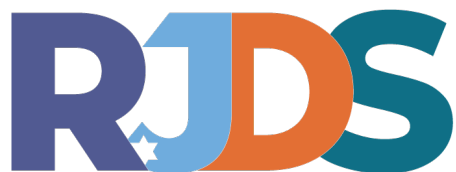


2024-2025

# Parent & Student HANDBOOK for K-7 Programs

## **Welcome! Bruchim habaim!**

Richmond Jewish Day School is a fully accredited, community-based Jewish independent school that combines outstanding academics, shared heritage and a deep understanding of Jewish religion and values. Including an Early Learning Centre and extending from kindergarten through grade 7, RJDS represents the entire spectrum of the Jewish Community.



RICHMOND  
JEWISH  
DAY SCHOOL



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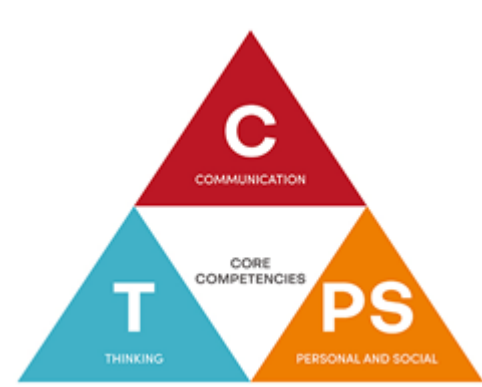
## School Mission

Richmond Jewish Day School graduates confident, well rounded, ethical and independent children. Through a family-oriented approach, our students, inspired by Jewish values and ethics, have strong academic, social and religious skills and are well prepared to grow into thoughtful, committed and fully engaged members of the Jewish and broader Canadian communities.

## School Goals & Objectives

### Core Competencies

The Core Competencies are sets of intellectual, personal, social and emotional proficiencies that all students need to engage in deep, lifelong learning. Along with literacy and numeracy foundations, they are central to British Columbia's K-12 curriculum and assessment system which directly support students in their growth as educated global citizens.



Communication: The Communication competency encompasses the knowledge, skills, processes, and dispositions we associate with interactions with others. Through their communication students acquire, develop and transform ideas and information, and make connections with others to share their ideas, express their individuality, further their learning, and work efficiently. Communication competence is fundamental to finding satisfaction, purpose, and joy.

Creative Thinking: The Creative Thinking competency encompasses the knowledge, skills, and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Creative Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness. These are used to process information from a variety of sources, including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition, to create new understandings.

Personal & Social Responsibility: The Personal and Social Responsibility competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. The Personal and Social Responsibility competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

### BC Curriculum Goals

Students are expected to:

- Have an appreciation for the value of learning.
- Have confidence in their ability to succeed.
- Develop strong learning skills and study habits, including the ability to work both independently and collaboratively.
- Develop the ability to phrase meaningful questions, to acquire necessary information to reason logically, and to engage in critical thinking.

### BC Curriculum Objectives

Students will be able to:

- Be competent in the use of English as a spoken and written language and be able to use it as a sensitive and precise means of communication.
- Be able to read, enjoy and analyze all genres of literature.
- Be competent in the understanding and use of mathematical skills and concepts appropriate to their grade levels.
- Be knowledgeable concerning the history and government of Canada and British Columbia and be introduced to world geography, ancient civilizations and world history.
- Have an understanding of how our society and other societies function.
- Have a sound understanding of how things work based on scientific literacy and principles.

### Judaic Studies Goals

Students are expected to:

- Be competent in the use of Hebrew as a spoken and written language and as a tool for the study of modern and traditional texts.
- Be familiar with the siddur (prayer book) and be able to participate in various synagogue services.
- Be familiar with the textual background, development and observance of the Jewish holidays in the home and synagogue.
- Understand the meaning and proper practice of mitzvot (Jewish rules or commandments).
- Understand Jewish history, its continuity, and its relevance to the present day.
- Be familiar with the history, geography and culture of the State of Israel.
- Develop a love and appreciation of the State of Israel.

### Religious, Ethical, Social & Personal Development Goals

Students are expected to:

- Develop into moral and ethical individuals who appreciate their role within both the Jewish and greater Canadian communities.
- Have a positive sense of Jewish identity.
- Have a sense of responsibility for their own behaviour.
- Be open to the viewpoints of others, including persons different from themselves.
- Practice tzedakah (charity) through their attention to the needs of others, their acceptance of others despite differences, and their willingness to give concrete assistance.
- Feel love for and awe of G-d.
- Respect the importance of mitzvot and practice them as part of their everyday lives.
- Participate in, understand, and enjoy the observance of Jewish holidays.

- Feel love for the State of Israel – the land, the people, the language and the culture.
- Be actively involved in Jewish communal life.
- Share their increasing knowledge of Judaism with their families, such that each family will have an increased commitment to the perpetuation of Jewish life.
- Possess the motivation to achieve high standards while being sensitive to others.
- Be capable of working both individually and performing as a member of a group when each is appropriate.
- Have an awareness and appreciation of the fine arts and performing arts.
- Have an appreciation of the arts as they relate to Jewish customs and religious observances.
- Be comfortable expressing themselves creatively through various media.
- Be aware that care of the body is a positive Jewish precept and have the knowledge and attitudes necessary to develop and protect their physical health.
- Have experience in a variety of physical activities, including exercise, structured skill development, individual and team sports, and unstructured activity.

## Early Learning Centre Mission and Values

### Mission

RJDS Early Learning Centre is committed to providing a safe and nurturing environment where young children feel confident to express their most authentic selves. Inspired by Jewish values and traditions, we are an inclusive centre that welcomes children and families from all backgrounds.

### Values

- Secure relationships between young children and their caregivers are the foundations for healthy development.
- Children are capable, whole human beings and deserve unconditional respect
- Security, play and curiosity provide the opportunity for children to push boundaries and ultimately reach their fullest potential.
- Positive community relationships are built through transparent communication and family participation.
- Educators serve as nurturers, researchers and collaborators, honouring children's individual rights, needs and interests.

## Principal's Message

Dear Parents,

I hope you have all been having an enjoyable and relaxing summer break! I look forward to seeing you and your children in just a few short weeks with the start of the 2024-2025 academic school year at Richmond Jewish Day School!

At Richmond Jewish Day School, we consider it a privilege to serve you and your children in preparing them for a successful future. This Parent-Student Handbook is intended to help you understand the underlying principles and expectations of the Board, Principal, and staff. Our qualified and experienced teachers for the BC Curriculum and Judaic Studies will work collaboratively to provide a high-quality learning experience that will be consistent throughout the school. As in all communities, certain guidelines are necessary to ensure our school functions effectively and safely.

We believe communication is key to building a strong school community, and this Parent-Student Handbook will serve to provide expectations and policies in guiding us as we make this learning journey together. The Handbook has been carefully designed to help our families navigate the expectations of Richmond Jewish Day School in keeping with our inclusive philosophy. Please keep this booklet handy for future reference. Your cooperation will certainly help us in fostering a safe, caring, and engaging school environment for our students.

On behalf of all the staff, we are excited to welcome you to the 2024-2025 academic year at Richmond Jewish Day School. As in previous years, we will continue to focus on the development of student knowledge, skill, creativity, compassion, and confidence! Together we will intend to provide the best school environment for your child, in every area of their learning, growth and development!

Welcome Back to RJDS!

Respectfully,  
Sabrina Bhojani, Principal, RJDS



## Faculty & Staff 2024/2025

Administration	
Principal	<i>Sabrina Bhojani</i>
Business Manager	<i>Janet Ragetli</i>
Administrative Assistant	<i>Stacey Szeplabi</i>
Office Communications Coordinator	<i>Jordan Sukkau</i>
Director of Child Care and Early Learning	<i>Sara Solomon</i>
Director of Community Engagement	<i>Katia Fermon</i>

Teaching Staff	
Teachers Name	Subject and Grades
<i>Tammia Bowden</i>	<i>Grade 4/5 BC Curriculum</i>
<i>Hadas Klinger</i>	<i>Grade 6/7 BC Curriculum</i>
<i>Maura Smolensky</i>	<i>Grade K/1 BC Curriculum</i> <i>Grade 2/3 BC Curriculum</i>
<i>Bettina Jacob</i>	<i>Grade 4-7 Spanish</i> <i>Grade 4-7 Hebrew</i>
<i>Batsheva Michaeli</i>	<i>Grade K/1 Hebrew and Judaics</i> <i>Grade 2/3 Hebrew and Judaics</i>
<i>Gal Naftalovich</i>	<i>Grade 4-7 Judaics</i>

Support Staff	
Counsellor	<i>Malki Moshkovitz</i>
Educational Assistant & Student Life Coordinator	<i>Reesa Power</i>
Educational Assistant	<i>Bettina Jacobs</i>
Educational Assistant	<i>Solfrid Karimiha</i>
Educational Assistant and After School Care	<i>Nicola Eriksen</i>
After School Care	<i>Chantel Grabi</i>

Early Learning Centre Educators	
Gan Aleph Ages 0-3	Gan Bet Ages 2.5-5
<i>Josie Ng - Team Lead</i>	<i>Megan Kornfeld - Team Lead</i>
<i>Kent Chau</i>	<i>Crystal Chan</i>
<i>Jacqueline Gao</i>	<i>Mandy Lee</i>
<i>Ellie Wang</i>	

## Year at a Glance

SEPT	Mon, Sept 2	Labour Day – K-7 and ELC Closed
	Tues, Sept 3	Admin Day – K-7 and ELC Closed
	Wed, Sept 4	First Day of Classes
	Thurs, Sept 12	Welcome Back BBQ
	Wed, Sept 18	Meet the Teachers Night
OCT	Fri, Sept 27	Truth & Reconciliation Day – K-7 and ELC Closed
	Wed, Oct 2	1:30 PM Early Dismissal – K-7 Classes
	Thurs, Oct 3	1 <sup>st</sup> Day of Rosh Hashanah (5785) – K-7 Classes and ELC Closed
	Thurs, Oct 4	2 <sup>nd</sup> Day of Rosh Hashana – K-7 Classes and ELC Closed
	Fri, Oct 11	Pro D Day – K-7 closed
	Fri, Oct 11	Early Dismissal at 3PM – ELC
	Mon, Oct 14	Thanksgiving – K-7 and ELC Closed
	Tues, Oct 15	Pro D Day – K-7 Closed
	Wed, Oct 16	Pro D Day – K-7 Closed
	Thurs, Oct 17	1 <sup>st</sup> Day of Sukkot – K-7 and ELC Closed
	Fri, Oct 18	2 <sup>nd</sup> Day of Sukkot – K-7 and ELC Closed
	Thurs, Oct 24	Shmini Atzeret – K-7 and ELC Closed
	Fri, Oct 25	Simchat Torah – K-7 and ELC Closed
	Fri, Oct 25	Provincial Pro D
	Mon, Oct 28 – Fri, Nov 1	Foundation skills assessment – Grade 4 & 7
NOV	Fri, Nov 8	Early Dismissal Starts (2:30PM) – K-7
	Mon, Nov 11	Remembrance Day – K-7 and ELC Closed
	Fri, Nov 15	Early Dismissal (2:30PM) – K-7
	Mon, Nov 18 – Fri, Nov 22	Virtual Parent Teacher Conferences
	Fri, Nov 22	Early Dismissal (2:30PM) – K-7
DEC	Tues, Nov 26	Virtual Open House
	Fri, Nov 29	Early Dismissal 2:30PM – K-7
	Fri, Dec 6	Early Dismissal (2:30PM) – K-7
	Mon, Dec 9	Shine a Light
	Wed, Dec 13	Early Dismissal (2:30PM) – K-7
	Tues, Dec 17	First Learning Update Distribution
	Thurs, Dec, 19	Zimriyah
	Fri, Dec 20	Last Day of School Before Winter Break
	Fri, Dec 20	2:30PM Dismissal for K-7 Classes
	Mon Dec 23, Fri, Dec 27	Winter Break – ELC Closed
JAN	Mon, Dec 23 – Mon, Jan 6	Winter Break – K-7 Closed
	Mon, Jan 1	New Years Day – ELC Closed
	Mon, Jan 6	First Day Back after Winter Break
	Fri, Jan 10	2:30PM Dismissal for K-7 Classes
	Fri, Jan 17	2:30PM Dismissal for K-7 Classes
	Mon, Jan 20	Pro D Day – K-7 Closed
	Wed, Jan 22	RJDS STEAM-J Evening
	Fri, Jan 24	2:30PM Dismissal for K-7 Classes
	Mon, Jan 23	RJDS Open House (Hebrew)
	Mon, Jan 23	Early Dismissal – 2:30PM
	Thurs, Jan 30	Rosh Chodesh Shevat
	Fri, Jan 31	2:30PM Dismissal for K-7 Classes





FEB	Fri, Feb 7	2:30PM Dismissal for K-7 Classes
	Fri, Feb 14	2:30PM Dismissal for K-7 Classes
	Mon, Feb 19	Family Day - K-7 and ELC Closed
	Tues, Feb 20	Federation Pro D Day - K-7 and ELC Closed
	Fri, Feb 21	2:30PM Dismissal for K-7 Classes
	Fri, Feb 28	2:30PM Dismissal for K-7 Classes
MAR	Tues, Mar 4	Learning Updates Term 2 Distribution
	Fri, Mar 7	2:30PM Dismissal for K-7 Classes
	Fri, Mar 14	Purim
	Fri, Mar 14	11:45AM Dismissal - K-7 Classes
	Tues, Mar 18 - Thurs Mar 20	Virtual Parent Teacher Conferences
	Fri, Mar 21	Regular 3:30PM Dismissal Begins
APRIL	Fri, April 4	Last Day Before Pesach Break
	Mon, April 7 - Mon April 18	Pesach Break K-7 Classes
	Mon, April 14	Pesach Break - Yom Tov - K-7 and ELC Closed
	Fri, April 18	Pesach Break - Erev Yom Tov - K-7 and ELC Closed
	Fri, April 18	Good Friday
	Sun, April 20	Last Day of Pesach Break
MAY	Mon, April 21	Easter Monday - School is OPEN
	Mon, May 19	Victoria Day - K-7 and ELC Closed
	Tues, May 20	Pro D Day - K-7 Closed
JUNE	Mon, June 2	1 <sup>st</sup> Day of Shavout - K-7 and ELC Closed
	Tues, June 3	2 <sup>nd</sup> Day of Shavuot - K-7 and ELC Closed
	Wed, June 25	Last Day of School
	Wed, June 25	Term 3 Learning Updates Distribution
	Wed, June 25	11:45AM Dismissal - K-7 Classes
	Thurs, June 26	Admin Day - K-7 Closed
	Fri, June 27	Admin Day - K-7 and ELC Closed

**\*This Calendar is subject to change. For the most current information, please refer and subscribe to our online calendar at [www.rjds.ca](http://www.rjds.ca).**

## Daily Bell Schedule

### Regular Dismissal Schedule

<b>Early warning bell</b>	8:40 a.m.
<b>Block 1</b>	8:45 a.m. - 9:25 a.m.
<b>Block 2</b>	9:25 a.m. - 10:05 a.m.
<b>Recess</b>	10:05 a.m. - 10:20 a.m.
<b>Block 3</b>	10:20 a.m. - 11:00 a.m.
<b>Block 4</b>	11:00 a.m. - 11:45 a.m.
<b>Lunch (outside)</b>	11:45 a.m. - 12:10 p.m.
<b>Lunch</b>	12:10 p.m. - 12:25 p.m.
<b>Early Warning Bell</b>	12:25 p.m.
<b>Block 5</b>	12:30 p.m. - 1:10 p.m.
<b>Block 6</b>	1:10 p.m. - 1:50 p.m.
<b>Recess</b>	1:50 p.m. - 2:05 p.m.
<b>Block 7</b>	2:05 p.m. - 2:45 p.m.
<b>Block 8</b>	2:45 p.m. - 3:30 p.m.

### Early Dismissal Schedule

<b>Early warning bell</b>	8:40 a.m.
<b>Block 1</b>	8:45 a.m. - 9:25 a.m.
<b>Block 2</b>	9:25 a.m. - 10:05 a.m.
<b>Recess</b>	10:05 a.m. - 10:15 a.m.
<b>Block 3</b>	10:15 a.m. - 10:50 a.m.
<b>Block 4</b>	10:50 a.m. - 11:30 a.m.
<b>Lunch (outside)</b>	11:30 a.m. - 11:55 a.m.
<b>Lunch</b>	11:55 a.m. - 12:10 p.m.
<b>Early warning bell</b>	12:10 p.m.
<b>Block 5</b>	12:15 p.m. - 12:45 p.m.
<b>Block 6</b>	12:45 p.m. - 1:20 p.m.
<b>Block 7</b>	1:20 p.m. - 1:55 p.m.
<b>Block 8</b>	1:55 p.m. - 2:30 p.m.

Note: Students may arrive at 8:00 a.m. for the early morning care program. At 8:30 a.m. students will proceed to their classrooms.

**\* Friday's early dismissal at 2:30p.m. will begin on November 8, 2024. Regular dismissal resumes on March 21, 2025.**

## Principles of Learning

### Five Principles of Learning

- Learning requires the active participation of the learner.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and social process.
- Curriculum and assessment should be learner focused.
- Curriculum will enhance student's ability to succeed and make informed choices as global citizens.



## Instructional Programs

### Learning Assistance Program

Learning assistance, in both English and Hebrew, is made available to children who are in need of additional support. Programs are collaboratively designed by the child's classroom teacher and the

school-based team. The Educational Assistants work with individual students and small groups, both inside and outside the regular classroom setting.

#### Physical Education Program

The school's Physical Education Program consists of a varied menu of activities implemented in rotation, including badminton, floor hockey and soccer. Extracurricular sports with other Richmond schools and intramural sports (e.g. basketball) are special programs that may be offered to the students on a year-to-year basis.

#### Technology Education Program

Richmond Jewish Day School's philosophy is that digital technologies offer our learners greater opportunities to be more actively involved in the learning experience. At Richmond Jewish Day School, each classroom has access to laptops, iPads and SMART projectors. During the year, all students receive formal instruction with computers, and explore new tools and strategies to empower them to fully participate in a connected, technology-rich society.

#### Enrichment Program

Enrichment opportunities in both English and Hebrew are made available to students who are exceeding expectations in academic subjects. The programs are extensions of the subject areas and allow students to apply their classroom learning in real-life settings.

#### Goal Areas for Growth

The instructional programs support learning experiences that will help students in their:

##### Emotional and Social Development

- develop self-confidence, pride, and enjoyment of learning
- cooperate, respect differences and accept challenges
- share, care, develop meaningful friendships

##### Social Responsibility

- value cultural diversity
- handle and appreciate change
- show respect for others and the environment

##### Aesthetic and Artistic Growth

- wonder, explore and create
- discover and appreciate beauty

##### Physical Development

- maintain physical wellbeing
- develop motor skills
- develop a balanced lifestyle and healthy nutrition

##### Intellectual Development

- think critically, creatively and reflectively
- solve problems

## General School Procedures

### Attendance

School attendance is a primary indicator of academic success. Thus, it is crucial that students benefit from the greatest amount of classroom time available to them. Absences other than illness and family emergencies are detrimental to a student's education. Please try to avoid scheduling family vacations during school instructional time.

RJDS asks that parent/guardians call the school in the case of a student absence. These calls may be made 24 hours a day through our office or voice message system at 604-275-3393. Please leave a message stating the student's full name, grade and the date of the absence. Alternatively, you can send an email to: [info@rjds.ca](mailto:info@rjds.ca). Please include the student's full name, grade and the date of the absence.

### Awards and Certificates

The purpose of student recognition is to celebrate excellence for accomplishments and social development. Students are recognized through a number of awards during our Annual Award Ceremony: **These may or may not include:**

Yvonne Levinkind Citizenship Award

- an honour given to the student who demonstrates outstanding middos (character) and devotion to school and community service.

Ted Cohen Athletic Award,

- an honour given to someone who demonstrate outstanding athletic ability and commitment to physical and health education.

Annual Service Award,

- an honour given to a student who contributes to the well-being of the school as a whole, who is always willing to volunteer and who serves as the helping hand to staff and students

Keter Shem Tov Award

- an honour given to a student recognizes a student who best embodies the values and ethics of Richmond Jewish Day School

***\*Please note that not all of these awards are distributed on an annual basis.***

Should you wish to establish an annual award to the student academic achievement, leadership, a program of study, or community service, please contact the School Administration.

### Before and Afterschool Care

RJDS's Early Morning (Before School) Program allows students to be dropped off as early as 8:00am. This program is free of charge for students in K-7. Staff provide a supervised, safe, and secure environment from 8:00am to 8:30am. Please only make use of this service if you require supervision for your children.

RJDS also provides After School Care for students from September -June. The program runs from

3:30 pm–5:30 pm on days when school is in session. After school care is provided until 5:30PM only on days when school is in session. There will be **NO** after school care on the days listed below:

- **Wednesday, October 2, 2024** (Early dismissal for Erev Roshahana at 1:30PM)
- **Friday, March 14, 2025** (Early dismissal for Purim at 11:45AM)
- **Wednesday, June 25, 2025** (Early dismissal for Summer Break at 11:45AM)

There is a nominal monthly fee for the After School Care program. Please be advised that daily drop-in spaces are subject to availability.

## Birthday Celebrations

When you are preparing to celebrate your child's birthday, please consider their classmates' feelings. If all children in a class are invited, invitations may be distributed at the school. If you are only inviting select individuals, we ask that you please distribute invitations directly to the children's homes.

In keeping with the Jewish objectives of our school, we urge parents not to hold birthday parties on Shabbat or holidays.

No family should be put in the position of having to choose between the observance of Shabbat and kashrut and attendance at a social function. Additionally, please make sure to find out if there are children in the class who keep kosher at home; we urge you to be in touch with those parents in advance and arrange for something kosher to be offered at the party.

## Electronic Devices

Students are encouraged to leave electronic devices (e.g. tablets & cell phones) at home as they can pose as a distraction and interfere with the learning environment. On occasion, however, teachers may request that students bring their devices to school for specific assignments or class projects if they are able to. Students should only use personal devices for learning purposes during instructional time.

Additionally, parents are asked to please NOT text or phone students during class time. For emergency purposes, parents should contact the school office.

The student is solely responsible for the device and its usage. Like any personal property, the school cannot be held responsible for loss, theft or damage and has a limited ability to investigate lost items. Personal property brought to school is NOT covered under school / board insurance policies.

For more details, please refer to the Acceptable Use Policy for Smartphones and Mobile Devices on page 26.

## Homework

Homework gives students an opportunity to practice and refine skills taught at school. Other purposes for homework include:

- To help promote self-reliance and responsibility
- To promote individual study time
- To have time to research
- To review notes
- To develop research and study techniques
- To show parents the progress the student is making
- To promote communication between school and home

In order to ensure homework is completed, both parents and students must share this responsibility to learning.

#### Responsibility of Parents

- Ensure that homework is a priority
- Listen to your child read
- Set a regular, uninterrupted study time each day
- Establish a quiet, well-lit study area
- Monitor student's organization and daily list of assignments in their agenda
- Help the student work to find the answer, not just get it done
- Be supportive when the student gets frustrated with difficult assignments
- Contact the teacher to stay informed about the student's learning process
- Support the school in ensuring that homework is done
- Periodically check the class blog and agendas, along with your child, to review assignments due and other related homework.

#### Responsibility of Students

- Write down homework assignments in the school agenda
- Be sure all assignments are clear; don't be afraid to ask questions if necessary
- Set aside a regular time for studying
- Find a quiet, well-lit study area
- Work on homework independently whenever possible, so that it reflects student ability
- Make sure assignments are done according to the given instructions and completed on time
- Make sure that you have taken home all necessary materials

### **Parking Lot**

Parking guidelines have been established with the help of our police liaison officer, parents and staff, and are designed for the safety of the students of Richmond Jewish Day School. Parents are not permitted to walk their children through the parking lot at any time as this poses a serious safety issue. Please park in the spots on the perimeter of the lot and walk on the sidewalks around the perimeter only. Students are also not permitted to walk in the parking lot at anytime or to play with athletic equipment in the parking lot or drop-off areas.

All parents staff and student are to adhere to the parking lot etiquette and the parking plan for the 2024-2025 school year.

#### Pick-Up

8760 No. 5 Road  
Richmond, B.C V6Y 2V4  
Canada

P 604-275-3393  
info@rjds.ca  
www.rjds.ca

School dismissal time is at 3:30pm. All students should be picked up not later than 3:45 pm unless they are helping a teacher, in the afterschool program or participating in a school activity. Those students who are not picked up by 3:45pm will be automatically put in the afterschool program and parents will be subject to pay for the incurred charge(s). Also, students may not take balls, hockey sticks or other athletic equipment out of the school without written permission from School Administration.

## **School Bus**

### **School Bus Times and Locations**

- Morning pick-up is at 8:00am in the Jewish Community Centre Parking Lot located at 950 W 41st Ave, Vancouver, BC V5Z 2N7 (near West 41<sup>st</sup> avenue & Oak Street).
- Afternoon drop-off is at 4:00pm as the bus leaves RJDS at approximately 3:35pm and arrives at the JCC by 4:00pm.
- There is a nominal monthly and per use fee for bus riders. Occasional riders are permitted only on days when space allows.
- There is a WhatsApp group for bus members. If you wish to join, please contact the office for more information

### **School Bus Standards of Behaviour**

- Every student using the bus service deserves a safe, pleasant ride to and from school.
- Every student shares the responsibility to ensure that the ride is safe and pleasant for all the students and the bus driver.
- There is no eating permitted on the bus.
- Everyone must enter and exit the bus safely; running or pushing is not acceptable.
- Students must show respect to the bus driver and to their peers. Pushing, shoving, bullying or fighting will not be accepted in any form.
- Students must remain seated while the bus is in motion with no bags or feet in the aisle. As injury may occur, aisles must stay clear in case of emergency.
- If you open a window, please make sure you close it.
- Please do not litter on the bus.
- No loud noises or shouting is permitted. (This is very startling for the driver and the driver must be able to hear emergency vehicles.)
- No profane or abusive language towards other students or the bus driver will be tolerated.
- The bus will not wait in the morning beyond the scheduled time for departure. If your child misses the bus, it is the responsibility of the parent to drive the child to school.

Students not adhering to the rules above will have their bus privileges revoked.

Should the necessity to change your child's transportation arrangements arise, please contact the school office. Arrangements are to be made with the office prior to the day of travel, whenever possible.

## **School Supplies**

A school supply fee has been added to your child's tuition. RJDS will be responsible for purchasing these supplies. They will be waiting for your child when they begin school in September.





## **Student Information Changes**

It is important that parents inform the school promptly of any changes in address, telephone numbers, emergency contacts, health of a child, allergies, marital status of parents, etc. If there are any changes, please contact the office so student records can be updated.

## **Textbooks**

Students will be responsible for all textbooks issued to them by the school. Students will be required to reimburse the school for the cost of any lost or damaged textbooks.

## **Telephone Use**

The school telephones are meant for business purposes; however, parents and students may use the office phone for urgent matters. In case of emergency or illness, the school office will notify the student's parents/guardian.

## **Tuition**

Tuition fees are payable in advance as per the tuition fee schedule outlined in the Registration Package. Payment can be made by pre-authorized debit. The Board of Directors reserve the right to refuse admittance to class in September, for any student whose family has not made the appropriate fee payment(s).

### Tuition Assistance

Tuition assistance may be available to eligible families. Families are required to apply for Tuition Assistance and provide supporting documentation each year. Applications for Tuition Assistance must be made online through the [FAST website](#). Please remember that families must first be admitted to Richmond Jewish Day School before applying for tuition assistance.

## Uniforms

### A MESSAGE FROM THE RJDS UNIFORM COMMITTEE

In early 2022, several RJDS parents formed a committee to plan the new design and execution of RJDS's new uniforms. We researched and negotiated for months to ensure we chose items that were **high-quality, comfortable, relatively affordable, and inclusive.**

All K-7 students are required to wear the school uniform. We appreciate the cooperation of all RJDS families in adhering to the following guidelines, so each student is prepared as a proud representative of our amazing little school.

### DAILY UNIFORM TOP OPTIONS

#### Mandatory

- RJDS-Branded Golf Shirt
  - Short- or Long-sleeved
  - COLOUR: NAVY
- OR
- RJDS-Branded Crewneck Sweatshirt
  - Long-sleeved
  - COLOUR: NAVY or HEATHER GREY
- Kippah for boys (optional for girls)
  - Any



#### Optional Add-ons

- Zip-up Hooded Sweatshirt
  - RJDS-Branded or Unbranded
  - Colour: Heather Grey
- RJDS-Branded Kippah
  - Every boy should have at least one for special occasions



## DAILY UNIFORM BOTTOM OPTIONS

- Pants/Shorts
  - Chinos, Trousers, Cargo, or similar
  - COLOUR: Light/medium **KHAKI** (NOT tan)

**OR**

- Skort or Skirt(with shorts underneath)
  - COLOUR: Light/medium **KHAKI** (NOT tan)
  - **WITH: Tights, Legging OR Kneesocks (optional)**
    - COLOUR: **NAVY**



**WITH**

- Well-fitting, Closed-toe Shoes

## GYM STRIP

*For students in grades 4-7 during PE class.*

- RJDS Athletics Branded Tee
  - To be purchased directly from school for \$25 at any time for
  - COLOUR: **HEATHER GREY**

**AND**

- Unbranded Athletic Sweatpants or Shorts
  - COLOUR: **NAVY**

**AND**

- Skidproof Running Shoes



## ORDERING GUIDE

- All branded items must be supplied by Cambridge Uniforms (except kippot, which are from iKippah, and gym strip).
- Unbranded items may be purchased anywhere. Please make sure they follow the guidelines.
- If you would like to purchase a branded kippah in-between scheduled orders, contact the office.
- The Uniform Committee arranges 3-4 bulk ordering periods throughout the school year. Families will be notified and sent an order form to submit to the committee, as well as payment information. There will also be used uniform sales throughout the year, which will be advertised through the PAC page and weekly newsletter (the Shofar)
- For questions or to receive the order form link, contact [rjdsuniforms@gmail.com](mailto:rjdsuniforms@gmail.com)

## SIZING GUIDE

- With our new ordering system, Cambridge is no longer able to do in-person fittings.
- RJDS has all sizes of long-sleeved golf shirt samples to try on for sizing, and a few sizes of the pullover sweatshirt.
- For all items without samples, use the size charts on the following pages for measurements. Do NOT use the old uniforms for sizing, as Cambridge has since changed their sizes.
- It is highly recommended that you order at least one size larger than what your child fits, if trying on an unwashed sample. Some items are 100% cotton and will **shrink by 1 to 2 inches** after washing.

## UNISEX GOLF SHIRT - LONG AND SHORT SLEEVE

INCHES

SIZE	CHEST	CBSL (only for long-sleeve)
(CHILD)XS	19 - 21	17 - 18
XS	21 - 23	18 - 19
CM	23 - 25	19 - 20
CL	25 - 27	20 - 21
CXL	27 - 28	21 - 22
(YOUTH)YS	28 - 30	24 - 25
YM	30 - 32	25 - 26
YL	32 - 34	26 - 27
YXL	35 - 36	27 - 28

**HOW TO MEASURE DIAGRAM**

**CHEST:**  
Measure around the broadest part of the chest or bust.

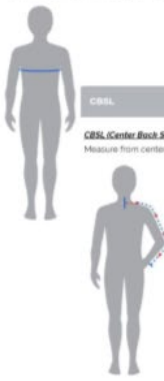

**CBSL (Center Back Sleeve Length):**  
Measure from center back of neck, to shoulder, and along arm to wrist with arm bent.

**GARMENT LENGTH**

**GARMENT LENGTH:**  
Garment measurement is from the center of the back to hem line.

Shrinkage in length is approximately 1"-1.5" after tumble dry.

CXS - 16.5"  
CS - 17.5"  
CM - 18.5"  
CL - 19.5"  
CXL - 20.5"  
YS - 23"  
YM - 24"  
YL - 25"  
YXL - 26"

## ZIP HOODIE AND CREWNECK SWEATSHIRT

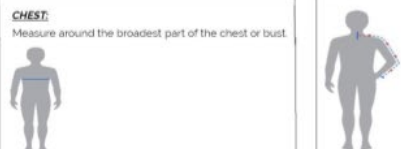

INCHES

SIZE	CHEST	CBSL
CM	21.5 - 22.5	18.5 - 19.5
CL	22.5 - 23.5	19.5 - 20.5
CXL	23.5 - 24.5	20.5 - 21.5
CXXL	24.5 - 25.5	21.5 - 22.5
YS	25 - 27	24 - 25
YM	27 - 29	25 - 26
YL	29 - 31	26 - 27
YXL	31 - 33	27 - 28

**HOW TO MEASURE DIAGRAM**

**CHEST:**  
Measure around the broadest part of the chest or bust.

**CBSL (Center Back Sleeve Length):**  
Measure from center back of neck, to shoulder, and along arm to wrist with arm bent.

### Weather-Related Closures

In the event of poor weather, the school will put an announcement on our website, Facebook and Instagram pages, and contact families via email regarding a school closure. Please do not call the office and instead check your email prior to leaving for school.

## Parent Communication & Involvement

### 1. Parent-School Communication & Partnership

Students' success in a school depends a great deal on the relationships among all the education partners in a school. Parents play a vital role in this -- they have insight, enthusiasm and skills as well as a commitment to their children and that is crucial to the success of all students. Positive ongoing parent-teacher and parent-school relationships are important in helping RJDS provide the best education possible for its students.

Our school prides itself on providing a faith community where students receive a high standard of curricular and faith education. As parents, you are your children's primary educators, and we are here to support you! In return, we ask that you support us in our mission, so that we can work as partners in helping develop your child spiritually, physically, intellectually, emotionally, and socially. It is only through this ongoing collaboration and partnership between school and family that this is possible.

#### Newsletters

Parent Newsletters (The Shofar) are sent via email on a weekly basis. Please read these carefully, as important information and dates are communicated about the school, upcoming events and community information

#### Website

Please visit the [school website](#) link for the latest school calendar, recent news items, and for more information on RJDS. This website can also be used to share with new and incoming families for them to get an idea of what the RJDS community is like.

#### Social Media

Check out our [Instagram](#) and [Facebook](#) pages to see what our students get up to, for RJDS events and community events. Parents can also join the [RJDS PAC page](#) for information regarding upcoming events and volunteering.

#### Meet the Teacher Evening

The "Meet the Teacher" evening is held at the start of the school year. It is an opportunity for parents to meet the teachers, and understand the grade-level curriculum, the grading system, the homework policy, and other specific educational concerns. This evening is intended to address general educational issues. Specific questions about your child should be addressed by contacting the teachers at school.

#### Parent-Teacher Conferences

The Parent-Teacher Conferences are individual meetings planned for parents to meet and discuss their individual student's progress, to make suggestions for improvement, or to create learning plans that best meet the individual needs of your child. These meetings are scheduled in the fall and in the spring; however, a teacher or parent may request a conference at any time. Parents are encouraged to invite their children to be part of this discussion in their learning.

## Communicating Student Learning


In order to facilitate communication about your child's progress, the following schedule is a list of dates tentative dates for the 2024-2025 school year:

September 19	• Meet the Teacher Night
November 18-21	• Parent Teacher Conferences – (Virtual)
December 17	• Term 1 Learning Update Distribution
March 4	• Term 2 Learning Update Distribution
March 18- March 20	• Parent-Teacher Conferences – (Virtual)
June 25	• Term 3 Learning Update Distribution

*\*In addition to these formal reporting processes, the teachers will continue to provide parents with ongoing access to student work and feedback.*

## Proficiency Scale

The following chart outlines the descriptors used to report student progress:

PROFICIENCY LEVEL 			
Emerging	Developing	Proficient	Extending
<ul style="list-style-type: none"> <li>•The student is beginning to demonstrate basic knowledge in relation to the learning standards</li> <li>•Works with ongoing support</li> </ul>	<ul style="list-style-type: none"> <li>•The student demonstrates some knowledge in relation to the learning standards</li> <li>•Works with some support</li> </ul>	<ul style="list-style-type: none"> <li>•The student demonstrates good knowledge in relation to the learning standards</li> <li>•Works independently</li> </ul>	<ul style="list-style-type: none"> <li>•The student demonstrates knowledge beyond the learning standards</li> <li>•Works independently and can support the learning of others</li> </ul>
<p>"I am just getting started."</p> <p>"I learn best with help."</p>	<p>"I get some of it."</p> <p>"I am beginning to do more and more on my own."</p>	<p>"I get it."</p> <p>"I can do it on my own."</p>	<p>"I get it and go beyond what is expected of me."</p> <p>"I can teach it to a friend."</p>

## Addressing Concerns

The educators at RJDS are committed to providing the best possible education for your children and to building a community of faith. In the event of a problem, following the proper steps will help us maintain the atmosphere of trust and cooperation, so essential to building a positive Jewish community.

From time to time, concerns arise which can often be resolved through communication. At RJDS, we welcome opportunities to receive constructive feedback to make us more effective in educating your children. If you or your child's teacher have a concern about your child's progress, it should be discussed in a timely fashion, so that the best interests of the child may be served.

The preferred and best method to resolve a school concern between a parent/student and a teacher is to have the parent arrange a meeting with the teacher. Teachers are always eager to assist students and parents, especially if problems are brought to their attention during the early stages. Obtaining additional information from the teacher should always be deemed a positive first



step to conflict resolution. If the problem is not resolved to the satisfaction of everyone concerned, a meeting with the principal can be arranged.

**It is deemed unethical and inappropriate to discuss a staff- or student-related problem with a Board member before approaching the teacher or staff member first. Remember that RJDS is a small community; therefore, trying to resolve a concern at the source is always preferred and highly recommended.**

## **2. Parent Participation Program (PPP)**

We believe that an effective school is one in which parents and the community support the school. Research shows that children have a more positive outlook at school when their parents are actively involved. Parents are encouraged to participate in various school activities by sharing their skills, talents and time. We value all contributions which parents make as it enhances the educational experience for all our children. All families are required to complete a minimum of 18 Parent Participation Program hours annually.

The Parent Participation Program serves two purposes:

- To teach students the value of community service by observing their parents and family members working for the good of their school and others
- To minimize costs, reserve funds saved for school equipment and improvements, and keep tuition low

### Tracking Hours

RJDS uses an online tracking program, [Submit PPP Hours | Richmond Jewish Day School | RJDS.ca](#) for parents to track their PPP hours. This system automates and simplifies the volunteer process. Each family will have their own unique password to login where they can record their hours. Please contact [PAC](#) to access your login information. Recording should be an ongoing process to ensure accountability for your hours. The recording of volunteer hours will be based on an honour system and will be monitored regularly to ensure accuracy.

### PPP Payments

If parents (or family members) are unable to complete the 18 hours, a PPP payment will be required. If a minimum of 9 hours in the PPP Program by the end of December and another 9 hours by the end of June, is not completed, the school will automatically withdraw funds using the information provided on the Tuition PAD Agreement Form as per the schedule below:

January 1st - \$150 PPP payment (for less than 9 PPP hours)

July 1st - \$150 PPP payment (for less than a total of 18 hours for the academic year)

**Note:** A pro-rated refund will be issued should the full 18-hour requirement be met by the end of the school year

## **3. Parent Advisory Council (PAC)**



The primary purposes of a Parent Advisory Council (PAC) are to:

- Provide a forum for consultation between the school and parents on matters of general concern to the school community
- Assist with and contribute to various school related activities
- Promote the development of positive school community relations

All parents of the school are members of the Parent Advisory Council – a volunteer-based committee of RJDS Parents. We encourage you to attend our meetings along with the School Administration and PAC Executive. PAC works in a variety of ways for the benefit of students, staff and the school community. We aim to communicate with parents about school events and programs; communicate with school staff on behalf of parents; provide opportunities for parent education; raise funds for school equipment, projects, and activities; and to organize social events to promote the development of a healthy school community.

The 2024-2025 PAC Meeting Dates are as follows

- September 25, 2024
- November 27, 2024
- January 29, 2025
- March 26, 2025
- May 28, 2025

Please contact the PAC President, at [rjds.pac@gmail.com](mailto:rjds.pac@gmail.com) for more information about PAC and how you can become more actively involved in the RJDS community.

Membership dues are just \$36 per year per family and should be paid by e-transfer to [rjds.pac@gmail.com](mailto:rjds.pac@gmail.com) by no later than Sept 30<sup>th</sup> of each year.

## Code of Conduct

Richmond Jewish Day School recognizes its obligation to all members of the school community to provide a positive climate and a safe, healthy environment such that effective, purposeful teaching and learning may take place. To that end, it is expected that all members of the school community will conduct themselves in an ethical and lawful manner that demonstrates respect for self, others, property and the environment. A violation may warrant intervention or disciplinary action.

It is expected that all members of the school community including faculty, students, parents and guests will:

- respect the rights of others
- respect the health and safety of others
- respect the property of others, both private and public
- respect the legitimate authority of the school administrative officers and staff
- respect the learning environment
- respect and take pride in the schools' physical facilities

- respect the diversity of the school community
- respect the non-smoking law of all school buildings and property
- respect the individual rules within each school building
- behave in an ethical and lawful manner
- behave in a considerate and courteous manner
- behave in a safe and responsible manner at all times
- not threaten, harass, intimidate or assault, in any way, any person within the school community.

The following negative behaviours will not be tolerated and will result in disciplinary action:

- Cheating and Plagiarism
- Physical violence
- Rudeness
- Vandalism
- Foul Language
- Unkindness/Teasing
- Bullying and/or cyber-bullying
- Harassment

## Policies

### Anti-Bullying Policy

Richmond Jewish Day School is committed to providing a school-wide culture of inclusion and respect for difference that embraces all members of our family. No meaningful learning or personal growth can occur unless all staff and students feel safe, valued and free to express their authentic selves. Essential in that commitment is to protect all students' physical safety, social connectedness and to protect our students from all forms of bullying regardless of gender, race, culture, religion, sexual orientation or gender identity and expression.

Richmond Jewish Day School's Anti-Bullying Policy is in keeping with our overall school values and Code of Conduct. In striving to maintain an environment in which all members of our school community feel connected, safe, and welcome, we ask all our Richmond Jewish Day School family to act in ways that exemplify the qualities of *menschlichkeit* which include treating others with respect, kindness, and empathy. This policy applies to all students while at school, at school-related activities, or other circumstances where engaging in the activity will have an impact on the school environment. Everyone at Richmond Jewish Day School has a role to play to ensure that bullying has no place in our school.

Please see Appendix I for the full policy.

### Acceptable Use Policy for School Computers

Richmond Jewish Day School is a safe, caring and respectful learning community. In alignment with our school behaviour policy, we wish to prepare children to be thoughtful and effective digital citizens, and we provide school computers, laptops and other digital equipment for this purpose. At Richmond Jewish Day School, students will use digital technology for learning.

Students are responsible for good behaviour on school computers just as they are in a classroom or a school hallway. General school rules for behaviour and communications apply. During school, teachers will guide students toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio, and other potentially offensive media.

This means that we use technology to:

- Find and think about information
- Share our ideas and understandings
- Learn from others
- Construct personal knowledge and meaning
- Collaborate during inquiry

Behaviours such as the following are not acceptable:

- Playing games that are not teacher approved
- Visiting on-line sites that are not teacher approved (such as Facebook, YouTube, gaming, violent sites, or adult sites)
- Downloading software or restricted files
- Sharing personal information about oneself or others without teacher consent
- Intentionally damaging digital or computer equipment or the network

#### Consequences of inappropriate use

1st incident - Student will be reminded of the Acceptable Use Policy and how his or her behaviour was inappropriate. Parents will be informed of the incident of inappropriate use.

2nd incident - Removal of digital technology privileges for a day. Parents will be informed of the incident of inappropriate use.

#### Acceptable Use Policy for Smart Phone and Mobile Devices

The widespread ownership of smart phones and mobile devices among students requires that school administrators, teachers, students, parents and caregivers take steps to ensure that smart phones and mobile devices are used responsibly at schools.

This Acceptable Use Policy is designed to ensure that potential issues involving smart phones and mobile devices can be clearly identified and addressed, ensuring the benefits that smart phones and mobile devices provide can continue to be enjoyed by our students.

Richmond Jewish Day School has established the following Acceptable Use Policy for smart phones and mobile devices that provides teachers, students and parents guidelines and instructions for the appropriate use of smart phones and mobile devices during school hours. The Acceptable Use Policy for smart phones and mobile devices also applies to students during school excursions and extra-curricular activities.

#### Responsibility

It is the responsibility of students who bring smart phones and mobile devices to school to abide by the guidelines outlined in this document. Failure to abide by the guidelines will

result in the devices being confiscated by the office and returned to the parents.

#### Acceptable Uses

Smart phones and mobile devices should be switched off and kept out of sight in lockers during school hours and while in the school building. Parents are reminded that in cases of emergency, the school office remains the appropriate point of contact and can ensure your child is reached quickly and assisted in any appropriate way.

Smart phones and mobile devices should not be used in any manner or place that is disruptive to the normal routine of the school.

The school recognizes the importance of emerging technologies present in smart phones and mobile devices, and their value as an educational resource. RJDS teachers may wish to utilize these functions to aid teaching and learning and pupils may have the opportunity to use their mobile phones in the classroom. On these occasions, pupils may use their smart phones and mobile devices in the classroom when permission has been given by the teacher.

#### Unacceptable Uses

Unless permission is granted, smart phones and mobile devices should not be used to make calls, text, send SMS messages, surf the internet, take photos or use any other application during school hours. Smart phones and mobile devices are not to be used or taken into changing rooms or bathrooms or used in any situation that may cause embarrassment or discomfort to their fellow students, staff or visitors to the school.

#### Consequences

1st incident - Should a smart phone or mobile device be confiscated by a teacher, it will be given to the school office. For the first offense, the student will be able to collect the phone at the end of the day, and a record of the incident will be made in the student's file.

2nd incident - The school will notify the parents, who will have to come to the office and collect the phone, and a record of the incident will be made in the student's file.

3rd incident - Parents will be involved in creating a plan for ensuring appropriate phone use at school.

**The school accepts no responsibility for replacing lost, stolen or damaged mobile phones.**

#### Food Policies

The Richmond Jewish Day School is committed to providing a positive Jewish educational setting that is comfortable for all members of the Jewish community. The school strives to impart Jewish

practices through formal study and experience so that the students will be knowledgeable when making personal decisions about Jewish observance.

Jewish dietary laws (Kashrut), regulations that prohibit the eating of certain foods and require that foods be prepared in a specified manner, play an important role in the life of the school community. It is presented in the classroom as an ideal and a mitzvah.

RJDS' Kashrut policy is as follows:

- a) Shellfish and pork are not permitted on school premises.
- b) Prepared food is only permitted from a certified Kosher Check (formerly BCK) establishment. In other words, meals and snacks are not permitted from non-kosher restaurants (e.g. Subway, Tim Hortons) regardless of whether the meal or snack is vegetarian or otherwise.
- c) Food items intended to be shared with other children for celebrations or activities must be Kosher Check certified or must have been prepared in the school's kosher kitchen with approval from school administration. Home-baked goods to be brought into the school for such events are not permitted.
- d) Lunch and snacks provided by a family for their child(ren) must not mix milk and meat.
- e) Students are permitted to bring meat in their lunches or snacks. It is strongly encouraged that all meat products are certified kosher.
- f) Students are not permitted to share their lunch or snacks with other students at any time.
- g) For events where the school intends to provide dairy food to students (e.g. Shavuot celebration, pizza Lunch Lab), advanced notice will be given, and families are strongly encouraged to send only pareve or dairy lunches and snacks that day.
- h) For events where the school intends to provide meat to students (e.g. BBQ, hot lunch program), advanced notice will be given, and families are strongly encouraged to send only pareve or meat lunches and snacks that day.

Families are asked to comply with RJDS values of inclusion and respect of other families' needs by only serving Kosher food at birthday parties and events.

The above policy applies to all school-related activities held outside the school where RJDS students are present or participate. School staff and administration will ensure that food provided on extended field trips or overnight events complies with the policy.

### Student Dress Policy

### Rationale

Students are expected to dress appropriately when attending school or school-sponsored activities. Parents have the primary responsibility for determining appropriate dress for their children. While it is not the intent of this policy to undermine parent or student choices in the selection of clothing which frequently reflects current styles and personal tastes, it is necessary to set guidelines and limits of what will be allowed within RJDS. Of paramount significance in this dress policy is promoting respect, the avoidance of distractions in the learning environment and the health and safety of the students.

### Expectations

Situations may arise in which health and/or safety concerns result in the temporary modifications of the dress policy. These changes will be made by the appropriate staff and/or administrator before the activity takes place. (e.g., field trips, lab classes, physical education classes, special events). As clothing styles and social norms change over time, the Student Dress Policy may need to be revisited and revised accordingly.

1. The bottom of the shirt must reach the top of the pants at all times, the midriff is to be covered. For example: "belly shirts" and "low slung pants" that reveal undergarment or skin are not appropriate.
2. Shirts should have modest necklines and the back below the shoulder blades should be covered. Sleeveless tops are not acceptable. For example: halter tops, tube tops, strapless tops, spaghetti straps, tank tops and low-cut necklines are not appropriate.
3. The bottoms of skirts dresses and shorts should not reveal anything except leg, whether sitting
4. For example: extremely short shorts or skirts and dresses that are above mid-thigh are inappropriate.
5. Hats should not be worn inside the building, with the exception of kippot.
6. Clothing and accessories shall be free of references to tobacco, alcohol, profanity, violence and anything illegal as well as sexually suggestive slogans or pictures.
7. Students shall not use makeup including eye shadow, eyeliner, lipstick or mascara except as required for school presentations and only with staff permission.
8. Tight fitting clothing or clothing that is transparent (see-through) is inappropriate and not permissible.
9. Physical Education garment required is a plain grey t-shirt with RJDS logo, blue shorts or blue sweatpants and clean running shoes.
10. Students who wear earrings to school are to wear stud earrings only (hoop earrings are not allowed to be worn at school).
11. Shoes with wheels are prohibited.

### Consequences

Students who are deemed by staff to be inappropriately dressed may be required to change, "cover up," or be sent home. Administration shall be the final arbiter of the school dress policy.

### Food Allergy (Nut-Aware) Policy

At RJDS, we strive to provide a safe environment for all our students. To that end, we must respect the fact that some of our students may have life-threatening allergies to peanuts, nuts and nut products. For some students, ingestion of or exposure to these products or unknowingly touching

traces or residues of this food substance (e.g., on a ball, a hand, student desk or lunch table) could cause anaphylactic shock, and, without immediate emergency medical assistance, loss of consciousness and death.

In response, RJDS, like most other schools throughout the Lower Mainland, is a "peanut/nut aware" school. This means that products containing peanuts, nuts or nut products in students' lunches will not be allowed in the school or on the playground. Food brought in for common consumption must not contain peanuts, nuts or nut products. We do not use the terminology "peanut/nut free" because we cannot guarantee that there will never be traces of peanuts/nuts in the school. Therefore, while the school cannot guarantee a nut-free environment, out of respect and concern for those in our school community with severe and/or life-threatening nut allergies, the Board requires that parents NOT SEND LUNCHES OR SNACKS OR ENTER THE SCHOOL WITH ANY NUT PRODUCTS.

Should a child accidentally bring peanut butter or nut products to school and staff members are aware of it, efforts will be made to provide an appropriate and safe substitute on that particular day.

#### Fragrance (Scent-aware) Policy

Medical evidence clearly shows that scented products are harmful to the health of sensitive individuals. In sufficient concentrations scented products may be harmful to those with allergies, environmental sensitivity or chronic heart or lung disease. In considering the health needs and concerns of those sensitive and non-sensitive students and employees alike and to provide a healthy working and learning environment for every employee and student, all employees and students are expected to comply with the scent aware regulations detailed in this policy. The policy states that:

- Mildly scented products may be worn to school.
- Scented products (mild or otherwise) are not allowed to be used and/or reapplied in school. These include:
  - Perfume and colognes
  - Scented moisturizers and hand creams
  - Scented hand-sanitizers (e.g., Purell)
  - Febreze-type sprays that are used in the classroom or lockers
- Moisturizers, hand creams and hand sanitizers may be used in school if they are scent-free.

## Health and Safety

#### Emergency Form

A Student Information Verification Form (emergency form) is kept on file for each student attending Richmond Jewish Day School. This form is sent home with every child at the beginning of each school year, and it is important that they are completed correctly and **returned promptly**. It is essential that the information recorded on the emergency form is always kept current to include changes in the status of your child's health, work phone numbers, alternate contact persons, physicians, etc.

### Immunizations

If you are registering your child as a new student of RJDS please include a copy of your child's current immunization record with the registration package. The following is a list of immunizations your child must have:



- Basic series of diphtheria, pertussis (whooping cough), tetanus (DPT) and polio.
- Students entering kindergarten require a booster vaccine of diphtheria, pertussis, tetanus (DPT) and polio.
- Immunization against measles, mumps and rubella (German Measles), which is given as a combination vaccine (MMR).

Immunizations are available through your family physician or the Vancouver Coastal Health Department. We also have immunization clinics at the school twice a year for students in kindergarten and grade 6 only.

**Please inform the school if you have chosen not to immunize your child(ren).**

### Medication

The objective of this policy is to meet the health needs of all students in the safest possible way.

No child, in any grade, may have in his/her possession (including knapsack, desk, etc.) any medicine during school hours, without expressed consent from the school administration. This includes over-the-counter medications such as Tylenol.

Should a child have a condition requiring ongoing or occasional medication, the following will apply:

- The medication must be brought to school in the original container from the pharmacy.
- Before any medication will be dispensed (including an over-the-counter medication), a Request for Administration of Medication at School Form must be completed and signed by a parent/guardian and a physician. These forms are available at the school office.
- Designated school personnel will dispense all medications.
- Emergency medications (asthma inhalers, allergy medications, etc.) will be kept in the office for the duration of the school year as long as they meet the requirements outlined above. They will be returned to the parents on the last day of school.
- Parents are urged to contact administration if they have particular concerns in this area

### Car Seat and Booster Seat Regulations for off-site Activities

#### **Stage 2 – Forward facing with tether**

- Must be over one year old and over 9 kg (20 lbs.).
- Up to at least 18 kg (40 lbs.).
- Place in back seat.
- May remain rear facing if allowed by manufacturer's weight limits.
- Always use with a tether strap.
- Taller children may fit a combination harness/booster seat better.



### Stage 3 – Booster seat

Booster seats ensure proper seatbelt fit. They raise the child to correctly position the adult seatbelt across the bony structures of the chest and pelvis. It's safest if a child remains in a booster seat until they reach 145 cm (4'9").

- Must be over 18 kg (40 lbs.).
- Required until at least nine years old or 145 cm (4'9"), whichever comes first.
- Place in back seat.
- Booster is used with a lap/shoulder seatbelt.
- Position lap belt low over hip bones and shoulder belt over shoulder and in front of chest.
- Do not use a booster seat with only a lap belt.

### Stage 4 – Seatbelt only

- It's recommended you keep children in the back seat until 12 years of age.
- The lap belt should fit low over the pelvic bones.
- Shoulder belt should fit over the shoulder and snug across the chest.
- Never put the shoulder belt under the arm or behind the back. This could cause serious injury in the event of a crash.
- Keep the seat in an upright position, not reclined. Seatbelts were designed for upright seating. A deeply reclined seat can cause a passenger to slide out from under the seatbelt in the event of a crash.

The above regulations are mandatory, where applicable, for all students in the above categories. It is the sole responsibility of parents to provide the car seat or booster seat for their own child/ren. Those students who require a car seat or a booster seat and have not been provided with one prior to departure of the field trip will not be transported by an approved volunteer driver.

## Crisis Management

### Emergency Procedures

The school has implemented an Emergency Preparedness Plan. Please know that in the event of an emergency, our administration and staff will do their best to ensure everyone's safety and security. It is important for parents **not to call the school** in an emergency as the lines need to remain open for communication.

### School Emergency and Telephone Communications Procedures

If the school switchboard is operational, the Telephone Tree will be set in motion as soon as the situation has been evaluated, information is available, and recommendations can be made to parents.

- ☐ In the event that the telephone lines are down, the school will use cellular telephones (and/or texts) to send out information, if possible, through the Telephone Tree or if needed to the local and national news stations regarding the status of Richmond Jewish Day School and its students.

### Here is what Parents can do

- ☐ Wait to be contacted, by phone, for information dispersed through the Telephone Tree.
- ☐ Locate a battery-operated radio and tune into the news broadcasts in your area.
- ☐ A copy of the Richmond Jewish Day School Emergency Preparedness Plan is available in the office for your review.

Fire, earthquake and lockdown drills are held monthly at the school. Safety systems include a fire signal alarm, smoke detectors and fire extinguishers. In the event of a major disaster such as an earthquake, all children shall remain at school until released to parents or one of the designated adults listed on their emergency form. In the event of a disaster, students will be evacuated to the Sikh Temple (8600 No. 5 Road, Richmond, BC), which is our designated safe area.

### Fire Drill Procedure

When the warning sounds:

- Evacuate the building – Teachers direct students outside, calmly, in single file, through the nearest exit. All doors will be shut.
- Wait quietly away from the building at the outside assembly area – Each teacher will fill out their classroom fire drill attendance record and one member of the class will hand the slip to administration to report the class is outside and that everyone is accounted for.
- Return to class – Teachers direct students to return to the classroom.

### Earthquake Drill Procedure

**Step One** When the warning sounds:

- Take cover - Everyone in the school takes cover under desks or tables.
- Face away from windows.
- Assume “crash” position on knees, heads down, hands clasped on back of neck, or head covered with a book or jacket.
- Count aloud to 60. (Earthquakes rarely last longer than 60 seconds, and counting is calming).

### **Step Two**

- Evacuate the school - Teachers direct students outside, calmly in single file. Students must wear shoes and put on jackets and assemble outside at the designated assembly area.
- Return to class - Teachers direct students to return to the classroom.

Note: During an earthquake, if students are on the way home, they should continue home. If they are on their way to school, they should continue to school and assemble in the designated area.

### Lockdown Procedure

When the office announces “Lockdown,” teachers immediately lock their classroom doors and direct students to be quiet and huddle in the safest corner of the room below window level and away from any doors.

- Teachers quickly look into the hall from their classroom in order to get any students into the nearest classroom.
- Doors are locked and dead bolted.
- The door is not to be opened for anybody at this point until administration convinces you that it is all clear.
- Teachers do head count and inform students of gravity of the situation and the necessity to

remain quiet and calm.

- Designated and available admin staff and office staff will quickly sweep washrooms and hallways and then enter a room that is locked with a deadbolt.
- Teachers who are on prep time and support staff will proceed to the nearest room with a deadbolt.
- We reiterate the importance of students and staff signing in and out when entering and leaving the building outside of regular hours.
- When police officers pound on your classroom door to determine if anybody is inside, do not open the door. Simply communicate that you are in there with students and whether everything is okay or not.
- It is extremely important for students and staff to get out of the hallways as soon as possible when "lockdown" is announced.

## Appendix I: Anti-Bullying policy

(Instituted January 2008. Amended July 2017 – Re: Inspector's Order 1/16, Effective September 7, 2016 – Order of the Inspector of Independent Schools)

Richmond Jewish Day School is committed to providing a school-wide culture of inclusion and respect for difference that embraces all members of our family. No meaningful learning or personal growth can occur unless all staff and students feel safe, valued and free to express their authentic selves. Essential in that commitment is to protect all students' physical safety, social connectedness and to protect our students from all forms of bullying regardless of gender, race, culture, religion, sexual orientation or gender identity and expression.

Richmond Jewish Day School's Anti-Bullying Policy is in keeping with our overall school values and Code of Conduct. In striving to maintain an environment in which all members of our school community feel connected, safe, and welcome, we ask all of our Richmond Jewish Day School family to act in ways that exemplify the qualities of *menschlichkeit* which include treating others with respect, kindness, and empathy. This policy applies to all students while at school, at school-related activities, or other circumstances where engaging in the activity will have an impact on the school environment.

A school must provide an environment in which students can learn effectively. Helping students learn to be responsible members of a group is an important part of our curriculum through all grade levels. The purpose of this policy is to maintain an atmosphere conducive to learning and to establishing positive relationships. Clear and common expectations for behaviour, based on Jewish values and principles, and articulated and modeled both at home and at school, will help our students develop responsible self-discipline.

### Working Together

Everyone at Richmond Jewish Day School has a role to play to ensure that bullying has no place in our school. Research shows that bullying of any kind is dramatically reduced when others stand up for someone being bullied. Jewish history has shown us the implications of standing idly by and not standing up for what is right. We ask all members of our Richmond Jewish Day School family to subscribe to the following four principles and to work together to keep bullying out of our school:

- Refrain from bullying of any kind, for any reason.
- Treat others with respect and kindness.
- Intervene, if it is safe. Or tell someone who can.
- Include instead of excluding or ignore.

#### Student Responsibilities

- Be respectful of everyone in the school community, in speech and action.
- Engage actively in your own learning.
- Take care of property, your own and others.
- Be caring and inclusive with schoolmates.

#### Faculty and Administrative Responsibilities

- Students and teachers shall establish behavioural expectations at the beginning of every school year.
- Be respectful of everyone in the school community, in speech and action.
- Structure a learning environment that is organized, respectful, inclusive, and stimulating.
- Set clear behavioural expectations.
- Be fair and consistent in enforcing expectations and providing consequences.
- Assist students in developing academic and social responsibility.
- Help students learn skills for working and playing in the community.

#### Parent/Guardian Responsibilities

- Be respectful of everyone in the school community, in speech and action.
- Work in partnership with the school to promote academic and social learning.
- Allow children to take responsibility for their own actions and encourage them to solve their own problems.
- Support school policies, decisions, and consequences regarding your child's behaviour.
- Ensure that your children come to school regularly and on time.
- Provide your children with the materials and conditions necessary for their success at school.

#### Proactive Process to Bullying and Conflict

As a school, Richmond Jewish Day School is committed to exploring all options to enhance the student school experience, teaching and learning, and sees the role of adults as to assist students in getting their needs met in healthy ways. It views a just response to bullying and conflict as one that:

- acknowledges and repairs the harm caused by, and revealed by, wrongdoing (restoration).
- encourages appropriate responsibility for addressing needs and repairing the harm (accountability).
- involves those impacted, including the class or school community, in the resolution (engagement).

As such, the school strives to develop the following proactive processes:

- Regular classroom meetings/circles
- Creating classroom rules/contracts collaboratively
- Establishing clear behavioural/relational boundaries
- Conversations to address harm and repair relationships, restoring the balance in the classroom, school and community.

### Consequences

As a school, we are committed to thoroughly investigating and resolving all cases of bullying in a firm, judicious, and caring manner with support from students, staff, and parents. All suspected cases of bullying will be investigated by the relevant teacher(s), administration and/or the school counsellor. Bystanders and onlookers will also be considered in terms of culpability. Any inquiry will be conducted in a sensitive and confidential manner in consultation with appropriate students, parents and staff. Ensuring the safety and well-being of our students will be our first priority. Student and parent concerns regarding student safety will be taken very seriously, and action will be taken to resolve these concerns. Richmond Jewish Day School will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of this policy.

Students engaged in behaviours that interfere with the general welfare of students, the learning environment, or that reflect negatively on the school and its values, may be subject to disciplinary action even if this behaviour occurs off school property and at any time including evenings, weekends, or school holidays. Consequences will depend on the severity and frequency of the incident(s) and may include parental notification, suspension from school activities and classes, suspension, or expulsion.

The Board reserves the right to expel any student whose offensive behaviour continues. Particularly if, in the board's opinion, such continued behaviour causes or may cause damage to the school, the learning environment of the school or to any student in the school. An immediate review process, in accordance with the Guidelines of Procedural Fairness established by the Federation of Independent Schools Association (FISA), will be implemented.

### Bullying Definitions and Examples

Bullying is intentional behaviour that is hurtful or harmful to another person because of their race, color, ancestry, place of origin, religion, marital status, family status, physical disability, gender, sexual orientation, age or any grounds covered by anti-discrimination legislation. Such behaviour would be expected by a reasonable person to offend, humiliate, or intimidate a reasonable person who would consequently be targeted for less favorable treatment. Such behaviour may be physical and/or verbal, and/or through electronic media, e.g., e-mail, social websites, message services. Bullying behaviour includes, but is not limited to, the following conducts

## Form of Bullying Behaviours

Behaviour Category	Of Concern	Of Serious Concern
<b>Physical Aggression</b>	<ul style="list-style-type: none"> <li>• Pushing</li> <li>• Shoving</li> <li>• Hitting</li> <li>• Kicking</li> <li>• Spitting</li> </ul>	<ul style="list-style-type: none"> <li>• Threatening with a weapon</li> <li>• Defacing property</li> <li>• Stealing</li> </ul>
<b>Verbal Aggression</b>	<ul style="list-style-type: none"> <li>• Mocking</li> <li>• Name calling</li> <li>• Giving looks</li> <li>• Teasing</li> </ul>	<ul style="list-style-type: none"> <li>• Intimidating phone calls</li> <li>• Racist, sexist or homophobic taunting</li> <li>• Daring another to do something dangerous.</li> <li>• Verbal threats against property</li> <li>• Verbal threats of violence or inflicting bodily harm</li> <li>• Coercion</li> <li>• Extortion</li> </ul>
<b>Social Alienation</b>	<ul style="list-style-type: none"> <li>• Intimidating or harassing messages delivered phone, voice mail, text messaging, chat rooms, instant messaging, e-mail, websites, Facebook, or any other social media communications tools</li> <li>• Gossiping</li> <li>• Embarrassing</li> <li>• Setting up a student to look foolish.</li> </ul>	<ul style="list-style-type: none"> <li>• Inciting hatred</li> <li>• Racist, sexist or homophobic alienation</li> <li>• Setting up someone to take the blame.</li> <li>• Public humiliation</li> <li>• Malicious rumor spreading (in a school, and via social media)</li> </ul>

## Appendix II: Harassment of Teachers, Administrators or Parents

(RJDS Board Policy – June 2000)

### 1. General

- The Employer recognizes the right of all employees (teachers, secretaries, administrators, classroom assistants, lunch supervisors, counsellors, custodians) or parents to work, participate or volunteer in an environment, to conduct business and otherwise associate free from harassment.
- Harassment may take the form of one employee against another employee, an employee against a parent or a parent against an employee. None of these forms will be tolerated by the Board Directors of Richmond Jewish Day School.
- The employer considers harassment in any form to be totally unacceptable and will not tolerate its occurrence. Proven harassers shall be subject to discipline and/or corrective actions. Such actions may include a verbal warning, written warning, suspension of the staff member or the Board member or even dismissal of the staff member or the Board member. If the harasser is a parent and a verbal warning has not been effective, a letter will be sent to the parent with a copy to the Boards of Directors describing the incident and mentioning that the parent cannot discuss school matters with school staff unless an administrator is present. Suspension/dismissal of the parent's son/daughter might also be considered by the Board of Directors only after the parent has had an opportunity to discuss the matter with the Board or an investigator appointed by the Board.
- No employee or parent shall be subject to reprisal, threat of reprisal or discipline as the result of filing a complaint of harassment which the complainant reasonable believes to be valid.
- All parties involved in a complaint agree to deal with the complaint expeditiously and to respect confidentiality.
- The complainant and/or the alleged offender may at the choice of the employee or parent be accompanied by a representative(s) at all meetings in this procedure.

### 2. Definitions

- Harassment shall be defined as and including:
  - Any improper behaviour that is directed at or offensive to any person, is unwelcome, and which the person knows or ought reasonably to know would be unwelcome; or
  - Objectionable conduct, comment that demeans, belittles, intimidates, or humiliates another person; or
  - The exercise of power or authority in a manner which serves no legitimate work purpose and which a person ought to be reasonable to know is inappropriate; or
  - Such misuses of power or authority as intimidation, threats, coercion and blackmail.

### 3. Resolution

- **STEP 1** The complainant, if comfortable with that approach, may choose to speak to or correspond directly with the alleged harasser to express his/her feelings about the situation.
- Before proceeding to Step 2, the complainant may approach his/her administrative officer, or another contact person to discuss potential means of resolving the complaint and to request assistance in resolving the matter. If the matter is resolved to the complainant's satisfaction

the matter is deemed to be resolved.

- **STEP 2**

- If a complainant chooses not to meet with the alleged harasser, or no agreement for resolution of the complaint has been reached, or an agreement for resolution has been breached by the alleged harasser, a complaint may be filed with the administration of the school who will discuss the matter with the president(s) of RJDS.
- The employer shall notify in writing the alleged harasser of the complaint and provide notice of investigation.

## Appendix III: Personal Information Privacy Policy For Parents and Students

### **The School's Commitment to You**

Safeguarding personal information of employees and volunteers is a fundamental concern of Richmond Jewish Day School. The school is committed to meeting or exceeding the privacy standards established by British Columbia's Personal Information Protection Act (PIPA).

The Personal Information Privacy Policy describes the policies and practices of Richmond Jewish Day School regarding the collection, use and disclosure of personal information about employees and volunteers, including the steps the school has taken to ensure personal information is handled appropriately and securely.

Richmond Jewish Day School may add, modify or remove portions of this Personal Information Private Policy when it is considered appropriate to do so. Any such changes will be effective once approved by the Board of Directors. The most recent update of this Personal Information Private Policy can be found in the (Staff Manual Policies and Procedures Manual) of Richmond Jewish Day School or is available from administration. This Personal Information Private Policy may be supplemented or modified from time to time

### **Ten Privacy Principles**

As a part of Richmond Jewish Day School's commitment, the *Ten Privacy Principles* governs the action of the school as they relate to the use of the personal information. The Personal Information Privacy Policy describes the Ten Privacy Principles and provides further details regarding Richmond Jewish Day School's compliance with the principles.

### **Definition**

In this personal Information Privacy Policy, the following term has the meaning set below.

"Personal information" means any information about an identifiable individual as further defined under British Columbia's *Personal Information Protection Act*. Personal information excludes the name, position name or title, business telephone number, business address, business email, and business fax number of an individual, as well as any publicly available information as designated under applicable laws, such as information available from a public telephone directory or from a public registry.



"Parent" means the parent, guardian, or other legal representative of a student

"Student" means a prospective, current, or past student at Richmond Jewish Day School

### **Principle 1 – Accountability**

Richmond Jewish Day School is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the school designates an individual to be accountable for the school's compliance with the *Ten Privacy Principles*. The individual is known as the *Privacy Officer*.

You may contact our Privacy Officer as follow:

Richmond Jewish Day School	
Attention:	Privacy Officer: Principal, Sabrina Bhojani
Address:	8760 No 5 Road
Phone:	604-275-3393
Email:	<a href="mailto:sbhojani@rjds.ca">sbhojani@rjds.ca</a> or <a href="mailto:principal@rjds.ca">principal@rjds.ca</a>

### **Principle 2 – Identifying Purposes**

Richmond Jewish Day School will, before or at the time personal information is collected, identify the purposed for which the information is collected, used and disclosed.

### **What Information is Collected**

Richmond Jewish Day Schools collects or uses personal information to provide students with the best possible educational services within its mandate and to further its mission of providing a safe and secure environment for its students, employees, and volunteers. Most of the information the school collects come to the school directly from parents and students or is information regarding the student's school activities, performance or behaviour, such as attendance records or grades. For example, when a student applies to register the school will ask parents to provide the information that enables it to complete the registration process. This also includes information on academic, health and personal matters needed by the school to provide the best possible education and co-curricular programs and to provide for the safety and security of its students, employees, and volunteers. Richmond Jewish Day School also collects information in connection with the use of its computer systems.

### **Principle 3 – Consent**

Richmond Jewish Day School will obtain consent of the individual for the collection, use or disclosure of personal information except where the law states exemptions, grants permission, or creates a requirement for collection, use, or disclosure of personal information.

Requirements for consent to collection, use or disclose of personal information vary depending on circumstances and on the type of personal information that is intended to be collected, used or disclosed. In determining whether consent is required and, if so, what form of consent is appropriate, Richmond Jewish Day School will take into account both the sensitivity of the personal information and the purposes for which Richmond Jewish Day School will use the information. Consent may be expressed, implied (including through use of "opt-out" consent where

appropriate) or deemed. For example, if an individual provides his/her mailing address and requests information regarding a particular service, consent to use the address to provide the requested information may be applied.

On giving reasonable written notice to Richmond Jewish Day School, an individual may withdraw consent to the collection, use or disclosure of his or her personal information. Upon notice of withdrawal consent to the collection, use or disclosure of his or her personal information. Upon notice of withdrawal of consent, Richmond Jewish Day School will notify the individual of the likely consequences of withdrawing his or her consent and, except where otherwise required or permitted by law, Richmond Jewish Day School will stop collecting, using, or disclosing the personal information as requested.

If a person provides Richmond Jewish Day School or its service providers or agent with personal information about an individual, the person represents that it has all necessary authority and/or has obtained all necessary consents from such individual to enable Richmond Jewish Day School to collect, use and disclose such personal information for the purposes set forth in this Personal Information Policy.

#### **Principle 4 – Limiting Collection**

Richmond Jewish Day School will limit the personal information collected to that information necessary for the purposes identified by the school.

#### **Principle 5 – Use, Disclosure and Retention**

Richmond Jewish Day School will only use, disclose and retain personal information for the purpose for which it was collected unless the individual has otherwise consented, or when its use, disclosure or retention is required or permitted by law.

How is Information Used?

Richmond Jewish Day School uses personal information as follows:

- to communicate with parents and student, process applications and ultimately to provide student with the educational services and co-curricular programs you expect.
- to ensure the school operates its administrative functions, including payment of school fees and maintenance of non-educational school programs including parent and volunteer participation and fundraising.
- health, psychological, or legal information to provide certain specialized services in those areas or as adjunct information in delivering educational services.
- to provide for the safety and security of its students and employees.

If for any reason personal information is required to fulfill another purpose, the school will, where appropriate, notify you and ask you for your consent before the school proceeds.

Richmond Jewish Day School may use anonymous information, such as information collected through surveys or statistical information regarding students, to constantly improve our school.

When may Information be Disclosed?



Richmond Jewish Day School may disclose an individual's personal information to other in connection with the purpose for which it was collected, as consented to by the individual, or as required or permitted by law. The following are some examples of how Richmond Jewish Day School may disclose personal information.

#### *When Authorized by You*

Other educational institutions routinely contact the school for personal information about students. For example, if a student moves to another school, college or university, student records are requested by the enrolling institution. Your permission to pass on these records is usually obtained when the student is registered, and you authorize the school to disclose such information to other appropriate educational intuitions for the ongoing education of the student.

Contact information may be used to enable the school to provide the para-educational and administrative services usually operated by the school. These services include phoning committees, participation groups, parent meetings, fundraising, events, annual general meetings, etc.

In some cases, when communication is over the telephone, your consent to the use/or disclosure of your information will be obtained verbally. In other cases, such as when you communicate through e-mail, your consent will be obtained electronically.

#### **When Required by Law**

The type of information the school is legally required to disclose most often relates to family court issues, legal proceedings, court orders and government tax reporting requirements. Information required by law to be sent to the appropriate ministries and offices of the Provincial Government under applicable legislation and regulation in force from time to time would also be included in this category of disclosable information.

Only information specifically requested is disclosed and the school takes precautions to satisfy itself that the authorities making the request have legitimate grounds to do so.

#### **When Permitted by Law**

The school is legally permitted to disclose some personal information in situations such as an investigation of illegal activities, reasonable methods to collect overdue accounts, a medical emergency or suspicion of illegal activities, etc. Only pertinent information is disclosed.

The school does not sell, lease or trade information about you to other parties.

#### **Outside Service Suppliers**

RJDS sometimes contracts outside organizations to perform specialized services such as printing, payroll services, market research or data processing, Suppliers of specialized services are given only the steps to ensure that such information is securely transferred and stored and is used only to fulfill the purposed for which it was disclosed to the service provider.

#### **Restricting Sharing Information**

If you chose to limit the sharing of your personal information, please contact the school office and submit a written letter specifying which items of personal information you wish to limit, and to whom you wish these items to be restricted. Please remember that certain agencies, by law, have access to certain types of personal information.

### **How Long is Personal Information Retained?**

Personal information will only be retained for the period of time required to fulfill the purpose for which it was collected. Once the personal information is no longer required to be retained to fulfill the purposes for which it was collected and is no longer required or permitted to be retained for legal or business purposes, it will be destroyed or made anonymous.

### **Principle 6 – Accuracy**

Richmond Jewish Day School will take appropriate steps to ensure that personal information it collects is accurate and complete as is reasonably required in connected with the purposes for which it was collected, used or disclosed.

### **How I may Update Outdated or Incorrect Information?**

An individual may, upon written request in Richmond Jewish Day School, request that Richmond Jewish Day School correct an error or omission in any personal information that is under Richmond Jewish Day School will, as appropriate, amend the information as requested and send the corrected personal information to each third party to which it has disclosed the information during the preceding year.

### **Principle 7 – Safeguarding Personal Information**

Richmond Jewish Day School will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.

#### *The Schools Employees*

In the course of daily operations, access to personal information is restricted to authorized employees who have a legitimate reason for accessing it. For example, teachers will have access to personal information about students.

Employees are appropriately educated about the importance of privacy, and they are required to follow the school's policies and procedures regarding handling of personal information.

#### *Student Files*

Student files are stored in secured filing cabinets. Access is restricted to only those employees (teachers, teacher-aides, counsellors, secretaries, etc.), who, by nature of their work, are required to see them.

#### *Electronic Security*

The school manages electronic files appropriately with passwords and security measures that limit access by unauthorized personnel. The school's security practices are reviewed periodically to ensure that the privacy of personal information is not comprised.

### **Principle 8 – Openness**

Richmond Jewish Day School will make information available to individuals concerning the policies and practices that apply to the management of personal information.

Individuals may direct any questions or enquiries with respect to the school's privacy policies or practices to the Privacy Officer.

### **Principle 9 – Individual Access**

Richmond Jewish Day School will inform an individual, upon the individual's request, of the existence, use and disclosure of the individual's personal information, and shall give the individual access to it in accordance with the law.

### **How May I Access My Personal Information?**

Individuals may access and verify personal information with appropriate notice so that the office is able to supply the information required. Most of this information is available in the registration forms and other forms you filled out.

### **Parent Access to Student Information**

Parents may access and verify school records of the student with a request in writing. In situation of family breakdown, the school will grant access to records of students in accordance with the law.

Student Access to the Student Personal Information

### **Principle 10 – Complaint Process**

Individuals may question compliance with the above principles.

### **Questions, Concerns and Complaints**

Questions or concerns and complaints about privacy, confidentiality and personal information handling policies and practices of the school should be directed to the school's Privacy Officer.

If you are not satisfied with the answers given or the outcome of the complaint procedures and appeals processes, the office of the Information and Privacy Commissioner may be able to assist you further.