on the child's academic performance.

Tutoring Policies

- Parents and teachers should determine the areas in which the child would benefit from tutoring services.
- Parents and teachers will determine how many days the child would benefit from tutoring.
- Students will be tutored by a CJDS teacher other than the child's classroom teacher, if one is available to provide these services. In the event a CJDS teacher cannot tutor a student, a recommendation will be made for tutoring services available outside of school. ****Special permission & arrangements would need to be made for a classroom teacher to tutor his/her own student.***
- Tutoring sessions will last the designated amount of time. Parents and teachers will agree upon the times scheduled for each session. If the student arrives late, the session will still end at the original time.
- Tutoring sessions will be held in the teacher's classroom or a room designated by the teacher.
- Please provide a 24-hour cancellation notice to the teachers. A message can be left for the teacher at school, or you may email the teacher directly.

Tutoring registration forms are available in the school office and should be completed and returned to the teacher or the school office.

Midterm Reports & Progress Reports:

Midterm Reports are sent home for fifth & sixth grade students only three times per year and progress reports are sent home for grades TK – 4 every 3 – 4 weeks. Progress reports should be signed and returned the following Monday.

Social and Emotional and Effort Marks

- E = Exceeds expectations
- N = Needs Improvement
- M = Meets expectations
- U = Unsatisfactory
- Social and emotional and effort progress will be assessed using the above letters to describe the behaviors that are observed
- Report cards for fifth & sixth grade will be graded according to the following scale: A: 93-100 B: 85-92 C: 77-84 D: 70-76

Tzedakah

One of the most beautiful mitzvot in Judaism is charity. Children are encouraged to bring a penny every day to put in the tzedakah box (or pushka). This experience in giving helps develop an awareness and a commitment to share with others who are less fortunate.

Visitors

Charlotte Jewish Day School has an open-door policy, and parents are always welcome to visit the school. While we do have an open-door policy, parents are encouraged to notify the teacher(s) prior to coming, as your visit may interfere with academic assessments and may cause students to be distracted. We ask that visitors take a seat quietly at the back of the classroom to observe so that instruction can take place without distraction or interruption. Visitors are welcome to enjoy lunchtime and recess with students.

All visitors, including parents, must go to the school office and obtain a visitor badge before being admitted to a classroom.

Web-Based Applications and Remote Learning Recording

Charlotte Jewish Day School incorporates educational, web-based computer applications and online or remote learning programs consistent with the school's curriculum. Inherent with web-based applications, are the periodic recordings of online or remote learning interactions between the school, any of its employees, and the student, which are not shared with anyone outside of the school and are for learning purposes only. If parents do not consent to either the use of the web-based computer applications or the recording of any online or remote learning programs, please notify the head of school in writing prior to August 1.

ACKNOWLEDGEMENT

My child and I agree to comply with the school's policies, rules, regulations and standards of academic and social behavior as stated in this parent handbook. I understand that the handbook sets forth general expectations regarding my child's enrollment in the school, but that it does not constitute a contract between me and the school or my child and the school, and that the school may deviate from the guidelines and expectations set forth in the handbook in its discretion as individual circumstances may warrant. The school may alter, interpret and implement its rules, policies and procedures, including those in the handbook, at any time. In the event of a conflict between the terms of the tuition contract and the policies and provisions of the handbook, the terms of the tuition contract shall govern.

I understand and agree that my electronic signature will have the same legal effect and validity as a written signature, and that the tuition contract is valid and will be given the same legal effect as a written and signed contract. I understand that if I do not wish to sign this document electronically, I can request a paper copy of this document from the school office, or I can print the document, sign it, and return it to the school office. I understand that I can withdraw my assent to electronic signatures at any time.

Parent/Guardian Printed Name

Parent/Guardian Signature

(Print) Student(s) Names and Grade(s)

Date