



# Parent Handbook

**2022-2023**

**5782-5783**

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# Vision Statement

The Joe Dwek Ohr HaEmet Sephardic School is an Orthodox Sephardic School dedicated to instilling Torah Values and positive Midot within its students. Our strong commitment to academic excellence and innovation is evident in all facets of our Judaic and General Studies programs. An enriched and challenging program is built on the established standards set by both Torah UMesorah and the Ontario Ministry of Education and Training.

# Mission Statement

Students at The Joe Dwek Ohr HaEmet Sephardic School are infused with a love for and a commitment to Jewish learning and Torah observance. Our mission is to help students acquire the knowledge, proficiency and attitude to become responsible members of the Jewish Community, and to become enthusiastic, life-long, independent seekers of Torah and general knowledge.

Uniquely, through enriched and interactive programs, The Joe Dwek Ohr HaEmet Sephardic School students are imbued with a special appreciation of their Sephardic traditions and heritage throughout their education. Our Mesorah is imparted as a highly valued privilege. In order to help safeguard our inheritance, The Joe Dwek Ohr HaEmet Sephardic School students actively learn about Sephardic laws and customs.

The Joe Dwek Ohr HaEmet Sephardic School provides a positive, safe and enjoyable learning environment that meets the educational, physical and emotional needs of our students. Our small class sizes allow for individual instruction, a heightened connection between student and teacher and versatility in meeting the emotional and academic needs of individual children. A fundamental goal at The Joe Dwek Ohr HaEmet Sephardic School is to provide students with the tools needed to excel in all areas of a religious high school education and beyond.

In everything we do, learning comes alive at  
**The Joe Dwek Ohr HaEmet Sephardic School.**

# Letter to Parents

Dear Parents,

Welcome to another exciting year at The Joe Dwek Ohr HaEmet Sephardic School. As partners in the education of your children we are about to share a wonderful and unique experience. Your enrolling and our acceptance of your child at The Joe Dwek Ohr HaEmet Sephardic School is a clear statement that we have both entered into an important partnership. It represents mutual respect and cooperation of parents, administration, rabbis, teachers and staff working together in a positive way to promote the best educational experience for your child. This mutual respect and cooperation will result in successful and productive students imbued with Derech Eretz and Midot Tovot.

Please review the contents of this Parent Handbook. It provides clear expectations of academic, behavioural and cultural goals we envision for our school and the families it serves. These are the basis and guide to the standards we expect and practise every day at The Joe Dwek Ohr HaEmet Sephardic School. Each section has been carefully prepared as a guide to reflect and convey the highest standards of educational excellence and professionalism along with the wealth of religious and cultural vision of our community and its Rabbinic leaderships. Those components join together to form the policy and procedure of all we do here at The Joe Dwek Ohr HaEmet Sephardic School. If you have questions or concerns regarding school policy or procedure, we invite you to share them with our Menahel, Principal or Vice Principal.

We respect and encourage the diversity of our parent body and the individual personality and unique learning styles of each student. However, one aspect of our mission remains constant and unwavering; we firmly believe it is the responsibility of parents and the school they choose, to direct our children to preserve the ways of Torah, Mitzvot and Derech Eretz, and to ensure their transmission from generation to generation. The greatest pride of our heritage is to know that each member of the family is a strong link to the golden chain of our tradition. The Halacha and laws of the Torah are relatively easy to transmit. However, the sensitivity and attention to the fine subtleties we infuse in all we do is what has earned us the title of a holy nation and maintained our distinct character as the 'Am Segulah'. Halacha is an integral part of our school environment and guides our curriculum. However, at The Joe Dwek Ohr HaEmet Sephardic School, we wish to educate students who respect and appreciate the learning environments of home and school. This can only be accomplished if the love of Torah, academic knowledge and Derech Eretz learned in school are congruent and consistent with the respect for those values which are taught and reinforced in the home. We have entered a partnership to share a vital responsibility. It is a noble responsibility that requires active participation, support, dedication and commitment to a lifestyle that preserves our past and only then is a promise of our future.

We take this opportunity to wish your family a Shana Tova and much success in the coming year.

With Torah Blessings,

Rabbi Kohananoo  
Menahel

Ms. Fox  
General Studies Principal

Mrs. Cohen  
Vice Principal

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# Contact Us

## Teacher Contact information

We place great emphasis on Derech Eretz and the pleasant ways of the Torah in all we do. First and foremost we must always show respect for those we entrust to educate our children. Any communication between parent and teacher should be arranged by an email or a call to the office where a message may be left and the teacher will return the call at their earliest convenience. All communication should be respectful and all parties should be collaboratively searching for a solution to resolve the issue at hand.

Alternatively, all faculty can be reached by email as follows:

Teachers: [firstname.lastname@jdohss.org](mailto:firstname.lastname@jdohss.org)

Rabbis: [rabbi.lastname@jdohss.org](mailto:rabbi.lastname@jdohss.org)

It is the policy of the JDOHSS never to release personal contact information of our staff.

For further attention, we encourage you to contact school administration. If the matter is in need of immediate attention, please contact the school secretary who will relay the message, and your call will be returned as soon as possible.

## Communication Policy

Parents can expect to receive a reply to their phone call or email within two school days. Teachers are generally unable to check email during school hours. In the event that you have not been contacted, please contact the office for a follow up. **Please note that the classroom teacher should be the first person contacted to remedy various situations.**

## Methods of Communication from the School

The school employs various methods of communicating information to parents regarding school events.

**Email:** Reminders and updates on school happenings

**Website:** Please visit our website at [www.jdohss.org](http://www.jdohss.org)

**RenWeb/Google Classroom:** Follow your child's academic progress including homework, test schedules, class events, calendar and announcements, report cards

**Instagram/Facebook:** School events and activities

**Ma Hadash:** Bi-weekly email newsletter

### Please inform the office immediately of changes regarding:

- Home address, phone, cell or work numbers, email, or dismissal arrangements
- Health issues (i.e. medications or change in food allergies)
- If child will be away from school for 3 or more days

## JDOHSS School Office Hours

Monday to Thursday	Friday	Friday-Early Dismissal	Sunday
8:00 A.M. to 4:15 P.M.	8:00 A.M. to 3:40 P.M.	8:00 A.M. to 2:10 P.M.	Office Closed
	September 9 — October 21 March 24 — June 16	October 28 — March 17	

## Office Contact Information

Office Phone: (905) 669-7653

Office Email: [office@jdohss.org](mailto:office@jdohss.org)

Office Fax: (905) 669-5138

## Educational Leadership Team (ELT):

Rabbi Elishai Kohananoo	Menahel	Ext. 268	<a href="mailto:rabbi.kohananoo@jdohss.org">rabbi.kohananoo@jdohss.org</a>
Ms. Joanna Fox	General Studies Principal	Ext. 229	<a href="mailto:joanna.fox@jdohss.org">joanna.fox@jdohss.org</a>
Mrs. Sara Cohen	Vice Principal	Ext. 266	<a href="mailto:sara.cohen@jdohss.org">sara.cohen@jdohss.org</a>
ELT Leadership Team	Menahel/Principal/Vice Principal		<a href="mailto:elt@jdohss.org">elt@jdohss.org</a>

## Educational Administration:

Mrs. Janet Arnold	Coordinator of Student Wellness	Ext. 236	<a href="mailto:janet.arnold@jdohss.org">janet.arnold@jdohss.org</a>
Mrs. Penney Singer	Coordinator of Special Education	Ext. 230	<a href="mailto:penney.singer@jdohss.org">penney.singer@jdohss.org</a>
Mrs. Lily Burton	Kol Koreh Administrator	Ext. 235	<a href="mailto:kol.koreh@jdohss.org">kol.koreh@jdohss.org</a>

## Office Administration:

Mrs. Mercedes Bendayan	Admissions Office	Ext. 233	<a href="mailto:admissions@jdohss.org">admissions@jdohss.org</a>
Financial Office	Financial Administrator	Ext. 264	<a href="mailto:financial@jdohss.org">financial@jdohss.org</a>
Mrs. Mercedes Bendayan	Administrator	Ext. 233	<a href="mailto:mercedes.bendayan@jdohss.org">mercedes.bendayan@jdohss.org</a>
Mrs. Barbara Elnkave	School Secretary	Ext. 221	<a href="mailto:barbara.elnekave@jdohss.org">barbara.elnekave@jdohss.org</a>

# Parent Partnership

In order for students to be successful in school and beyond, they must develop effective learning and organizational skills. JDOHSS has always placed importance on these skills and reflects on them in every reporting period. While we continue to promote the development of executive function skills in all grade levels, emphasis is placed on students in grade 5-8 as we guide them to develop organizational, problem solving, note-taking and research skills, as well as test preparation and test writing skills. **Parent support is essential in order to prepare our students for high school and beyond.** Many parents worry that their child is too old for them to be involved with school work and are concerned that they will be perceived as overbearing. In fact, a child's age should not dictate the level of support parents provide at home; skills such as initiative, independence, perseverance, and good habits should be the determining factor.

## Homework

Homework assignments are part of the planned curriculum. Teachers of both Hebrew and General studies cooperate to keep the amount of homework within reasonable limits. Failure to complete homework on a consistent basis may significantly impact a child's progress. Should you find your child spending too little or too much time on homework, please communicate with the teacher. The **student planner** (Grades 2-8) and **Google Classroom** (Grade 5-8) are tools for student/parent reference that facilitate accountability for daily homework. They may also contain communication from the teacher.

Homework can include completing work not finished in class, short-term/long-term assignments, reviewing the day's work (to reinforce acquired knowledge), studying for tests and exams, etc.

Our teachers work hard to help your child establish solid work habits and study skills. In order for this to be successful, we need your help. A few simple tweaks at home can go a long way.

- **Develop a Homework Routine:** Routines help build healthy habits. For children that struggle to get started working on their homework, an after school routine is a must (unpack bag, snack, homework, etc..).
  - *Earmarking time for your child to complete homework* is necessary for many children. Whether it's the same time every day, or one or two days per week, depends on your child's age and workload.
  - *Designate space* to complete homework that is well-lit and distraction free. Many families find the kitchen/dining room table works well, especially if a parent is nearby to supervise and answer questions.
  - *Keeping a supply of paper and pencils* nearby makes it easy for your child to complete their work smoothly. Supplies can be stored in a basket/cleaning supply caddy for easy access and cleanup.
- **Provide Some Homework Help:** Homework assignments usually require children to apply skills they have recently learned. Children should be able to complete these assignments independently. However, some children lack the confidence to begin and need a gentle motivating push.
  - *Ensure that the instructions are understood.*
  - *Foster independence and confidence* by letting them complete the assignment on their own.
  - Help an overwhelmed child by *breaking down the assignment into smaller tasks*. For example, if your child has ten questions to do, set a goal of completing three questions first, then slowly assign more.
  - *Use a countdown timer* to break down the workload into smaller chunks of time (ie: 10 minutes) with brief mini-breaks to look forward to in between (1-2 minutes).
  - *Prompt your child to put homework in their backpack* in order to return it to school.

Together, we can make a bigger impact on the academic success of our children.



## Parent Teacher Conferences and Report Cards

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Report cards are issued in January and June. Interim reports are sent in November and March. Parent/Teacher Interviews are held in November. Parents should take the time to look over marks and comments that have been made and share the reports with their children. Teachers may request a conference with parents for discussions that cannot take place during regularly scheduled Parent/Teacher nights. Appointments for Parent/teacher conferences will be scheduled online.

## Student Services

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The Miriam and David Bitton Student Services Department will examine the needs of our students and make recommendations for assessment, remedial/enrichment support. Individual Education Plans (IEP) are written and implemented in the classroom for students with identified exceptionalities. In conjunction with Kol Koreh, classroom teachers, and the administrative team, a plan will be created to promote the academic success of students who would benefit from various types of support. Families who wish to provide extended support through private tutoring should coordinate with the Student Services Department to ensure a uniform approach to the child's needs. Parents will be notified if the recommendations will include a modified program at a different level than the regular classroom curriculum, access to technology, or regular remedial withdrawal from class instruction. As part of this initiative, a resource area has been created to coordinate the efforts of the team and provide a central location for staff to find resources and information to support the students in their classes.

## Community Services

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We work collaboratively with various organizations to benefit our students:

- **Local Health Integration Network (LHIN):** Will continue to provide occupational and speech therapy services to all eligible students when they turn five years old.
- **Kol Koreh:** Literacy program from SK to Grade 2 Hebrew and General studies.
- **Child and Youth Workers (CYW):** There may be CYW interns working at the school.
- **Jewish Family and Child:** An organization that supports the healthy development of individuals, children, families, and communities through prevention, protection, counselling, education, and advocacy services, within the context of Jewish values.

## Moms' Association

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The Moms' Association is a group of mothers devoted to helping the school with fundraising, special events, and school projects. Meetings are held each month. All mothers are encouraged to join. Send an email to [moms.association@jdohss.org](mailto:moms.association@jdohss.org) to become involved. Notice for any meetings will be sent out by email.

## UGO Wallet

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UGO Wallet operates as a much needed source of revenue for JDOHSS and there is no cost to participate in the program. UGO Wallet can be spent at face value (\$100 buys you \$100 of UGO Wallet Gift Cards,) to purchase weekly groceries and other items through the many retailers who accept them. **All parents must purchase a minimum of \$500 per month (\$5,000 yearly) of UGO Wallet through the app.** A full list of participating retailers can be viewed on the app.

Families who choose not to participate in the UGO Wallet Program are required to provide JDOHSS with a cheque for \$250, payable with your post-dated tuition cheques. The board has resolved that each family be required, as part of their tuition, to purchase a minimum amount of UGO Wallet over the school year, to be determined from year to year.

# Daily Schedule

Grade and Special Programs	Drop Off	Session Begins	Session Ends
Pre-K, JK and SK	8:20 - 8:30 A.M.	8:30 A.M.	Monday - Thursday: 3:50 P.M. Friday: <ul style="list-style-type: none"> <li>● Winter 1:50 P.M.</li> <li>● Summer 3:20 P.M.</li> </ul>
Grades 1-6 Grades 7-8 Girls	8:20 - 8:30 A.M.	8:30 A.M.	Monday - Thursday: 3:50 P.M. Friday: <ul style="list-style-type: none"> <li>● Winter 1:50 P.M.</li> <li>● Summer 3:20 P.M.</li> </ul>
Grades 7-8 Boys	8:00 A.M.	8:00 A.M.	Monday - Thursday: 3:50 P.M. Friday: <ul style="list-style-type: none"> <li>● Winter 1:50 P.M.</li> <li>● Summer 3:20 P.M.</li> </ul>
Grades 5-8 Boys Sunday School	9:00 A.M.	9:00 A.M. (Tefila)	12:00 P.M.

# Arrival and Dismissal

## Safe and Secure Protocol

Getting all students into and out of our buildings safely will require a coordinated effort, patience, and the support of our entire community.

With the exception of the Grades 7-8 boys, please **do not bring your child to school prior to 8:20 A.M., as it is unsafe and there is no supervision** before this time. As such, we will not assume responsibility for students that are dropped off before 8:20 A.M.

## Arrival

### Boys Grades 7-8 | 8:00 A.M. Arrival

Boys in Grades 7-8 arriving for Tefila at 8:00 A.M. should be dropped off at the main entrance, Bathurst Street doors, or garage entrance, and they will then proceed directly to the designated lower level Tefila room. No student should be found in any other area of the building after being dropped off.

### All Other Students | 8:20-8:30 A.M. Arrival

In an effort to decrease the volume of students using the same entrance and stairwell, we will have two designated entrances - the Bathurst Street Entrance and the Gym Door Entrance.

Please note that each class will be assigned an entrance. Children are expected to use **only** their assigned entrance. Pre-K students should go down to the supervised gym while other students should go directly to their designated Tefila classroom.

**Gym Door Entrance:** Pre-K, JK, SK, 1G/B, 4G, 5G, 7G, 8G

**Bathurst Street Entrance:** 2G/B, 3G/B, 4B, 6G, 5B, 6B



In order to ensure your child's safety, we ask that you adhere to the following procedures:

- **Do not stop in the area marked with an orange cone** - We want to avoid children getting out of cars close to Bathurst as it is DANGEROUS and hinders traffic flow by blocking all incoming traffic and causes a dangerous back-up on Bathurst Street.
- **Pull forward as far as possible, staying against the curb** - We recognize that most of the drop off spots are not close to the entrances. However, to ensure that drop off goes smoothly and quickly, we ask parents to pull up as far as possible. A staff member will wave you into the loop if there is space.
- **Please do not double park** - To keep your child safe, you must be parked against the curb when your child exits the vehicle. Double parking greatly jeopardizes safety of children and staff members assisting them.
- **Stay by your car** - If your little one needs to be escorted to the building, a staff member will greet you.
- **Say goodbye to your child quickly and pull out carefully** - Other parents are waiting to pull into your spot.
- **Do not park your car in the drop off loop** - If you wish to leave your car for any reason (walk child to door, child is unable to get out of car in timely manner, etc.), you must park in a legal parking spot.

Please show courtesy to other parents and building staff by obeying these guidelines as well as all posted signs and markings.

### **Late Arrival | After 8:35 A.M.**

Students who arrive at or after 8:35 A.M. are considered to be late. All late arrivals must enter through the Bathurst Street Entrance and check in with the office. To ensure that all late students have checked in, any child arriving late will receive a late slip and will be required to present this to the teacher upon entering class. Preschool students will be escorted to their classrooms by a staff member.

**Any student arriving late must report to the office, receive a late note and proceed immediately to their classroom.**

As part of our Safe and Secure Protocol, when your child is late, we require you to communicate this to the office by phone or email ([office@jdohss.org](mailto:office@jdohss.org)). When emailing, include your child's name, grade, expected time of arrival, and reason for lateness.

Tardiness will be noted in the records of each student. Parents of students with more than 20 tardy entries per term will be asked to meet with administration to discuss the situation. This applies whether or not the tardy was excused.

### **Dismissal**

**As part of our Safe and Secure Protocol, parents are not permitted inside the building during dismissal time.**

There will be four groups of pick up for dismissal:

1. **Garage Loop:** For preschool - grade 2 families only (which includes families who have at least one child in preschool)
2. **Outside Loop:** For grade school families
3. **Parent Pick up on Foot:** Bathurst Street Entrance
4. **Bus and Walking Kids**

**Each family will be asked to complete a survey regarding their preferred method of pick-up and will be assigned a family number. The number must be prominently displayed on the dashboard for car pickups.**

**Dismissal | 4:00 P.M.**

Please be patient as we dismiss all children by their carpool number. There are three different locations for pick up. Please follow the instructions for your preferred method to ensure a safe and efficient pick up.

**Garage Loop (Preschool - Grade 2 families only):** Pre-K to Grade 2 students and their older siblings will be picked up from the garage. Please **do not wait in the outside loop**, as you will be prompted to go into the garage line.

**Pick up at 3:50 P.M. — Families with preschool children and older siblings**

- **Enter the garage via the ramp and pay attention to the staff member at the bottom of the ramp** - There is a potential bottleneck at the bottom of the ramp and the staff member will direct you in order to avoid it.
- **Please turn off your ignition while waiting**
- **Once dismissal has begun, continue to move forward as far as possible**
- **Do not leave your car; your children will be directed to you**

**Outside Loop:** Dismissal will begin at **3:50**. Please note the presence of orange pylons to ensure that cars wait in a single file line.

- **Carpool Line** - The line may stretch onto Bathurst Street in the southbound right-hand lane. If the line stretches onto Bathurst, families coming from the south are expected to turn around at the Chabad Gate Plaza and go to the end of the line. Families attempting to skip the line will be asked to go to the end of the line.
- **Please wait patiently in line for your turn** - children will only be called when vehicles are in line.
- **Pull forward as far as possible, staying against the curb**
- **Please do not leave your car**
- **Students will be loaded into cars after the crosswalk**
- **Please do not block the crosswalk**



**Parent Pick up on Foot:** All children being picked up by a parent walking or *parking off site*, should meet their children at the Bathurst Street Entrance at 3:50 P.M. Please note that parents on foot may not pick up children from the gym.

**Bus and Walking Kids:** Children walking or taking the bus will exit the building via the Bathurst Street entrance at **3:50 P.M.**

Staff members will monitor the area to ensure your child's safety until 4:10 P.M. **Please make every attempt to pick up your child on time.**

**Late Pick up | After 4:10 P.M.**

In exceptional situations, if you cannot pick your child up on time, please alert the office by 3:30 P.M. Students must be picked up outside the office. Students will not be permitted to wait in any other part of the building.

Parents who frequently pick up their child late will be charged accordingly. **After 2 late pick ups per term, a fee will be charged through the financial office. Beginning at 4:10 P.M., a charge of \$1.00 per minute will be incurred.**

**Picking up during School Hours | Between 9 A.M - 3:30 P.M.**

Parents are discouraged from picking up their child/ren during the school day unless they have been called to do so by the school. **Please schedule appointments for after school hours as much as possible.** In the event that a parent does need to pick up their child for an appointment, parents must call the office in advance. The office will send a Google Form to be quickly completed in lieu of formally signing the child out from the office. At the designated time, parents will wait at the Bathurst Street Entrance and the child will be dismissed to them there.

**Note: The last early pick up will be 30 minutes before the end of school. After that, the child will be dismissed with their class.**

# School Environment

## **School Attendance and Punctuality**

For students to be successful learners, they must arrive on time and attend classes regularly. When a student is absent or late, it disrupts the continuity of the learning process and places them behind their peers in their academic achievements. Therefore, the school policy does not permit children to be taken out of school for extended vacations while school is in progress. We understand there may be exceptional family situations and circumstances which may leave no other option. It is the responsibility of the parent to notify the teachers and administration. This enables teachers and parents to work together so arrangements can be made to minimize the amount of disruption to your child's academic progress.

Students who are absent or late will be responsible for making up work or any missed quizzes/tests. Extended absences and frequent tardiness will be noted in the student's Ontario Student Record, all report cards, and will jeopardize the student's status for recognition of excellence.

If a child is not feeling well and will be absent from school, the **school office must be notified before 9:00 A.M.** as part of our Safe and Secure Protocol.

**Please contact the school office by phone or by email ([office@jdohss.org](mailto:office@jdohss.org)), and write late or absent on the subject line. Informing the school as to the child's whereabouts will ensure his/her safety.**

Please do not schedule appointments for your child during school hours. We understand this may not always be possible. In these situations, please notify the office in advance.

## **Security**

The personal safety and security of all of our students is of prime importance to us. We have developed a Security Management Plan that defines the process and sets an organized, structured approach to dealing with situations that threaten the personal safety of our students and staff. Our security management plan is endorsed by the Centre for Israel and Jewish Affairs (CJIA).

## **Visitor Policy**

The visitor policy applies to all parents and other members of the school community. Our policy is as follows:

- All visitors **must** sign in at the school office
- If the visitor is authorized to enter any classroom area, a visitor badge will be issued and must be displayed in the building during school hours
- Police will be called if the presence of unauthorized visitors gives any cause for suspicion

For the safety of all students, parents are **NEVER** to go to their child's class.

## **School Closing Policy**

During severe winter conditions the school will close in collaboration with The Centre for Jewish Education and other Jewish schools in the city. We will make every attempt to notify parents by email as early as possible if the school is closed due to inclement weather or for any other reason. Do not drop off your child at school without first confirming that the school is open.

# Dress Code and Uniform Guidelines

## Parents

JDOHSS is an orthodox school housed in an Orthodox Sephardic Synagogue and Community Center. The following guidelines for dress have been established by our Menahel in consultation from our Rabbinic authorities.

All parents, grandparents, siblings, family, guardians or babysitters entering the school building for drop-off or participating in school events and activities, are expected to respect the following dress guidelines established according to the orthodox Jewish standards of the school and the synagogue.

Men	Women
<ul style="list-style-type: none"> <li>● Kippa or other appropriate head covering</li> <li>● Full length trousers</li> <li>● Long/ short sleeve shirt</li> </ul>	<ul style="list-style-type: none"> <li>● Knee length skirts</li> <li>● Modest sleeves and necklines</li> </ul>

The school will insist that everyone conform to the dress code in order for children to remain in The Joe Dwek Ohr HaEmet Sephardic School. By adhering to school policy, you demonstrate commitment to our Jewish heritage and the values we hold sacred and model respect and compliance towards the rules set by the school and community. Out of respect for ALL members of our school and community, we ask parents to share these guidelines with all who enter the school premises or park area during pick up, drop off, or school events and activities.

## Pre-K, JK and SK

- Students in Pre-K, JK and SK are not required to wear uniform and may be dressed according to parents' tastes and teachers' requests
- Boys must wear a Kippa and Kosher Tzitzit
- Children should be dressed in layers
- Due to unforeseen circumstances, children may need a change of clothing. Parents are asked to please send an extra set of clothing in a plastic bag labeled with the child's name

## Grade 1-8 Students

- All students in Grade 1-8 must wear the uniform daily, even when attending school trips and functions. (See the next page for uniform requirements)
- Parents are required to purchase at least two tunics, skirts or pants so that they will have ample supply while the uniform is being laundered
- The uniform can be purchased at **Uniform Basics** (905-726-1215) at 255 Industrial Pkwy S, Aurora, ON L4G3V5 or online at [www.uniformbasics.com](http://www.uniformbasics.com)



The JDOHSS hashkafa values and encourages students' pride in their identity as Bnei and Bnot Torah. This is reflected in the way they dress and attend to their personal appearance. The guidelines listed below have been formulated accordingly. However, school administration reserves the right to use its discretion in determining individual situations which they feel are contrary to the desired ruach in our school.

Girls Uniform (Grades 1-8)	Boys Uniform (Grades 1-8)
<p><b>All Grades:</b></p> <ul style="list-style-type: none"> <li>• <u>No leggings</u></li> <li>• No visible logos or branding will permitted on any uniform attire</li> <li>• Nails must be kept short with <u>no nail polish</u></li> <li>• No makeup</li> <li>• Only one pair of stud earrings is allowed</li> <li>• No extra piercings</li> <li>• No dyed hair or inappropriate hairstyles</li> <li>• Hair below the shoulders must be tied back</li> <li>• One bracelet and one necklace may be worn (only metal or gemstone)</li> <li>• Please keep all other jewellery at home, because it may get lost or broken at school</li> </ul>	<p><b>All Grades:</b></p> <ul style="list-style-type: none"> <li>• Kosher Tzitzit</li> <li>• No visible logos or branding will permitted on any uniform attire</li> <li>• <u>No sweat pants, jeans, cargo pants, joggers or any pants with elastic cuffs</u></li> <li>• Hair must be kept short, evenly cut, trimmed (no step) and neat with proper Peyot / Sideburns</li> <li>• Baseball caps are <b>only</b> allowed during gym and recess</li> </ul>
<p><b>Grade 1 – Grade 4:</b></p> <ul style="list-style-type: none"> <li>• Skirt or tunic (length of skirt must be <b>4" below knee</b>)</li> <li>• Blue long-sleeve oxford shirt (crested preferred)</li> <li>• Navy sweater or cardigan (crested preferred)</li> <li>• Solid coloured socks or tights (navy, black, grey or white ONLY)</li> </ul>	<p><b>Grade 1 – Grade 6:</b></p> <ul style="list-style-type: none"> <li>• Blue long-sleeve oxford shirt (crested preferred)</li> <li>• Dark grey dress pants (crested preferred)</li> <li>• Navy sweater or cardigan (crested preferred)</li> <li>• Black Kippa (crested available)</li> <li>• Only a white unmarked t-shirt may be worn underneath the oxford shirt</li> </ul>
<p><b>Grade 5 – Grade 8:</b></p> <ul style="list-style-type: none"> <li>• Skirt (length of skirt must be <b>4" below knee</b>)</li> <li>• Blue long-sleeve oxford shirt (crested preferred)</li> <li>• Solid coloured <u>knee socks or tights</u> (navy, black, grey, white or nude ONLY)</li> <li>• Navy sweater or cardigan (crested preferred)</li> <li>• Only a white unmarked t-shirt may be worn underneath the oxford shirt</li> </ul>	<p><b>Grade 7 – Grade 8:</b></p> <ul style="list-style-type: none"> <li>• White long-sleeve oxford shirt (crested preferred)</li> <li>• Dark grey dress pants (crested preferred)</li> <li>• Navy sweater or cardigan (crested preferred)</li> <li>• Black Kippa (crested available)</li> <li>• Only a white unmarked t-shirt may be worn underneath the oxford shirt</li> </ul>
<p><b>Gym Uniform Boys and Girls:</b></p> <ul style="list-style-type: none"> <li>• Running shoes with non-marking soles</li> <li>• Boys - cap or other appropriate and secure head covering</li> </ul>	

## **Dress Code Infractions**

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We expect parents to review the Uniform Guidelines and ensure that their child comes to school dressed in accordance with JDOHSS protocol.

**Students will not be permitted in class without proper attire.**

If a student is not in compliance with the uniform guidelines, the student will remain out of class until the appropriate uniform item is brought to school. Following each citation, an email will be sent home.

For infractions regarding girl's socks, appropriate uniform socks can be purchased from the office for \$2.50.

For repeated dress code infractions, the administration will meet with parents to ensure future compliance with JDOHSS Dress Code protocol, as a condition of continued enrollment in the school. Should the issue persist beyond the meeting, the child may be sent home.

## **Outerwear and Extra Clothing**

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- Children should be dressed appropriately for the weather so that they can enjoy outdoor recess
  - Fall/Spring: rain boots, jacket or rain jacket, light mittens/gloves (if necessary)
  - Winter: Heavy jacket, snow pants, snow boots, mittens/gloves (waterproof preferred), warm hat
- Shoes should be kept in class (especially when boots are worn to school)
- An extra pair of socks/tights should be kept in the classroom or child's backpack for wet days
- Please LABEL ALL ITEMS of your child's belongings: Shirts, sweaters, skirts, shoes, sneakers, pants, gym clothes, gym bags, lunch bags, school bags, etc.

# School Essentials

## School Supplies

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All required supplies, books, workbooks, and textbooks are listed on the book and supply lists for each grade. Please check our website (JDOHSS.org) for more information. It is not necessary to send all of the required supplies on the first day of school; rather, extra supplies (pencils, pens, gluesticks, erasers, extra paper, etc.) should be stored at home and replenished as needed. However, this does not apply to binders, folders, scissors, etc.

It is imperative that you talk with your child about the importance of taking care of their belongings. It is the parents' responsibility to replace any textbook or workbook that is lost or stolen. Please make sure to label all of your child's books and supplies.

## Mandatory Printing Fee

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JDOHSS charges printing fees in order to subsidize a small portion of the printing costs and resources to educate our students.

The fee will cover some of the expenses related to the following items:

- Student Planners\*
- Homework Journals\*
- Preschool Booklets
- Daily packets and worksheets (instead of costly textbooks)
- Language/Humash/Halacha booklets
- French Workbooks\*

\*If an item is lost, parents will be expected to pay a replacement fee.

## Lost and Found

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All unlabelled lost items are brought to the school office. If your child is missing any personal items, please check with the office regarding the item. After 30 days any items left in the office will be donated to charity organizations.

## Class Lists

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Parents are welcome to request their child's class list from the office. The list includes the name, home phone number, and parent email address for each student in your child's class. If you do not wish for your contact information to be made available, please let us know.

## Standardized Testing

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In the interest of academic excellence and to monitor our students' academic progress, we will administer the CAT-4 (Canadian Achievement Tests) during the school year. These tests are a supplement to regular classroom testing procedures.

## **Birthday Parties and Class Celebrations**

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- Birthday parties at school are limited to students in Pre-K, JK, SK and Grade 1. Arrangements should be made ahead of time with the class teacher. Please restrict refreshments to one pareve **mini** donut or **mini** cupcake and one drink. The secretary can arrange for an order and delivery of treats from Amazing Donuts at a discounted rate if contacted at least one week in advance. **Please note that Sobey's is not nut free.**
- All food items brought for a class party must be purchased and **NOT** homemade, as well as Kosher, Chalav Yisrael or parve, and **nut free**. Please check if there is a meat school lunch before sending dairy items.
- Check with your child's teacher if there are any allergies in your child's class that would affect the food that you are buying. Please note that some children may require gluten free items.
- If you are planning a party at home and bring invitations to school, it is school policy that **all your child's classmates must be included**. Distribution of party favours/loot bags during school is not permitted.
- All food served at home or at a restaurant must be KOSHER with a recognized Kashrut symbol. It is essential that parents adhere to children's dietary needs, including allergies, Chalav Yisrael, etc.

## **Bar and Bat Mitzva Celebrations/ Social Events**

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- Social events organized for or by our students must reflect the philosophy of the school and follow the strict rules of Halacha of separation between the boys and girls.
- Please be sure to include all students in the class in your Bar/Bat Mitzva Celebration.
- Boys who are invited to an early morning Bar Mitzva are expected to make their arrival back to school as quickly as possible, at the time designated by their Rabbi.
- Please plan your celebration accordingly by contacting the Menahel to schedule a smooth celebration with minimal interruption to school schedule.

# Health and Welfare

## Allergies

Please make the school aware of your child's food allergies or sensitivities by completing the [Allergy Action Plan](#), which can be found under Parent Links on the school website. If your child is at risk of anaphylaxis, an EpiPen must be carried by the student (in a fanny pack or bag) at all times. Additionally, one EpiPen must be kept in the office. We advise that students who require EpiPens or puffers be trained on correct usage in case of emergency. If your child has asthma, please send in a puffer to be kept in the school office or with the student.

## Illness

- Your child must be fever-free (without the aid of fever reducing medicine) for 24 hours before returning to school.
- Children must be free of diarrhea and vomiting for 24 hours before returning to school
- If your child becomes ill during the day, the school will notify you to request for your child to be picked up.
- For the safety of all students, please keep your child at home if your child shows any symptoms of illness, as your child may infect other students.
- **Any contagious disease must be reported to the school as a courtesy to other parents.** These include, but are not limited to, chicken pox, measles, meningitis, mumps, pertussis, and rubella. Instances of Fifth Disease (Slapped Cheek) should also be reported to the school (refer to [York Region Guidelines for Common Childhood Communicable Diseases](#))

Note: If your child is absent because of a contagious disease, a doctor's note must be brought to the office before your child can return to class.

- If a child needs to take medication during school hours, parents are required to provide detailed instructions.
- Pain relievers will only be administered to children after receiving verbal consent from parents who submitted a written consent in August. Note:
- All students must be vaccinated according to the timetable established by Public Health Ontario in order to attend JDOHSS. Please note that **non-medical exemptions will not be accepted**. Immunization records must be updated yearly.
- Head Lice is not a threat to health but can be a nuisance. This is a shared responsibility of both parents and the school. Parents can help by checking their child's head regularly, treating the lice if found, and notifying the school. The school will notify the parents if lice is found or suspected in the classroom. If your child has either nits or lice, they will immediately be sent home and will only be allowed back in class if they have a certificate of cleanliness from a reputable lice removal company.
- Students are expected to go outdoors for recess, weather permitting, each day. If, for health reasons, your child needs to remain indoors, please submit a doctor's note to the office. For reasons of safety, other notes will not be accepted as indoor supervision during outside recess is limited.

# Food

## Lunch, Hot Lunch, and Snack

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- Each student should bring properly-prepared and nutritionally-balanced lunches from home. Please speak to your child as to their preference for lunch.
- Morning and afternoon snacks should consist of something healthy, such as fresh fruit, vegetables, yogurt, a healthy muffin, granola bar, etc.
- Please provide an adequate variety of snacks and drinks for your child to satisfy their appetite.

## Kosher Certification

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- All food must be certified Kosher.
- Please look for the Kosher label on all foods. For acceptable Kosher certification, please refer to the COR website at [cor.ca](http://cor.ca).
- If you have any questions about the Kashrut of certain products, please contact COR for clarification. Please note that if you are buying bulk from “Costco” and such, we ask that you send the Kosher label with the snack.
- When sending meat lunches, please avoid sending dairy snacks.

## Food Allergies - Nut Sensitive

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- JDOHSS is a “nut sensitive” school. Some students at JDOHSS are highly sensitive to certain foods, such as sesame seeds, fish, eggs, peanuts, and nut products.
- As we are a “nut sensitive” school, please do not send your child **ANY** foods that may contain peanuts or nuts. **Please check food labels carefully.**
- In order to avoid allergic reactions, please discuss the matter with your child. We ask you to take this very seriously as this can pose serious danger, Has VeShalom, to certain students.
- **Children should never share their lunch or snacks with other students.** As it is difficult to monitor all food being brought into the building, we have instituted this extra precaution. We count on your cooperation in this matter.
- Please make the school aware if there are any changes to your child’s food allergies or sensitivities.
- You will be notified if your child’s class has any students that have serious food allergies. If your child arrives at school with any concerning allergen, the food will be confiscated and you will be contacted by the office and asked to supply a replacement snack/lunch.

# Code of Conduct

## **Surrounding Ourselves with Kindness, Concern, and Compliance**

Our school strives to provide our students the spiritual, academic, and social skills they need to appreciate and acquire knowledge. As lifelong learners, they will have the ability to be successful citizens and community leaders giving continuity to our nation, our Torah, and the rich Sephardic heritage we hold so dear. We believe that in order for our students to achieve lasting success, we must prepare them to face, accept, and overcome the challenges that lead to every success. To accomplish this goal, there must be a structured set of rules and guidelines. These rules tell us what is acceptable, what is not, and help make it possible for everyone in the school to work and thrive together in a productive and positive learning environment.

This guide is designed to assure that all students, parents, and teachers understand their rights and responsibilities, the school rules, and the consequences for those who do not comply with these standards.

JDOHSS aims to maintain an environment where staff and students can enjoy learning and growing in an atmosphere where people care, have a sense of pride, and strive for excellence. Our students are taught proper behaviour, and are required to work and behave in accordance with the high standards set by the school.

Every member of this school has the right to work, learn and play free from disruption by others. The school staff promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. All members of the school community are expected to be courteous and considerate, to use appropriate language/behaviour, and to show respect for the rights and property of others. The school and home must work together to teach proper behaviour and discuss rules with students.

By enrolling your child in The Joe Dwek Ohr HaEmet Sephardic School, you have entered into a partnership where parents and school share responsibility in multiple environments, both at home and at school, which are vital to reach our common goal. That mission is the opening statement of this document. It is the responsibility of parents to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. This responsibility is fulfilled when parents:

- Show an active interest in the child's school work and progress.
- Communicate regularly with the school.
- Help their child be neat, appropriately dressed and prepared for school.
- Ensure that their child attends school regularly and on time.
- Properly report to the school their child's absences or late arrivals.
- Become familiar with the code of conduct and school rules.
- Encourage, insist, and assist their child to follow the rules of behaviour.
- Support and assist school staff in dealing with disciplinary issues.

Parents have a vital role to play. They are to help inform their child of their responsibilities at school and instill in them a sense of self discipline, fairness, and respect for self and others.

## School Rules and Expectations

The following are the JDOHSS rules for a safe and respectful school environment including in class, in the halls, and at recess. These rules are posted in hallways and classrooms and should be reviewed and reinforced both at school as well as at home.

1. Be Respectful and Kind to All
2. Be Helpful and Considerate
3. Stop and Think Before You Act
4. Stay Organized and Neat
5. Be on Time
6. Raise Hands in Class
7. Take Turns and Share
8. Walk, Don't Run
9. Speak, Don't Shout
10. Always Cooperate



## Guide to Safe, Calm and Respectful Behaviour

We believe in the Torah philosophy that Torah learning, academics and Derech Eretz are interrelated. A person is not praised for their wisdom or academic achievement if their Derech Eretz and respect for adults, peers and community is lacking.

### Behaviour Philosophy

We are a school that supports the growth and well-being of all our students and staff, individually and collectively. Our goal is to maintain a safe, calm, and respectful school environment with an approach that is educational and proactive, while being sensitive to the individual needs and feelings of our students. This approach includes the following elements:

- **Educational Excellence:** Students are motivated to cooperate when the learning is relevant, engaging, and differentiated to meet their unique learning needs and profile.
- **Anticipation:** Many behavioural problems can be prevented through establishing clear expectations, routines, and procedures at school, which need to be taught, modeled, practiced, and reviewed from time to time.
- **Self-Regulation:** Learning to regulate one's own behaviour is an important developmental task. We strive to guide and support our students as they develop the self-regulation tools needed for positive participation at school.
- **Consistency:** To ensure student wellbeing, confidence, and success, expectations must be reinforced by all partners—at home and at school—working collaboratively.

### Our expectations for respectful student behaviour include:

- Respect for oneself
- Respect for others
- Respect for property
- Respect for learning

To ensure that all students feel safe, calm and respected, teachers will establish and regularly review expectations, routines, and procedures with their students.



## **Accountability**

There are times when children cross the boundaries of acceptable behaviour. As part of our educational approach, we believe that the teacher must respond to each situation and each child in a way that he or she feels will best support the child and the group as a whole. In most cases, problematic behaviour will be handled by the teacher involved. Members of the Administrative Team, including the Menahel, General Studies Principal, Vice Principal, and the Student Services Team, will assist in cases of significant or persistently problematic behaviour and, if needed, parental support will be enlisted. When a child engages in inappropriate behaviour, school staff consider individual circumstances and different options to determine the most appropriate way to respond to each situation to help the child learn from his/her choices. JDOHSS believes in using a progressive approach to discipline that includes early and ongoing interventions to promote positive student behaviour. In some cases, it may be necessary to send a child home or remove the child from the classroom community for a period of time (suspension). In these difficult situations, our goal is to work in partnership with parents. In order to maximize the learning from mistakes, it is often necessary for parents to work collaboratively with the school and support behaviour modification at home through the implementation of various strategies and activities.

Please note that the final decisions regarding any necessary consequences will be made by the Administrative Team and will take into account the potentially competing priorities of all groups involved. At times, these decisions may be quite difficult, as what the Administrative Team deems is best for the safety of the other children may differ from what is best for the individual child. All school discipline decisions are confidential and will only be discussed with the individual child and his/her parents.

## **Plagiarism Policy**

Students are expected to submit their own original work, which can include quotes from various sources. All sources must be properly cited and credit given when the words or ideas of others are used. Plagiarism will not be tolerated and appropriate consequences will be imposed.

## **Low Level Misbehaviour**

Examples of low level misbehaviour may include: not responding, change in facial expressions and body language, being disrespectful, raising voice, calling out, leaving desk or wandering classroom.

When a child's behaviour moves outside of the expectations regarding safe, calm and respectful behaviour, the goal for the teacher in the classroom is to bring the child back to a place where safe, calm and respectful learning and behaviour can continue. For the teacher, this might mean speaking to the child and reminding him/her of the classroom expectations at that moment.

## **Appropriate actions for a teacher might include:**

- Allowing the child to take a break - at a desk, in a safe/calm classroom space, in the hallway, or in the office with an identified 'safe' person.
- Presenting the child with a predetermined calm down tool (e.g., colouring, glitter bottle, play-doh, book) .
- When possible, calling for an immediate "do-over" (going back and correcting the behaviour).
- A verbal or non-verbal reminder.
- A conversation between the teacher and the child.
- A written reflection articulating which rule has been broken, the importance of the rule, how the behaviour affected others and how the situation can be handled differently next time

Once the child is calm, he/she can return to the individual or group learning. Should there be a need for discipline from the classroom teacher, the consequences should fit the infraction and act to solve any problem that was created. The educator shall document this situation by either writing a note, emailing (to the Student Services team and Administration), or entering the situation into RenWeb. Students who are unable or unwilling to follow the rules will be monitored and supervised closely until they can demonstrate that the supervision is no longer needed. In some cases, the student may need to be removed from the classroom.

### **Escalating/Imminent Behaviour**

Examples of escalating/imminent behaviour may include: yelling, protesting, use of profanity, refusing to remain seated at a desk, disturbing others, leaving the classroom without permission.

Behaviour that is not safe, calm and respectful will be dealt with using a progressive model of consequences. The Student Services Team will handle most situations. However, for more severe events, the Education Leadership Team will help manage the situation. The goal for dealing with behaviour that is NOT safe, calm and respectful is to bring students back to a place where they are being safe, calm and respectful. As educators we seek to understand the behaviour and respond appropriately. That response can take different forms, but must always be safe, calm and respectful itself.

### **Considerations when addressing behaviour that is NOT safe, calm and respectful:**

- Ensure the safety of the student, the other students and adults in the area.
- There are formative consequences for breaking an appropriate code of conduct. Consequence-related discussions are to be calm, respectful, and brief, with a focus on problem-solving and learning .
- When a pattern of behaviour that is NOT safe, calm and respectful seems to be developing, the teacher and/or Student Services Team and/or Administrative Team will communicate with parents by email/phone.

**Consequences:** Consequences are intended as a remediation for behaviour. The goal is to repair what has been broken and move towards a pattern of calm, safe and respectful behaviour.

### **Consequences and steps for remediating behaviour that is NOT safe, calm and respectful might include:**

- One-on-one sessions with Student Services Team which focuses on appropriate behaviour
- Brief or Extended time-out followed by a conversation with a teacher or administrator
- Extended time-out followed by a conversation with a teacher or administrator
- Completion of a behaviour reflection form
- Behavioural action plan/contract signed by student and parents
- Modified recess time
- Completing school work outside of the classroom (e.g., in the office) until it is deemed appropriate for student to return to his/her class
- Parent(s) notified and child sent home
- Team meeting
- Meeting with parents and/or child

## **Aggression & Safety Behaviour**

Examples of aggression and safety behaviour may include: aggressive attempts, attempt to throw property, physical contact with another (peers and/or staff member), hurts others, hides outside of the classroom, verbal threats, profanity directed at a student or staff member, destruction of property, leaving school grounds without permission, possession of a weapon.

When students are not able to be brought back to a state of safe, calm and respectful behaviour or there is physical aggression/severe safety concerns, or risk to self and others for a prolonged amount of time (determined by age of child and professionals involved), they may be asked to leave the classroom community for the duration of the day or an additional period of time.

If it is deemed that a child must leave school for the remainder of the day due to an inability to safely return to the classroom, it is expected that parents, or another designated family member, will make every effort to pick up their child within a reasonable amount of time. Please note that these decisions are never taken lightly and are made with consideration to both the child and their peers. In these difficult situations, our goal is to work in partnership with parents to help remedy the situation.

**Note: A student who bites/injures another student in a significant manner will need to be picked up by parents for the remainder of the day.**

## **Approach to Suspensions**

A suspension is an extended time-out that is used to return a child to a pattern of safe, calm and respectful behaviour that will allow the child to rejoin the classroom and school community. A suspension, in-school or out-of-school, provides the time and space needed for one or more of the following:

- Acceptance of responsibility
- Reflection and problem-solving
- Parental involvement
- Supportive strategies and/or services

### **In-School Suspension**

An in-school suspension might be used when a child's behaviour is significantly or persistently disruptive, aggressive or otherwise inappropriate, but the child is responsive to adult supervision and guidance.

### **Out-of-School Suspension**

An out-of-school suspension may be necessary when a child's behaviour is significantly aggressive, dangerous or otherwise inappropriate and/or the student is not responsive to adult supervision and guidance.

With an out-of-school suspension, the child's return to school will be preceded by a discussion with the student, parent(s), Coordinator of Student Wellness and an administrator to review what led to the suspension, to reinforce the school's expectations, and to establish an understanding about next steps.

An out-of-school suspension creates a time for the school to work with the family and any other support resources to create a plan that will generate behaviour that is consistently safe, calm and respectful.

## **Special Circumstances**

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Sometimes students misbehave because of academic, social or emotional factors or due to learning challenges that have not yet been diagnosed or addressed. Should a persistent pattern of problematic behaviour be identified, the school will reach out to parents to discuss the challenges being observed and work collaboratively to find the source of the behaviour and develop a plan for providing the needed support.

Recommendations to parents might include consulting with a specialist for an assessment. In many cases, the assessment will provide data and recommendations for the school to use to develop an Individual Education Plan (IEP). In some cases, a family may be required by the school to provide, at their own expense, a part-time/full-time assistant so the child can participate successfully at school. In very rare cases, a family may be asked to temporarily keep a child at home until necessary arrangements can be made to accommodate the child's needs.

**We wish to make it clear that regardless of a student's achievement in academics, if their record reflects discipline issues, uniform/dress code infractions, tardiness, absence, or their grade in Derech Eretz falls below the "S" level on any report or communication, they will jeopardize their opportunity to:**

- **Be recognized for their academic performance. This includes Monthly Awards, Honour Roll, Super Student Awards and recognition at Graduation including Valedictorian, Salutatorian, etc.**
- **Participate in school outings, trips, or public events where non-compliant behaviour can compromise the safety and well-being of others. These behaviours also lower the morale of fellow students and the pride we all carry as students and faculty members of JDOHSS.**
- **Represent the school in sports events such as the JDOHSS basketball team, communal events, and similar activities. Any fees which parents have paid for participation in these activities or events will be forfeited and will not be refunded.**

These decisions will be at the discretion of the ELT in consultation with teachers, staff and the monitoring of student behaviour and Derech Eretz throughout the year. Parents will be notified of a student's change in status regarding their discipline record so they may partner with the school in bringing the realities of these behaviours and their consequences to their child's attention. *By signing a JDOHSS Enrollment Form, parents have agreed to the guidelines of this handbook and all school policies.* As partners in their child's education, parents are expected to support school efforts to enforce these disciplinary measures.

## **Exclusion, Teasing or Bullying**

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Connection with and acceptance by peers at school is extremely important to all children. Conversations often revolve around perceptions about social status within the group. In elementary school, social skills are not fully developed. A central goal at The Joe Dwek Ohr HaEmet Sephardic School is to teach our students to act in accordance with the ethical principles of Torah tradition. Accordingly, we strive as a community to create an environment in which everyone, without exception, is treated with dignity and respect.

Bullying Prevention and Intervention Policy/Program Memorandum No. 144 from the Ministry of Education defines bullying as:

*“Bullying is behaviour that can be repeated or occur one time and can be carried out by an individual or group of individuals.*

*Bullying can occur in situations where there are real or perceived power imbalances between individuals or groups, and may be a symptom of racism, classism, homophobia, sexism, religious discrimination, ethnic discrimination or other forms of bias and discrimination. Bullying can also be based on, but not limited to, body size, appearance, abilities, or other real or perceived factors. Perceptions about differences are often based on stereotypes perpetuated in broader society.*

*Bullying, including cyber-bullying, may be intentional or unintentional, direct, or indirect. It can take many forms including physical (for example, pushing, tripping), verbal (for example, name calling, insults, threats, sexist/racist/transphobic comments), social, also known as relational (for example, spreading rumours, intentionally excluding others, humiliating others with public gestures) and causing harm to one’s property.”*

Conflicts and teasing are common between students. Conflicts are disagreements or differences of opinion between peers who typically have equal power in their relationships. It’s usually an inevitable part of a group dynamic. Teasing also represents an indirect and non-threatening (perhaps, even playful) method for resolving conflicts by providing an outlet for expressing frustration or disapproval.

Conflicts or teasing among peers become bullying and requires a disciplinary matter when:

- There is the use of physical force which causes significant distress or injury.
- Aggressive behaviour is unprovoked and/or unilateral and/or involves a significant size, age, or power differential.
- A student is not willing to take responsibility for his/her actions or participate in a problem-solving process.
- Aggressive or inappropriate behaviour proves resistant to a non-disciplinary approach.
- The content of the teasing turns from affectionate to hostile.
- There is a power imbalance: the person teasing has more power among peers compared to the person being teased
- The teasing occurs repeatedly
- The child who is teasing means to upset or hurt the child being teased
- The child being teased is upset or hurt by the interaction. Keep in mind that some children, boys especially, may not show that their feelings are hurt. If you are not sure whether the teasing is hurtful, pull the child being teased aside to ask them how they feel about it.

When speaking with the individual(s) who has engaged in bullying behaviour, the Administrative team shall:

1. Interview student about his/her behaviour.
2. Review the Code of Conduct with the student.
3. Communicate with parents or guardians and set up a parent meeting if necessary.
4. Ask the student to reflect on his/her behaviour.
5. Create a behaviour contract that outlines suitable behaviour.
6. Seek support for the student from a professional (e.g., Social Worker).
7. Take notes and file.
8. Notify all educators who are involved with the student(s), Student Services and Administration and the parent(s)/guardians.
9. Follow-up with student(s) involved.

Consequences of bullying behaviour may include having students:

- Receiving an in school or out of school suspension.
- Create a poster, collage, or drawing of what it must feel like to be bullied. Talk about the feelings that children who are bullied might experience: shame, embarrassment, anger, fear and/or sadness.
- Assign students a research project where they have to learn about the prevalence, nature, and consequences of bullying and write a paper or create a class presentation based on their findings.
- Assign a project requiring the students to research a historical figure or celebrity who has been bullied or read a novel about bullying and write a character study.
- Talk with your students about their own strengths and weaknesses and how they can use power to help, not hurt, others.
- One-on-one sessions with the Coordinator of Student Wellness.

### **Notifying Parents/Guardians**

The Administrative Team is required to notify the parents of individuals who have been harmed and disclose the following information:

- Nature of the activity that resulted in harm to the student.
- Steps taken to protect the student's safety (Note: the names of the student(s) involved shall remain confidential).
- Support(s) that will be provided for the student in response to the harm that resulted from the activity.

The Administrative Team is required to notify the parents of students who have engaged in serious student incidents and disclose the following information:

- Nature of the activity that resulted in harm to the other student(s) (Note: the names of the student(s) involved shall remain confidential).
- Nature of any disciplinary measures taken in response to the activity.
- Support(s) that will be provided for the student in response to their engagement in the activity.

Although cases of aggressive and/or persistent teasing, bullying or exclusion call for a disciplinary response, in many situations, formative consequences (i.e. consequences that provide a clear message that bullying is unacceptable, but also build awareness and skills to promote children's responsibility, and positive leadership) and a problem-solving approach can be highly effective in resolving the conflicts that typically arise among students. In our experience, this approach increases goodwill, empathy, and the willingness to take responsibility for one's actions.

### **Cell Phone Policy**

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Students are never permitted to have cell phones in their possession during school hours. While there is no need for a child to bring a cell phone to school, we recognize that some students will still choose to do so.

**We mandate that any cell phone brought to school by a student is given to the classroom teacher upon entering the classroom.** All phones will be stored safely and securely until the end of the school day.

To allow your child to bring a cell phone to school, please ensure that parents and students have both signed the Cell Phone Consent included in the Technology Handbook

### **Consequences for not complying with the Cell Phone Policy are as follows:**

1. **First Offense:** If a student is found in possession of a cell phone, the cell phone will be confiscated. Parents will be required to retrieve the device from an administrator at the end of the day.
2. **Second Offense:** If a student is found in possession of a cell phone a second time, the cell phone will be confiscated for 7 days. Parents will be required to retrieve the device from an administrator after 7 days.
3. **Third Offense:** If a student is found in possession of a cell phone a third time, the cell phone will be confiscated for two weeks and a parent meeting will be scheduled for the end of the two week period.

Note: Issues of non-compliance to the Cell Phone policy may result in a note in the student's discipline record.

JDOHSS protects the privacy of information and will do all in its ability to prevent loss/damage to cell phones given to safekeeping. However, JDOHSS cannot accept responsibility for the loss or damage of the cell phone or of any content on the phone.

# School Activities

## **Extra Curricular Activities**

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- Shabbatons, camps, after school programs, and birthday parties must all strictly reflect the philosophy of the school and follow the strict rules of Halacha, Tzniut and Kashrut.
- Activities which are intended for boys and girls together do not comply with school policy, even though they are presented by a religious organization.
- Parents are not to plan extended activities which will interfere with daily classes and school schedules.

## **School Trips and Outings - Permission Forms**

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School trips are an exciting way to enhance the curriculum. Before each school trip a note will be sent home indicating the details of the outing. Please sign the consent form and send it back along with the necessary payment. Students who have not returned the consent form will not be allowed to join the trip. Please understand that this measure is a legal obligation towards the safety of our students. Students are expected to wear the school uniform to all school trips and functions and to respect the authority of staff and supervisors accompanying them. Please refer to the code of conduct section of this handbook.



# 2022-2023 • SCHOOL YEAR CALENDAR • תשפ"ב - תשפ"ג

## SEPTEMBER 2022

S	M	T	W	T	F	S	
				1	2	3	5 Mon
							6 Tue
							7 Wed
4	5	6	7	8	9	10	9 Fri
11	12	13	14	15	16	17	20 Tue
18	19	20	21	22	23	24	25-27 Sun-Tue
25	26	27	28	29	30		28 Wed

Labour Day (Statutory Holiday)  
 First Day of School (SK-Grade 8)/Orientation Pre-K/JK  
 First Day of School Pre-K/JK  
 3:30 PM Friday Dismissal  
 Curriculum Night – 7 PM  
 Erev Rosh Hashana – Rosh Hashana – No School  
 Fast of Gedalia, 12PM Dismissal for Grades 6-8 Only

## OCTOBER 2022

							1
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

4-5 Tue-Wed Erev Yom Kippur–Yom Kippur– No School  
 6 Thur School Resumes –10 AM  
 9-19 Sun-Wed Erev Sukkot/Sukkot/Shemini Atzeret/Simhat Torah/ Isru Hag – No School  
 10 Mon Thanksgiving – No School  
 20 Thur School Resumes  
 23 Sun Sunday School Begins – Grades 5-8 Boys 9 AM – 12 PM  
 28 Fri 2 PM Winter Friday Dismissal Begins

## NOVEMBER 2022

			1	2	3	4	5
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				

6 Sun Turn clocks BACK one hour  
 11 Fri Remembrance Day  
 14 Mon Fall Professional Development Day – No School  
 29-30 Tue-Wed 2 PM Early Dismissal, Parent/Teacher Interviews  
 3:30 PM–8 PM

## DECEMBER 2022

			1	2	3		
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

18 Sun No Sunday School - First Hanukkah Candle  
 18-26 Sun-Mon Hanukkah (First Candle - Last day)  
 26-Jan 8 Mon-Sun Winter Break – No School

## JANUARY 2023

1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

3 Tue Fast of Asara B'Teuet (Holocaust Remembrance Day)  
 9 Mon School Resumes  
 22 Sun No Sunday School  
 25 Wed Baba Sali Hilula Dinner Event

## FEBRUARY 2023

S	M	T	W	T	F	S	
			1	2	3	4	6 Mon
5	6	7	8	9	10	11	17-20 Fri-Mon
12	13	14	15	16	17	18	21 Tue
19	20	21	22	23	24	25	
26	27	28					

Tu B'Shevat-Annual Berachot Bee  
 Mid-Winter Break (Family Day) – No School  
 School Resumes

## MARCH 2023

			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

6 Mon Fast of Esther – 12PM Dismissal for Grades 6-8 Only  
 7 Tue Purim – No School  
 8 Wed Shushan Purim (Purim Program)  
 12 Sun Turn clocks FORWARD one hour  
 17 Fri 3:30 PM Summer Friday Dismissal Begins

## APRIL 2023

							1
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							

3-14 Mon-Fri Pesach Break Begins – No School  
 5 Wed Erev Pesach – First Seder in the evening  
 14 Fri Mimouna – No School  
 17 Mon School Resumes  
 18 Tue Yom Hashoah Holocaust Remembrance Day  
 25 Tue Yom Hagikaron Israel Remembrance Day  
 26 Wed Yom Ha'Atzmaut Israel Independence Day

## MAY 2023

					5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

5 Fri Pesach Sheni  
 9 Tue Lag BaOmer – Colour Olympics  
 19 Fri Yom Yerushalayim  
 22 Mon Victoria Day – No School  
 25 Thur 2 PM Early Dismissal – Erev Shavuot  
 26-27 Fri-Sat Shavuot – No School

## JUNE 2023

				1	2	3	
4	5	6	7	8	9	10	14 Wed
11	12	13	14	15	16	17	21 Wed
18	19	20	21	22	23	24	
25	26	27	28	29	30		

Grade 8 Graduation  
 12 PM Dismissal Last day of Classes PreK-Grade 7

### LEGEND

X School Closed

● School Events

● Dismissal and Special Dates