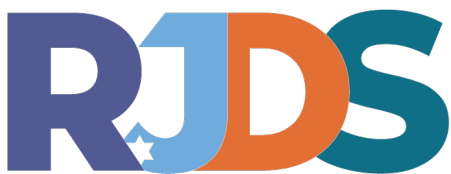


2021-2022

# Parent & Student HANDBOOK

## **Welcome, and bruchim habaim!**

We are a fully accredited, community-based Jewish independent school that combines outstanding academics, shared heritage and a deep understanding of Jewish religion and values. Extending from kindergarten through grade 7, RJDS represents the entire spectrum of the Jewish Community.



RICHMOND  
JEWISH  
DAY SCHOOL

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Richmond, B.C. V6Y 2V4  
Canada

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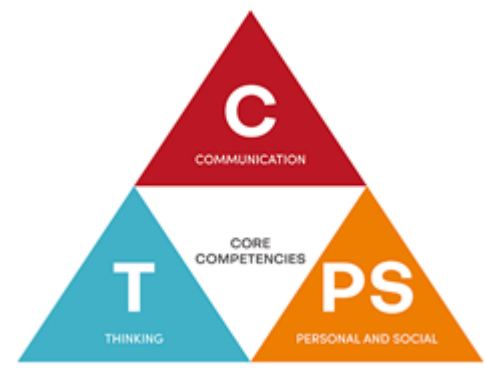
## School Mission

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.

## Principal's Message

Dear Parents,

I hope you have all been having an enjoyable and relaxing summer break! I look forward to meeting you and your children in just a few short weeks with the start of the 2021-2022 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 2021-2022 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 2021/2022

<b>Administration</b>	
Principal	<i>Sabrina Bhojani</i>
Business Manager	<i>Janet Ragetli</i>
Administrative Assistant	<i>Stacy Szeplabi</i>
Office and Communications Coordinator	<i>Jordan Sukkau</i>
Director of Jewish Life & Community Engagement	<i>Katia Fermon</i>

<b>Teaching Staff</b>	
<b>BC Curriculum Teachers</b>	<b>Hebrew/Judaic Studies Teachers</b>
<i>Tammia Bowden - Grades 3/4, PE, Music</i>	<i>Rabbi Olga Bluman - Grades 5-7</i>
<i>Candace McCoy - Grades 5/6, Spec. Ed.</i>	<i>Katia Fermon - Grades 3/4</i>
<i>Sally Piccinato - Grade 7, Art 4-7</i>	<i>Bat Sheva Michaeli - Grades K-2, Art 1-3</i>
<i>Mary-Anne Rachman - Grades K-2</i>	<i>Riki Oirechman - Grades 5-7</i>

<b>Educational Support Staff</b>	
Counsellor	<i>Malki Moshkovitz</i>
Educational Assistant	<i>Bettina Jacob</i>
Educ Assist., Student Life Coordinator, Dance	<i>Reesa Pauer</i>
Educational Assistant, Dance, After School Care	<i>Liel Rabinovich</i>



## Year at Glance

SEPT	<p>Wed, Sept 1 Thurs, Sept 2 Fri, Sept 3 Mon, Sept 6 Tues, Sept Wed, Sept 8 Thurs, Sept 9 Fri, Sept 10 Fri, Sept 10 Mon, Sept 13 Tues, Sept 14 Wed, Sept 15 Wed, Sept 15 Thurs, Sept 16 Mon, Sept 20 Tues, Sept 21 Wed, Sept 22 Mon, Sept 27 Mon, Sept 27 Mon, Sept 27 Tues, Sept 28 Wed, Sept 29 Thurs, Sept 30 Thurs, Sept 30</p>	<p>Collab Day Collab Day Pro D Day Erev Rosh Hashana/Labour Day Rosh Hashana Rosh Hashana Fast of Gedaliya/Pro D Day Pro D Day Staff Beach Day <b>First Day of Classes</b> Welcome Back BBQ and Used Uniform Sale - 5:30PM-7:00PM Early Dismissal - 11:45AM Erev Yom Kippur Yom Kippur - School Closed Erev Sukkot - Early Dismal 2:30PM Sukkot - School Closed Sukkot - School Closed Hashana Rabah Early Dismissal - 2:30PM Staff Meeting - 2:30PM Shmini Atzeret- School Closed Simchat Torah - School Closed National Day for Truth and Reconciliation - School Closed School is Closed</p>
OCT	<p>Fri, Oct 1 Tues, Oct 5 Tues, Oct 5 Thurs, Oct 7 Mon, Oct 11 Thurs, Oct 21 Fri, Oct 21 Mon, Oct 25 Thurs, Oct 28</p>	<p>Terry Fox Run PAC Meeting - 7:30PM World Teacher Day Rosh Chodesh Cheshvan / Meet the Teacher - 6:30PM-8:00PM Thanksgiving Day - School Closed Photo Day (AM) Pro D Day - No Classes Staff Meeting 3:30PM Grade 6/7 Immunizations</p>
NOV	<p>Tues, Nov 2 Fri, Nov 5 Sun, Nov 7 Thurs, Nov 11 Fri, Nov 12 Mon, Nov 15 - Fri, Nov 19 Thurs, Nov 18 Fri, Nov 19 Mon, Nov 22 - Fri, Nov 26 Fri, Nov 26 Sun, Nov 28 Mon, Nov 29</p>	<p>PAC Meeting - 7:30PM Rosh Chodesh Kislev Daylight Savings Time Remembrance Day - School is Closed Early Dismissal - 2:30PM Clothing Drive Photo Day Retake (AM) Early Dismissal - 2:30PM Clothing Drive Early Dismissal - 2:30PM 1<sup>st</sup> Night of Chanukah Staff Meeting - 3:30PM</p>
DEC	<p>Sun, Dec 5 Sun, Dec 5 Tues, Dec 7 Fri, Dec 10 Mon, Nov 13</p>	<p>Last Night of Chanukah Rosh Chodesh Tevet PAC Meeting - 7:30PM Early Dismissal - 2:30PM Staff Meeting - 3:30PM</p>





Thurs, Dec 16  
Fri, Dec 17  
Sat, Dec 18 – Sun, Jan 2

Term 1 Report Card Distribution  
Pajama Day  
Winter Break – School is Closed

JAN  
Mon, Jan 3  
Tues, Jan 4  
Tues, Jan 4  
Fri, Jan 7  
Fri, Jan 14  
Mon, Jan 17  
Mon, Jan 17  
Fri, Jan 21  
Mon, Jan 24  
Thurs, Jan 27  
Fri, Jan 28  
Mon, Jan 31  
Mon, Jan 31 – Fri, Feb 11

Rosh Chodesh Shvat – School is Closed – Stat Holiday  
Classes resume after winter break  
PAC Meeting – 7:30PM  
Early Dismissal – 2:30PM  
Early Dismissal – 2:30PM  
Litter less Lunch and Wear Earth Colors  
Tu B'Shvat  
Early Dismissal – 2:30PM  
Pro D Day – No Classes  
International Holocaust Remembrance Day  
Early Dismissal – 2:30PM  
Staff Meeting – 3:30PM  
Food Drive for Jewish Food Bank

FEB  
Wed, Feb 2  
Wed, Feb 2  
Fri, Feb 4  
Fri, Feb 11  
Fri, Feb 18  
Mon, Feb 21  
Tues, Feb 22  
Wed, Feb 23  
Fri, Feb 25  
Mon, Feb 28

PAC Meeting – 7:30PM  
Rosh Chodesh Adar 1  
Early Dismissal – 2:30PM  
Early Dismissal – 2:30PM  
School Closed  
Family Day – School Closed  
Family Literary Day  
Pink Shirt Day  
Early Dismissal – 2:30PM  
Staff Meeting – 3:30PM

MAR  
Tues, Mar 1  
Fri, Mar 4  
Fri, Mar 11  
Sun, Mar, 13  
Wed, Mar 16  
Wed, Mar 16  
Thurs, Mar 17  
Thurs, Mar 17  
Thurs, Mar 17  
Fri, Mar 18  
Fri, Mar 25  
Mon, Mar 28

PAC Meeting – 7:30PM  
Dress Down Day  
Early Dismissal – 2:30PM  
Daylight Savings Time  
Erev Purim  
Ta'anit Esther  
Purim  
Purim Costume Day  
Early Dismissal – 2:30PM  
Pro D Day – No Classes  
Regular Friday Dismissal Resumes  
Staff Meeting – 3:30PM

APR  
Sat, Apr 2  
Tue, Apr 5  
Thurs, Apr 7  
Fri, Apr 8  
Sat, Apr 9 – Sun, Apr 24  
Mon, Apr 25  
Mon, Apr 25  
Thurs, Apr 28

Rosh Chodesh Nissan  
PAC Meeting – 7:30PM  
Term 2 Report Card Distribution  
Last Day of Classes before Pesach Break  
Pesach Break – School is Closed  
Classes Resume after Pesach Break  
Staff Meeting – 3:30 PM  
Yom Hashoah

MAY  
Mon, May 2  
Tues, May 3  
Wed, May 4  
Thurs, May 5  
Mon, May 9

Rosh Chodesh Iyar  
PAC Meeting – 7:30PM  
Yom Hazikaron  
Yom Ha'atzmaut  
Pro D Day – No Classes



Thurs, May 19  
Mon, May 23  
Sun, May 29  
Mon, May 30  
Tues, May 31

Lag Ba'Omer  
Victoria Day – School Closed  
Yom Yerushalayim  
Staff Meeting – 3:30PM  
Rosh Chodesh Sivan

JUN

Wed, June 1  
Tues, June 12  
Sat, June 4  
Sun, June 5  
Mon, June 6  
Tues, June 7  
Mon, June 20  
Mon, June 27  
Tues, June 28  
Wed, June 29  
Thurs, June 30  
Thurs, June 30

K, Gr 1, 6, 7 Immunizations  
PAC Meeting  
Erev Shavuot  
Erev Shavuot  
PAC Meeting – 7:30PM  
Erev Shavuot – School Closed  
Staff Meeting – 3:30PM  
KG and Grade 7 Graduation  
Last day of classes – Early Dismissal 11:45AM  
Admin Day  
Admin Day  
Rosh Chodesh Tammuz

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



## Daily Bell Schedule

8:40 am	Warning Bell
<b>8:45 am</b>	<b>Classes Start</b>
10:05 am	Recess
10:20 am	Classes Resume
11:45 am	Recess
<b>12:10 pm</b>	<b>Lunch</b>
12:25 pm	Warning Bell
12:30 pm	Classes Resume
1:50 pm	Recess
2:05 pm	Classes Resume
<b>*3:30 pm</b>	<b>Classes Dismissed</b>

Note: For those students arriving early, the school building is open at 8:00 a.m. to join the before school program in the gym. At 8:30 a.m. students must head to their classrooms.

**\* Friday's 2:30 p.m. dismissal begins on November 19, 2021. Regular 3:30 p.m. dismissal resumes March 18, 2022.**

## Principals 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, the resource teacher and the school-based team. The learning resource teachers work with individual students and small groups, both inside and outside the regular classroom.

### Physical Education Program

The school's Physical Education Program consists of a varied menu of activities implemented in six-week blocks. Ice skating and curling sessions are examples of programming that take place outside the school. Extracurricular sports with other Richmond schools and intramural sports (volleyball and basketball) are two other special programs that are offered to the students.

### 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, the library houses a computer lab, and students have access to SMART projectors, iPads and laptops in classrooms. 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. Please refer to the school's acceptable use policy for computers, smart phones and mobile devices on page 17 of this handbook.

### 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. It will help develop their self-confidence, pride, and enjoyment of learning, cooperative skills as well as teach them to respect differences, accept challenges, share, care, and develop 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 and 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. Grade 7 students are recognized through the following awards during our Annual Award Ceremony:

#### 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 a female and a male 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

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.

### Birthday Celebrations

When you are preparing to celebrate your child's birthday, please consider his/her 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 or 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.

An appropriate way to celebrate a birthday or any other simcha is by marking the occasion with the donation of a book or a contribution to a school fund or program. Please contact the office for more details.

### 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. 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 may contact the school office.

For more details, please refer to the Acceptable Use Policy for Smartphones and Mobile Devices on page 25.

### 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

- Assure 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 2021-2022 school year.

### Pick-Up

All students should be picked up by 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 3:45 will automatically put in the afterschool program and parents will be subject to pay for the incurred charges. 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 7:55 am 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 4:00 pm as the bus leaves RJDS at approximately 3:35 PM and arrives at the JCC by 4:00 PM

#### 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.
- 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.

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 return to 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 or credit card (where allowable). The Board of Directors reserve the right to refuse admittance to class in September of 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

Cambridge Uniforms is the supplier of Richmond Jewish Day School uniforms. Our school is serviced from their Welch Street Store. The address, contact information and store hours are listed below.

Cambridge Uniforms  
 #135-1305 Welch Street,  
 North Vancouver, BC V7P 1B3.  
 Telephone: 604-924-9069 ext. 1  
 Hours of Operation:  
 Monday - Saturday 9:00a m - 5:30pm  
[www.cambridgeuniforms.com](http://www.cambridgeuniforms.com)  
 Online School Code: RIC417  
 Email: [orders@cambridgeuniforms.com](mailto:orders@cambridgeuniforms.com) or [info@cambridgeuniforms.com](mailto:info@cambridgeuniforms.com)



1. All bottoms (pants, skirts, skorts and shorts) can be purchased from Cambridge Uniforms, however, regular navy-blue pants are acceptable and can also be purchased elsewhere.
2. Girl's tights must be navy blue or white. Yoga pants will not be allowed.
3. The blue Cambridge Uniforms logoed shirts must be worn in school. These can be either short sleeve polo shirts or long sleeve polo shirts. These shirts must have the RJDS logo.
4. Any extra layers that a student wishes to wear in class (e.g., pullover hooded sweatshirts, crewneck sweatshirts or knit cardigans) must be purchased from Cambridge Uniforms. (These items will also be navy blue and will have the RJDS logo.)
5. Students may wear non-uniform layers during recess and lunch.
6. Gym strip (logoed gym t-shirt and nylon gym shorts) must be purchased from Cambridge Uniforms and have the RJDS logo embroidered on them. This applies to all students in grades 3 to 7.
7. Boys must wear a kippah at all times.
8. During the winter and wetter months, students are encouraged to keep an extra pair of socks and shoes at school.

### Weather-Related Closures

In the event of poor weather, the school will put an announcement on our Facebook page 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 in 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 are sent via email on a weekly basis. Please read these carefully, as important information and dates are communicated. Please visit the school website link for the latest school calendar, newsletters, recent news items, classroom updates and more.

#### 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 Student Conferences

The "Parent-Teacher-Student 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 November 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 a 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 2021-22 school year:

- |                  |  |
|------------------|--|
| October 7        | • Meet the Teacher Night                                       |
| October/November | • Individual Education Plan Meetings (for applicable students) |
| November 15-19   | • Parent-Teacher-Student Conferences                           |
| December 16      | • Term 1 Report Card Distribution                              |
| March 7-11       | • Parent-Teacher-Student Conferences                           |
| April 7          | • Term 2 Report Card Distribution                              |
| June 28          | • Term 3 Report Card Distribution                              |

*\*In addition to these formal reporting processes, the teachers will continue to provide parents 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." "I learn best with help."</p>	<p>"I get some of it." "I am beginning to do more and more on my own."</p>	<p>"I get it." "I can do it on my own."</p>	<p>"I get it and go beyond what is expected of me." "I can teach it to a friend."</p>

### Classroom Visits

The faculty and students welcome you to visit programs, holiday celebrations and classes. We ask that you wait until the end of October if you wish to visit so that the teacher and children have a chance to establish their classroom routines. To arrange a classroom observation, please contact the teacher in advance so that appropriate arrangements can be made. Please be mindful that a visit is not the time to discuss important issues regarding your child. Another time should be set aside to talk with the teacher about your individual questions or concerns.

### 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)**

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 fund saved for school equipment and improvements, and keep tuition low.

A post-dated cheque for September 1, 2021, must be included with registration. Each family is expected to participate in the PPP program. A minimum of 25 hours of parent participation is required for the school year to qualify for a full refund of the PPP Deposit at the end of the school year. A pro-rated refund will be issued should the full 15-hour requirement not be met at the end of the school year.

### Tracking Hours

RJDS uses an online program ([Submit PPP Hours | Richmond Jewish Day School | RJDS.ca](#)), for parents to track their 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 the RJDS Office 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.

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

Research shows that children have a more positive outlook at school when their parents are actively involved. Many of the school programs are dependent on volunteers and parent participation. The Parent Association strives to enhance the feeling of community and belonging



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to the school by organizing family-oriented activities, providing for holidays and special projects, administering the hot lunch program, raising funds for school programs and classrooms, and promoting educational activities that reinforce Jewish values. All parents are encouraged to Join the RJDS Parent Association.

Membership dues are \$30 per year per family and should be paid with your registration package prior to the start of a new school 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 behavior 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 behavior on school computers just as they are in a classroom or a school hallway. General school rules for behavior 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.



Behaviors 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 behavior 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. 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.**

### Student Dress Policy

While the school has uniforms that students are required to wear there are other times when uniforms are not required to be worn (e.g., certain field trips, evening programs, non-uniform days, etc.). Boys are required to wear kippot during any school program or function.

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 reflect current styles and personal tastes, it is necessary to set guidelines and limits of what will be allowed within RJDS.

On non-uniform days (e.g., Rosh Chodesh Dress Down Days) students who are deemed by staff to be improperly dressed may be required to change or be sent home.

1. The bottom of the shirt must reach the top of the pants at all times. The midriff is to be covered. Examples include "crop shirts" and "low-slung pants" that reveal undergarments 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 bottom of skirts, dresses and shorts should not reveal anything except leg, whether sitting or standing. For example, extremely short shorts or skirts and dresses that are above mid-thigh are inappropriate.
4. Hats should not be worn inside the building, with the exception of kippot.
5. Clothing and accessories shall be free of references to tobacco, alcohol, profanity, violence and anything illegal as well as sexually suggestive slogans or pictures.
6. Students shall not use makeup, including eye shadow, eyeliner, lipstick, and mascara, except as required for school presentations and only with staff permission.
7. Tight-fitting clothing or clothing that is transparent (see-through) is inappropriate and not permissible.
8. Physical education garments required are a plain grey t-shirt with RJDS logo, blue shorts or blue sweatpants and clean running shoes.
9. Shoes with wheels are not allowed. The Uniform policy will be enforced and must be followed by all RJDS students.

#### Kosher Food Policy

Richmond Jewish Day School is committed to providing a positive Jewish educational setting that is comfortable for all elements of the 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.

Observance of kashrut, the traditional Jewish way of sanctifying food, plays an important role in the life of the school community. It is presented in the classroom as an ideal and a mitzvah. The kashrut policy is as follows:

- All food brought to the school must be dairy or pareve. No meat or poultry products are allowed.
- Fish, non-meat pizza, non-meat-based soups and vegetables are permitted.
- Shellfish and seafood, lacking fins and scales, are not kosher and may not be brought to the school.
- Kosher meat may be served under the school's auspices only.
- Prepared foods from non-kosher restaurants (Subway, Tim Hortons, McDonalds, etc.) may not be brought into the school.
- Only certified kosher foods may be brought into the school for school activities (i.e., birthday parties, class celebrations). Baking supplied by Garden City Bakery, Omnitsky's, Café 41 and Sabra Bakery are acceptable.
- Items purchased in supermarkets must carry an acceptable kosher label. If you are unsure about any item, please ask administration.
- The preceding points apply to all school related activities held outside the school where RJDS students are present or in which they participate. School staff and administration will ensure that food provided on extended field trips or overnight events is also dairy or pareve.

#### 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 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.

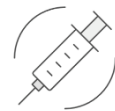
## Health and Safety

### 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. Food, water and first aid supplies are maintained on site. 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. Every classroom is equipped with a survival kit. In the event of a disaster, students will be evacuated to the Sikh Temple, 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 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 1: 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 behavior, 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 behavioral 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 behavioral 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 behavior.
- 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 behavioral/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 behaviors 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 behavior 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 behavior continues. Particularly if in the board’s opinion, such continued behavior 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 Page 26 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 behavior 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 behavior 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 behavior may be physical and/or verbal, and/or through electronic media, e.g., e-mail, social websites, message services, etc. Bullying behavior includes, but is not limited to, the following conducts

Form of Bullying Behaviors

Behavior 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</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>



	<p>other social media communications tools</p> <ul style="list-style-type: none"><li>• Gossiping</li><li>• Embarrassing</li><li>• Setting up a student to look foolish.</li></ul>	
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## 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, counselors, 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 reasonably 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 behavior 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.