



PARENT / STUDENT HANDBOOK

2019 - 2020

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A. WHO WE ARE

1. MISSION STATEMENT

A pluralistic preschool-12th grade school serving the Jewish community, our mission is to further academic excellence, social responsibility and active Jewish living.

At San Diego Jewish Academy, we:

- **Inspire** our students to embrace creativity, innovation, and entrepreneurial thinking in their learning
- **Instill** in our students a deep understanding and respect for the values and insights of Jewish tradition and a love of Israel that will lead them to live lives of Jewish meaning
- **Prepare** our graduates to be leaders of integrity and social responsibility, and architects of change.

2. ACCREDITATION

San Diego Jewish (“SDJA”) is accredited by the Western Association of Schools and Colleges (WASC) and the California Association of Independent Schools (CAIS). In 2013, SDJA received a six-year accreditation term, the highest awarded by WASC/CAIS. This award was extended to seven years, through June 2020.

3. SCHOOL GOVERNANCE

In the spring of 1979, a group of parents and community leaders committed to quality Jewish and general education banded together to provide the resources, support, and leadership necessary to establish a community Jewish day school and founded SDJA.

4. BOARD OF TRUSTEES

The roles and responsibilities of the Board of Trustees (“Board”) are as follows:

- Selects and appoints the Head of School
- Monitors the Head of School’s performance
- Determines the mission of the school
- Develops and adopts long-range strategic plans
- Approves educational directions set by the Head of School and staff
- Ensures financial solvency and sustainability
- Enhances the school’s public standing
- Represents the campus community
- Assesses its own performance
- Enhances the resources available to the school
- Serve as ambassadors of SDJA in the greater San Diego Jewish community

For a current listing of SDJA’s Board of Trustees, click [SDJA Board](#).

5. ADMINISTRATION

HEAD OF SCHOOL

The Head of School oversees the implementation of the Board's policies as they define the program of studies and daily operations of the school. The Head of School reports directly to the Board of Trustees, and is responsible for articulating the mission of the school and conveying that mission to the community at large. The Head of School is also responsible for the hiring and dismissal of all SDJA employees, and heads the team evaluating all faculty and staff members. The Head of School chairs the Senior Leadership Team that meets once a week throughout the school year. The Senior Leadership Team is comprised of:

Director of Early Childhood Center
Associate Head of School for Teaching and Learning/
Head of the Golda Meir Lower School
Head of the Maimonides Upper School
Chief Financial Officer/Chief Operating Officer
Director of Advancement
Director of Admissions
Chief Jewish Officer/Director of the AIJS
Director of the Center for Innovation and Entrepreneurial Thinking
Executive Assistant, School Relations Officer

DIRECTOR OF EARLY CHILDHOOD CENTER

The Early Childhood Center (ECC) Director oversees the day-to-day activities of the *Beit Yeladim* (children 6 weeks to 24 months) and Preschool (children 2 years to 5 years) programs. This includes program administration, implementation of curriculum, supervision and evaluation of faculty and staff, implementing state required licensing policies and procedures, budget control, development of strategic growth, and ensuring that there is a stimulating learning environment for students that inspires active Jewish living. The ECC Director reports directly to the Head of School and is responsible for ensuring that the educational program advances the mission and policies of the school as articulated by the Board and the Head of School.

HEAD OF GOLDA MEIR LOWER SCHOOL AND HEAD OF MAIMONIDES UPPER SCHOOL

The Golda Meir Lower School ("Lower School") and Maimonides Upper School ("Upper School") Heads oversee the day-to-day activities of grades K-12. This includes program administration, implementation of curriculum, supervision and evaluation of faculty and staff, and ensuring that students are inspired to live active Jewish lives by providing a stimulating learning environment. The Lower and Upper School Heads are also responsible for participating in the screening process of new students, and recommending proper placement of students. Both the Lower School Head and the Upper School Head report to the Head of School and are responsible for ensuring that the educational programs advance the Head of School's and Board's articulated school mission and policies.

ASSOCIATE HEAD OF SCHOOL FOR TEACHING AND LEARNING

The Associate Head of School for Teaching and Learning (AHOS TL) works in close partnership with the Head of School (HOS) to advance the school's mission and achieve school-wide academic

excellence. In consultation with the Head of School, Division Heads and other key administrators, the AHOS TL will support the division heads to ensure effective school-wide academic implementation, long-term educational planning, curricular design and faculty effectiveness. The AHOS TL is an ECC-12 school administrator and reports directly to the Head of School.

CHIEF FINANCIAL OFFICER/CHIEF OPERATING OFFICER

The Chief Financial Officer/Chief Operating Officer (CFO/COO) is responsible for the day-to-day financial operations of the school and the supervision of the Business Office staff. The CFO/COO is also responsible for the operational aspects of the school including transportation, maintenance, food service, technology, campus security, and human resources. The CFO/COO ensures that the financial operations of the school are consistent with the Board's policies. The CFO/COO reports directly to the Head of School.

DIRECTOR OF ADVANCEMENT

The Director of Advancement oversees and coordinates all fundraising efforts, sustains relationships with stakeholders, and serves as a clearing-house for these efforts. The Director creates and implements programs to promote SDJA and raise funds for long term growth and stability. The Director of School Advancement reports directly to the Head of School.

DIRECTOR OF ADMISSIONS

The Director of Admissions is responsible for operating the Admissions Office in a way that is responsive to the school's mission, policies, and enrollment objectives. The Director is responsible for community outreach and admissions recruitment, coordinates the application process and communicates admissions decisions to parents/guardians. The Director of Admissions reports directly to the Head of School.

CHIEF JEWISH OFFICER/DIRECTOR, ADVANCED INSTITUTE FOR JUDAIC STUDIES

The Chief Jewish Officer (CJO) oversees Jewish life and activities on campus and supports and advises the Judaic studies faculty at SDJA. The CJO is responsible for the programming and outreach of the Advanced Institute for Judaic Studies (AIJS) and for internal Jewish education for our parents and faculty throughout the year. The Chief Jewish Officer reports directly to the Head of School.

DIRECTOR, CENTER FOR INNOVATION AND ENTREPRENEURIAL THINKING

The Director of the Center for Innovation and Entrepreneurial Thinking (CIET) is responsible for promoting a culture of curricular innovation through workshops, professional development experiences and fostering partnerships with faculty. The Director is responsible for overseeing instructional and information technology services through the management of faculty and staff technology, evaluating emerging technology and providing guidance on technology decisions for senior academic leaders. The Director is responsible for developing external partnerships focused on innovation and entrepreneurialism and creating opportunities for faculty and students to learn from research institutes, local universities, companies and other organizations. The Director of CIET reports directly to the Head of School.

EXECUTIVE ASSISTANT, SCHOOL RELATIONS OFFICER

The Executive Assistant to the Head of School ensures timely and thorough external communications from the Executive Office in order to build and strengthen the SDJA community and its relationships with other Jewish institutions, and the community at large. As School Relations Officer internal communications are centralized, coordinated and maintained in order to create a unified, strong, informed community. This position is responsible for fostering the flow of information to promote better awareness, understanding and cooperation among all employees. In close communication with the parent body and the school community, the School Relations Officer fosters a welcoming environment where concerns and complaints are addressed, the process enhanced and the experience improved while reporting directly to the Head of School.

B. SDJA HOURS AND CONTACT INFORMATION

1. SDJA'S MAIN OFFICE

Phone (858) 704-3700
Fax (858) 704-3850
Campus Location Building A
Office Hours M-F 7:30 am to 4:00 pm
Office closes at 3:30 pm on Fridays
Shabbat during daylight savings 3:30 pm

Messages may be left for teachers and administration by e-mail or in their voice mailboxes. For a directory listing administration and teacher extensions and e-mail addresses, click [Contacts](#).

2. GOLDA MEIR LOWER SCHOOL OFFICE

Phone (858) 704-3761
Fax (858) 704-3720
Campus Location Between Buildings C & D
Office Hours M-F 7:30 am to 4:00 pm
Office closes at 3:30 pm on Fridays
Shabbat during daylight savings 3:30 pm

3. GOLDA MEIR LOWER SCHOOL CLASSROOMS

Classroom Hours M, W, Th 8:05 am to 3:05 pm
Tu 8:20 am to 3:05 pm
F 8:05 am to 2:45 pm

Messages may be left for Lower School teachers by e-mail. All SDJA employees can be reached via email by emailing their first initial of their first name with their last name @sdja.com (Example Joe Smith = JSmith@sdja.com)

4. MAIMONIDES UPPER SCHOOL OFFICE

Phone (858) 704-3790
Fax (858) 704-3771
Campus Location Building F
Office Hours M-F 7:30 am to 4:00 pm
Office closes at 3:30 pm on Fridays
Shabbat during daylight savings 3:30 pm

5. MAIMONIDES UPPER SCHOOL CLASSROOMS

Classroom Hours M, Tu, W, Th 8:20 am to 3:20 pm
F 8:20 am to 2:45 pm

Messages may be left for Upper School teachers by e-mail. All SDJA employees can be reached via email by emailing their first initial of their first name with their last name @sdja.com (Example Joe Smith = JSmith@sdja.com)

C. DAILY LIFE AT SDJA

1. UNIFORM AND DRESS CODE (Grades K-5)

a) *Kippot*

To ensure that we are respectful of the Jewish values and culture of our school, and to acknowledge the sacred nature of learning, males must wear *kippot* for prayers, during Judaic Studies classes and whenever in the *Beit Knesset*. Females are equally encouraged to wear *kippot* if it is in agreement with personal or family practice.

b) Uniforms

Students in grades K-5 wear school uniforms. All uniform garments – including shirts, pants, shorts, skirts, skorts, jumpers, jackets and cardigans – are to be purchased through Lands' End. For purchase of school attire, click [Lands' End](#).

Solid white or solid navy blue leggings, tights or bike shorts must be worn under skirts. No leggings/tights are required under skorts (skirts with built-in shorts).

Any type of closed-toe athletic/casual shoe is acceptable in the following solid colors: white, black, blue, tan or gray. Other colors should be accent colors only and should be very minimal, if present at all. Open-toe shoes and boots are not allowed. If rain boots are worn to school, students should bring a proper pair of shoes to school for indoor wear.

Sweats and sweatshirts are not permitted, except on designated dress-down days.

c) Outerwear

Light outerwear (including jackets, windbreakers, vests, and sweaters) may be bought only from Lands' End and must bear the school logo.

Down-filled parkas are available for purchase from Lands' End. For the few days that are very cold in the morning, and when a heavier down coat or parka is desired, students may wear a non-Lands' End coat that is solid navy blue or black in color. Hats may be worn only outdoors. Students must wear a Lands' End shirt underneath all outerwear so that the outerwear can be removed and the student will still be in uniform.

d) Consequences of Dress Code Infractions

If a child comes to school and is not in uniform, we will loan the child uniform clothing for the day (assuming we have it available in the child's size) and the child will go to class. Parents will be notified via email of the infraction. If we do not have an extra uniform available, then we will contact the parents to bring the proper clothes to the school.

2. DRESS CODE (Grades 6-12)

a) General Rules

For all clothing, including outerwear:

- Logos, writing and pictures are acceptable provided that they do not promote alcohol/drug use, guns, violence or any other inappropriate behavior.
- All colors and patterns are permissible.
- No torn clothing or inappropriate exposure is allowed.
- No exposed underwear is allowed.
- Spirit/dress-down days must still follow the “modesty component” of the dress code.
- If there is a question about whether a particular clothing item is distracting or inappropriate, it probably is. Teachers and administrators will make the final decision.

Shirts:

- Shirts must have sleeves covering shoulders.
- Shirts must cover midriff and lower back.
- No plunging necklines or revealing cleavage is allowed.

Pants, Sweats, Shorts, Skorts and Skirts:

- Leggings can be worn under shorts or skirts, not alone.
- Yoga pants are not allowed.
- Shorts, skort, and skirt length must extend to at least the midpoint between hip and knee. The upper half of the thigh must be covered. Ideally the length should extend beyond fingertips when hands are resting at the side while standing.

Dresses:

- Dresses must extend to at least the midpoint between hip and knee (same as above).
- No plunging necklines or revealing cleavage is allowed.
- The top of the dress must completely cover shoulders.

b) Body Piercing/Tattoos

Body piercing (except for ears) and tattoos are not permitted.

c) Dress Code Infractions

If a student is in violation of the dress code they will be asked to change into appropriate attire immediately. If they do not have alternative clothing, their parents will be called to deliver appropriate clothing for the student. Disciplinary action will be taken in the event of repeated violations.

3. BEFORE SCHOOL SUPERVISION (Grades K-5)

Playground supervision for students in grades K-5 is available beginning at 7:30 am Monday through Friday. Please do not drop students off before 7:30 am.

It is expected that all Lower School students will be picked up no later than 3:15 pm on Monday - Thursday; 3:00 pm on Friday. All students in grades K-5 who are not picked up by 3:15 pm will be sent to the After School Childcare Program where a fee will be charged (see below).

4. AFTER SCHOOL CHILDCARE PROGRAM (Grades K-5)

For an additional fee, the After School Child Care Program provides childcare services to children in grades K-5. Students under the supervision of a staff member provide games, activities, and snacks. After school childcare ends at 5:30 pm on Monday through Thursday and 5:00 pm on Fridays. For more information about the childcare program, please click [After School Childcare](#).

5. KAYEFET PROGRAM (AFTER SCHOOL ENRICHMENT) (Grades K-5)

For an additional fee, the Kayefet Program provides enriching and fun after-school activities for children in grades K-5. Activities run from 3:05 pm to 4:15 pm Monday through Thursday. SDJA students are supervised by qualified staff and throughout the year have the opportunity to choose from a wide array of activities. Parents are sent an email before each session with information about the classes offered and a link to online sign-up and payment.

6. PARKING LOT SAFETY

When driving on campus, please remember to be courteous at all times. The parking lot speed limit is 5 mph. Please, no idling while parked and waiting for your child. Turn your engine off. California State Driving Laws require that all pedestrians have the right of way at all times. **PLEASE WATCH FOR CHILDREN AND ADULTS CROSSING PARKING LOT AREAS.**

Please obey all signs including: DO NOT leave car unattended when in drop-off/pick-up zones or in fire lanes.

For the safety of all children, students that drive to school and park on campus must park in the Maimonides Upper School parking lot.

MUS students are not allowed to go to the parking lot during school hours without permission from an MUS Administrator or MUS Office personnel.

7. LOWER SCHOOL DROP-OFF/PICK-UP

MORNING DROP-OFF

All students are dropped off at the circle area in front of the administrative office building, Building A. Stay in the right-hand lane, and stop along the curb. If you are the first car in line, please pull all the way forward beyond the main steps. There will be parents in line behind you waiting to move forward.

Students need to unload on their own and drivers need to remain behind the wheel. If your child needs assistance to unload, please park in a marked space and walk your child to the sidewalk.

If you are not dropping off a child, you can avoid the circle area by turning left just before the circle.

If you wish to leave your car and walk to class with your child, you must park in a marked space. Do not leave your car parked or unattended along the red curb in either the circle area or the Preschool area. As a reminder, handicapped spaces require a valid placard.

AFTERNOON PICK-UP

All students are to be picked up at the circle area in front of the administrative office building, Building A. All students will be waiting with their teacher on the main steps by the traffic circle. The traffic circle is an "ACTIVE LOADING ZONE". Do not get out of your car during pick-up. Do not attempt to pick up students from the passing lane. Drivers **MUST** remain behind the wheel, ready to move forward as the line moves forward. A staff member will call the child to come to your car.

Please load your child or group as quickly as possible being mindful that parents behind you are waiting to pick up their child or group. Use extreme caution when pulling away from the curb into the left passing lane. If you wish to leave your car and walk to pick up your child from the waiting area at the main steps, you must park in a marked space.

Teacher attention must be on students at this time and can't stop to conference with parents during dismissal time. If you wish to speak to a teacher about your child, please contact them to set up an appointment.

Do not arrange for a party limousine to pick up students from school. Please arrange for limousines to pick up students off campus.

Safety is our #1 concern. Let us all work together to be sure all students arrive and leave campus safely.

RAIN DAYS

On rainy days, the pick-up process remains the same with one exception. All Golda Meir Lower School teachers will take their classes to the Ulam in Building A. When you arrive, your child will be called out to the traffic circle. Students will be escorted to parent vehicles from this location. All cars must pull as far forward as possible. Do not stop in front of the A Building doors when there is room to move forward as it slows down the process for everyone involved. Again, remain in your car and your child will come to you.

8. UPPER SCHOOL DROP-OFF/PICK-UP

If you are dropping off or picking up Upper School students only, continue past the parking lot entrance up towards the turn-around. Remain in the outside lane (the right lane) of the turn-around and continue all the way around until you reach the area that borders the small grass field. Drive as far forward as possible in that lane before allowing students to disembark. For pick-up, please follow the same procedure as drop-off.

Please note that the left lane is for moving traffic only. Do not let your children out of the car if you are in the left-hand lane.

9. STUDENT ARRANGED TRANSPORTATION

Students may be permitted to leave campus and arrange for their own transportation to and from school classes, and/or educational, cultural, scientific or athletic events at locations off campus with written permission from their parents and permission from school authorities. Student-arranged transportation may include all public transportation, taxi, licensed carriers, walking, biking, or by motor vehicle driven by the student excused. Students may not arrange to ride with another student, parent, or any other driver, who has not filed the required driver declaration with the school.

10. EARLY DISMISSALS PER PARENT REQUEST

The San Diego Jewish Academy is a closed campus*. As an institution, we believe that the safety and well-being of our students are of paramount importance. In order to ensure that our students have a safe and worry-free environment to thrive socially and intellectually, it is required of parents and students to adhere to the following:

- If a student is being called out of school for any medical appointments, the Lower School attendance office or the Upper School attendance office (whichever school your child attends) must be notified (by phone, e-mail, or with a note brought with the student) before 8 am on the day of the appointment. The office will need to know:
 - the time of early dismissal;
 - reason for dismissal and approximate time of return;
 - method of transportation (driving self or being driven by parent); and
 - telephone number to call for confirmation.

- The student must obtain an off-campus permit from the attendance office before leaving campus and will present appropriate documentation of the medical visit to the attendance office staff upon returning to school.
- Students being called out due to a family emergency must still obtain an off- campus permit from the attendance office before leaving campus.
- Students must present the pass to the security guard at the gate before proceeding off campus. Students may be detained while the pass is verified.
- Students are not allowed to be driven off campus by other students for early dismissal without written parent permission.
- Students may not walk on and off campus for early dismissal.
- Any student off campus without permission will be referred to the Dean of Students for appropriate disciplinary actions.

Provisional Driving Restrictions

During the first twelve months of a student driving with a license, that student must be accompanied and supervised by a licensed driver 25 years of age or older when they transport passengers under 20 years of age.

Exceptions to Restrictions

The following exceptions are allowed when reasonable transportation is not available and it is necessary for a student to drive. A signed note must be kept in the student's possession for any of these exceptions. The note must explain the driving necessity and the date when the driving necessity will end (except emancipated minors).

- Medical necessity when reasonable transportation alternatives are inadequate. The note must be signed by the student's parent and the student's physician indicating the length of time (from what date to what date) it will be necessary for the student to drive as an exception to the rules.
- Schooling or school-authorized activity: The note must be signed by the appropriate school head, dean, or his/her designee.
- Student necessity or the necessity of an immediate family member. The note must be signed by a parent.
- Seniors who have a free period may leave campus during their free period. Students in other grades cannot leave campus unless they have an appointment, and the school office has been communicated with prior to 8:00 am.

Students who are absent from class for any reason will inevitably miss concepts and presentations that cannot be repeated. Absence should be avoided except for serious illness, communicable diseases, and family emergencies. **IF YOUR CHILD IS GOING TO BE ABSENT, PARENTS MUST CALL OR EMAIL THE SCHOOL OFFICE BEFORE 8:00 am. THIS APPLIES TO ALL STUDENTS IN ALL GRADES.** All other absences than those listed below (Section 11) are considered unexcused. The school urges parents to plan vacation trips around the established school vacation schedule.

Upper School: MUAttendance@sdja.com or (858) 704-3722
 Lower School: GMLSattendance@sdja.com or (858) 704-3725

11. EXCUSED ABSENCES

For excused absences, the time for completion of work will be the same number of days that the student was absent. Only illness, a serious family emergency, or the one day prior to a family member's *simcha* constitutes an excused absence.

12. UNEXCUSED ABSENCES

In the MUS attendance is taken in homeroom and during every period. More than six absences will result in disciplinary action.

A student may not be able to make-up missed work or turn in work that was due on the day of the unexcused absence. Furthermore, a student with repeated unexcused absences *may be* subject to suspension, or dismissal, depending on the circumstances.

Teachers are not expected to prepare work for the time students miss due to unexcused absences. In addition, teachers will not be expected to re-teach any material missed by unexcused absent students.

13. ABSENCE DUE TO A FAMILY VACATION

We strongly discourage families from planning vacation time that conflicts with school time. In the event a conflict cannot be avoided, students who miss school due to a family vacation are expected to meet with the teachers upon their return to school. At that time, make-up work will be given and due dates assigned. When parents choose to remove a child from school for any length of time other than for excused absences (illness, bereavement, or family emergency as noted above), the student is responsible for getting the missed assignments through the learning management system – Canvas. Faculty members are not expected to provide work ahead of time or to provide alternate assignments. Parents and students should understand that some of the work missed may not be able to be made-up (e.g. science labs, guest speakers, class discussions, etc.) and may have a negative effect on the student's grade.

14. TARDY POLICY (Grades K-5)

Tardiness is disruptive for your child, as well as for the teacher and for all of the other children in your child's class. The beginning of the day is when students have an opportunity to make a smooth transition from home to classroom. Important routines and announcements happen within the first ten minutes of the school day. When students arrive late to school, they miss out on this information and they create a distraction for everyone. Teachers must stop what they are doing and refocus the group. Being tardy is unfair and inconsiderate to everyone who did arrive on time and it teaches children that it is okay to be late.

- Students may arrive as early as 7:30 am.
- Students are called to class at 8:00 am.
- Students are expected to be physically in their classrooms and ready to go at 8:05 am sharp (8:25 am on Tuesdays).
- Teachers will not admit late children to class without a tardy slip from the office.
- When a student has been tardy three times, parents will be sent an email notification.

- After a student has been tardy five times, parents will be called by the Head of Lower School.
- After a student has been tardy nine times, an in-person meeting with the Head of Lower School will be scheduled to discuss the problem. Additionally, the student may receive after-school detentions.
- To receive a tardy slip, any student who arrives late (even a few minutes late) **must be accompanied by a parent and signed in at the Lower School office.** We understand this is an inconvenience for parents, but it is a safety measure to ensure that students are accounted for at all times and not left unsupervised. (Note: If an MUS sibling drives a Lower School sibling to school, then the older sibling may sign the younger child in at the office in place of the parent).

15. TARDY POLICY (Grades 6-12)

Excessive tardiness, whether “excused” or not, is disruptive to the entire class of any learning environment. Teachers will post the number of times a student was tardy on Canvas. Parents will be contacted and made aware of the problem. Neither the administration nor the teachers will distinguish between an “excused” tardy and an “unexcused” tardy because both are equally disruptive.

If the student arrives to class more than 10 minutes late, the tardy becomes an unexcused absence for the entire period.

Excessive Tardies: If a High School student is tardy to class more than five (5) times in one semester, the student’s semester grade in that class will be lowered by 2%. There is no appeal process for excessive tardies for high school students.

16. LUNCH PROGRAM

To be available to students, lunches must be ordered and paid for in advance online. Semester and a la Carte programs are available and must be ordered each semester BEFORE midnight the night before the day you want the lunch. On the day of a field trip, Lower School students who participate in the lunch program will receive a boxed lunch. SDJA lunches and all catered meals are prepared by the Executive Chef, and are certified kosher. If you would like more information regarding the lunch program, click [Lunch Program](#).

17. LOST AND FOUND

Lost and Found is located in each of the administration buildings and in the gym. Students who find lost articles are asked to take them to the nearest administrative office. It is strongly recommended that everything be marked with the student’s name. Once a month the school will donate all unclaimed items to a local charity.

18. PHYSICAL EDUCATION

The physical education program is supervised by the school’s Athletic Director (grades 6-12) or the Lower School Head (K-5). The P.E. teachers are responsible for supervising, teaching, and grading the students. All students are expected to participate in the program to the best of their ability unless serious injury or illness is preventing them from doing so. The SDJA P.E. uniform is required for Upper School students in order

for them to receive full credit for participation. Lower School students do not have a PE uniform.

Middle School students (grades 6-8) are encouraged to participate in interscholastic team sports. Practices are held during the Sports/PE period and all games are played after school. Middle School students have the option of competing in interscholastic team sports or enrolling in PE.

High school students (grades 9-12) are required to participate in at least one interscholastic team sport per year to fulfill their athletic requirement for graduation. Practices and games are all held after school.

The Upper School Athletic Fee covers costs associated with students participating in CIF San Diego Section, Coastal Conference and South Coast Middle School League, as well as the physical education program. These costs include, but are not limited to uniforms, equipment, transportation, coaches/teachers, officials, etc. SDJA maintains a no cut policy for all of its high school programs and students are encouraged to participate in multiple sports. The majority of our students participate in two or more sports. In very limited cases, the MUS Athletic Fee may be partially or fully refunded: If a student completes an approved ISPE (Independent Study Physical Education) program they will receive a full refund of the Athletic Fee, upon the approval of the Athletic Director. The Athletic Director will also assess certain medical situations on a case-by-case basis, which may result in a full or partial refund of the Athletic Fee.

D. ACADEMIC LIFE

SDJA maintains high academic standards and offers challenging programs of study. Judaic studies are an integral component of our strong academic curriculum. Hebrew is taught as a second language beginning in Kindergarten, and many classic Jewish texts are studied by students in the original Hebrew. To be promoted to the next grade, students are expected to maintain passing grades in Judaic Studies, Hebrew, and general studies components.

1. CURRICULUM

SDJA has developed its own curriculum in all areas of study and is informed by the Common Core standards, California State standards, Next Generation Science standards, as well as best practices. The high school program meets or exceeds all University of California admissions requirements. The SDJA curriculum is frequently reviewed by administration and faculty. Detailed curriculum outlines are available online on the SDJA website. Click [Lower School Curriculum](#), [Middle School](#), or [High School](#).

2. STUDENT CLASS PLACEMENT (Grades K-5)

We strive to meet the educational and social needs of students when determining class placements.

In placing your child into a class, we carefully consider the following factors:

- Gender balance
- Social diversity
- Heterogeneous grouping
- Student learning styles
- Faculty teaching styles
- Social/emotional considerations

Classroom teachers meet together with the school counselor, the Dean of Students and the Head of the Lower School to develop class lists. The Head of the Lower School makes the final decision about all class placements. An opportunity for parental input about their child's academic, social, and emotional needs is provided in the spring via an online survey.

3. TEXTBOOKS AND SUPPLY LIST

LOWER SCHOOL

Books are furnished to all students. Reasonable wear and tear is expected as a result of daily use. If a textbook is misused or lost, it is to be paid for at the parent's expense. The list of school supplies can be accessed via the parent portal. [Click for Lower School Supplies](#)

UPPER SCHOOL

All families purchase Upper School textbooks and schedules. Instructions for ordering books are mailed home at the end of each school year and again during the first week of

August. The Upper School textbook list can be accessed via the parent portal. Click [Middle School Textbook and Supply List](#) [High School Textbook and Supply List](#)

4. HOMEWORK

The intent of homework at SDJA is for our students to grow as independent learners who are reflective and inspired to delve deeper into the content of their academic program. By independently completing outside coursework SDJA students further explore and enhance specific concepts and skills, reinforce the lessons taught in class, and prepare for upcoming class time and assignments.

LOWER SCHOOL (Grades K-5)

Research shows conclusively that the amount of daily reading is linked to the attainment of higher-order literacy skills and long-term academic success. In fact, the amount of independent reading time is the single best predictor of reading achievement from second to fifth grade. Additionally, research shows that, while homework has a significant benefit at the middle school and high school levels, there is little to no gain in achievement for younger students. Therefore, GMLS's Home Learning policy is designed to increase time spent on reading while also improving the quality of family time in the evening.

The GMLS nightly at-home requirements are as follows:

- All grades K-5 are to be read to by an adult, to read with an adult, or to read independently for at least 20 minutes per day outside of school in grades K-3 and for 30 minutes per day for grades 4-5.
- All grades K-5 students are expected to practice Hebrew vocabulary or reading for at least 5 minutes per day outside of school.
- At all grades, meaningful individual skills practice, occasional activities and/or family projects to support classroom learning may be assigned by your child's teacher.
 - An example of skills practice: A student that needs to work on his or her multiplication facts may be given a math game to play with his or her family at home.
 - An example of an occasional activity: In kindergarten, students may be asked to count all of the pairs of shoes by two or write a letter to a special friend.
 - An example of a family project: Fifth graders do research about ancestors that is completed with the family at home and presented in class.
- In grades 3-5, in addition to nightly reading and Hebrew practice, students will need to study for tests and will be given some additional assignments, as needed

Any teacher-assigned work outside of school is posted in Canvas. In the interest of children's healthy development and love of learning, GMLS encourages families to spend more time sharing meals together, enjoying the outdoors, playing board games, discussing current events and pursuing areas of study that are of interest to the child.

UPPER SCHOOL (Grades 6-12)

In the Upper School, the amount of outside coursework varies with the academic program of each student. We believe student learning is supported by the interaction between the student, the teacher, and the parent. Therefore, it is highly recommended that parents and students communicate regularly with teachers in order to best support the learning process.

Upper School assigned homework is posted on the Parent Portal (Canvas, <https://canvas.instructure.com/login/canvas>).

5. REPORT CARDS AND PARENT/TEACHER CONFERENCES

LOWER SCHOOL

Students receive report cards three times a year (December, March and June). The report card is considered to be an evaluation of each child's progress towards meeting grade-level expectations. Parent/Teacher conferences are held in early December and mid-March.

From time to time, teachers may request an additional conference with one or both parents. Parents should also feel free to request a conference when they have a particular matter to discuss with a teacher, counselor, or the Division Head.

UPPER SCHOOL

Students' grades are reviewable via the Parent Portal (Canvas). Parents should feel free to request a conference when they have a particular matter to discuss with the teacher, advisor, counselor, or the Division Head. Transcripts are sent home once per year in June, but are also available by request. Semester marks, given in January and June, are used to compute a student's grade point average and become part of the student's record.

In the Middle School student-led parent (and Advisor) conferences are held after the first semester to review work, set goals, reflect and receive feedback from teachers.

6. RESOLUTION OF CONCERNS

Most problems result from misunderstandings or misinformation. Using the following procedure, parents are encouraged to call the teacher first when there is a concern.

If there are concerns about your child's progress, class assignments, or reports about classroom incidents, call or email the teacher of the class. The teacher will attempt to return your communication within 24 hours. If this communication does not resolve the issue, request a personal conference with the teacher. Following this, you or the teacher may wish to request that the counselor or an administrator be included in a conference. If you are unclear as to school policy, disagree with it, or disagree with its application, call the school to request a personal appointment with the Head of the school your child attends. For further appeal you may contact the Head of School.

7. SPECIALIZED ACADEMIC SUPPORT

The SDJA Learning Center is a K-12 resource to assist students achieve their academic goals. The Learning Center specialists provide supports which meet the student's individual needs in partnership with their teachers and parents. Students work closely with specialists to strengthen their skills in the areas of self-advocacy, academics, planning, organizing, time management, problem solving, and test taking. Please click [Learning Center](#).

In the upper school psycho-educational testing is required for accommodation plans, modification, and enrollment in the learning center.

Accommodations for Test Taking

Students with the accommodation of extended time and/or isolated testing environment, but who do not test in the learning center, will take their tests in the testing center during the period the test is given. If the time allowed is more than one class period, students will continue their test in the test center until completed.

8. GUIDANCE COUNSELOR

The Guidance Counselor is a resource and facilitator for students, teachers, and parents to provide support to meet academic, social, behavioral, and emotional needs. The Guidance Counselor is responsible for facilitating students' interpersonal relationships and also helps create a positive environment for student growth and learning by providing support to students, teachers, and parents.

9. TUTOR POLICY

SDJA is fortunate to have a Learning Center staffed with highly qualified educators providing individual and small group services for students needing specialized academic assistance. The Learning Center provides a wide range of services ranging from general academic support to specific interventions to address executive functioning disorders and learning disabilities. If a student is having difficulty with his or her academics, a team meeting (called a "Student Support Team" meeting) can be initiated by any faculty member or parent. The Student Support Team (SST) includes the parents, the child's teachers, the Learning Center Director, and, if appropriate, the student.

If it is determined that the student is in need of specialized support beyond the scope of what can be provided in the general education classroom, this support can be provided by our Learning Center teachers during the student's school day and in close communication with all of the student's teachers. Learning Center teachers have significant advantages over outside tutors. They are familiar with the SDJA curricula and course requirements and function as members of our faculty.

If, however, after assessment, the SST and Learning Center Director determine that the Learning Center cannot support a student's specific academic or scheduling needs, an outside, parent-paid tutor may come to campus to provide services with prior Learning Center approval.

Once approved by the Learning Center for on-campus tutoring, and prior to providing any services on campus, private tutors will be required to complete, at their own expense, a Live Scan background check naming SDJA as the recipient of the results. This is a requirement for all adults working with students on the SDJA campus. When positive Live Scan results are received, SDJA will then approve the private tutor's access to campus. Live Scan forms are available at the business office. Additionally, both parents and tutors will be required to sign a release to protect SDJA from any potential liability resulting from the tutor's presence on campus.

After a private tutor obtains written approval from SDJA that he or she will be allowed on campus, private tutoring may commence at times which are agreed upon and approved by the Learning Center Director and/or Division Head. Each time the tutor comes to SDJA he or she must first check in with the appropriate school office to sign-in and receive an SDJA badge identifying the individual as a tutor. This identification badge must be worn at all times on the

outer clothing above the waist in the front. Prior to leaving campus after each session, the tutor must return to the office, return the badge, and sign out.

10. ABSENCE AND INCOMPLETE (Grades 6-12)

Class attendance and participation are significant components of the learning process at SDJA. Over the course of one year, if a student accumulates more than six absences in any class, he or she will have their final semester mark in that class lowered by one letter grade.

A student may file an appeal of a grade reduction caused by excessive absences with the Attendance Review Committee (comprised of Upper School administrators and department chairpersons). This Committee's review will either uphold the grade reduction, or upon a finding of special extenuating circumstances, devise a plan so that despite excessive absences the student can continue to earn a letter grade without a grade reduction. A grade of "I" (incomplete) will be recorded on the transcript as a placeholder while the student attends to the details of that plan.

If there is missing work that is not completed within the plan's defined timeframe, the student may either: 1. choose to have his/her semester grade determined by factoring a grade of 0 for each missing assignment into the grades received for assessed assignments; or 2. choose to have the "I" lapse to a "W" (withdrawal) as the final semester grade for the course. A grade of "W" does not earn either unit credit or course credit towards SDJA graduation requirements. Additionally, a "W" may compromise students' competitiveness for college admission.

11. SUBMITTING LATE WORK (Grades 6-12)

In the MUS, it is expected that students are actively engaged in their academic program. Being aware of, planning for, completion of and delivery to the teacher of all coursework (e.g., homework, tests and projects) is the responsibility of the student. The learning management system, Canvas, and meeting with teachers during Pod are two important resources that students can use to help them succeed in this aspect of their learning.

Late Work

When a student is absent from class for any reason or does not turn in assigned work on the due date, it is the responsibility of the student to initiate a conversation with their teacher about completing missed coursework. If a student has been absent, this conversation should occur on the first day back to campus regardless of whether the course meets that day. Late work will be accepted and graded based on the guideline designed by the teacher. Partial credit, the lowering of one letter grade or recording a zero (0) are possible consequences of turning in work late. Guidelines for accepting and grading late work are included in the course description for each course. Course descriptions are posted on Canvas.

Tests Missed Due to Absence

Make-up tests will be administered to high school students in the testing center during Pod or a free period. Make-up tests for middle school students will be administered in the testing center during middle school Pod. Makeup tests take precedence over co-curricular programs; e.g., athletic practices and contests.

a. Full Day Absence - When a student misses sitting for a test due to being absent from

school for an entire day, the student will have the same number of calendar days as they were absent to make up a test. For example, if a student misses a test on a Monday due to a full day absence and is back in school on Tuesday, the test will be administered on Tuesday regardless if it is an “A” or “B” day. If the test is not made up within this timeframe, the grade earned may be lowered by 10%. Students who neglect to make up the test within three (3) days will also meet with the Dean of Academics, along with their parents, to discuss the student’s engagement with their academic program. In the event that a student returns to school after an absence and is scheduled to sit for multiple tests on the same day, a schedule will be designed so all assessments can be tended to in a reasonable and healthy manner.

b. Partial Day Absence - If a student misses only the period a test is being administered, the test must be made up before the end of that same school day. If the test is not made up within this timeframe, the grade earned will be lowered by 10%. Students who neglect to make up the test within three (3) days will also meet with the Dean of Academics, along with their parents, to discuss the student’s engagement with their academic program.

If a student is absent for the class meeting prior to an assessment, it is the student’s responsibility to meet with the teacher during Pod on the first day back to school after an absence to review material and determine when the student will sit for the assessment.

12. GRADUATION REQUIREMENTS

Athletics – participation in 1 sport per year

English – Four (4) years

Fine Arts – One (1) year

History – Three (3) years (Hum 9, 10 and one (1) year of US History is required)

Judaic Studies – Six (6) years (4 years of required Judaic Studies coursework and 2 years of Active Jewish Living, which can be fulfilled through Hebrew coursework, Judaic Studies coursework, experiential Jewish education, or any combination thereof)

Math – Three (3) years (Algebra 1, Geometry, and Algebra 2 are required)

Science – Three (3) years (Biology, and either Chemistry or Physics are required)

World Language – Two (2) years

MUS GRADING SCALE:

Grade	Percent	Grade	Percent
A	93.00 to 100.0	C	74.00 to 76.99
A-	90.00 to 92.99	C-	70.00 to 73.99
B+	87.00 to 89.99	D+	67.00 to 69.99
B	84.00 to 86.99	D	64.00 to 66.99
B-	80.00 to 83.99	D-	60.00 to 63.99
C+	77.00 to 79.99	F	00.00 to 59.99

13. ADD/DROP POLICY (Grades 6-12)

A student may drop a course at the beginning of the school year AND within the first five class meetings. Any class dropped after the first five class meetings will be recorded on the student's transcript. The transcript will show the title of the dropped course as well as a mark of "W" (withdrawal).

There is one exception to this drop policy. If a student chooses at the beginning of the school year and within the first ten class meetings to drop an honors or AP class and enroll in a regular section of the same class, the student may enroll in the regular section without the drop being recorded on the transcript. Any honors or AP class dropped after the first ten class meetings will be recorded in the transcript with the title of the dropped course as well as a mark of "W".

14. ADVANCED PLACEMENT (AP) TESTING (Grades 9-12)

Students taking an AP exam are exempt from classes on the day their exam is being administered.

15. TESTING (Grades K-8)

SDJA students in grades 3-8 participate in the Aspire Testing assessments each spring. These nationally-normed standardized achievement tests assess students in English, math, reading, writing and science. Individual student results are mailed home in the fall.

In grades K-5, students also participate in formative assessments throughout the year to monitor their achievement and progress in reading and math. Information gathered from

formative assessments is used to guide instruction and set learning goals. Assessment results are shared with parents at parent-teacher conferences.

16. FINAL EXAM MAKE-UP POLICY (Grades 6-12)

There is one make-up period for final exams. The dates for make-up exams will be determined by the Dean of Academics. It is the responsibility of the student to take the missed final exam during this period. If the exam is not taken during the make-up period, the final semester grade will be determined by averaging an “F” (0%) for that final exam.

The exception to this policy is when a child is sick on the original date of the final exam. In this instance, the student/parent will make arrangements with the student’s teacher to make up the final at the earliest time available.

17. ACADEMIC HONORS (Grades 6-12)

Academic honors are computed at the end of each semester. Impeccable academic integrity is required to be eligible for academic honors.

Academic Honors Designations:

Distinguished Scholar	4.00 and above GPA
Commended Scholar	3.67 to 3.99 GPA

18. GRADUATION ELIGIBILITY

Students will earn a diploma from SDJA by meeting all board-approved graduation requirements.

To address any shortfall in meeting graduation requirements, all make-up coursework, and any other requirements, accompanied by proof of completion (e.g. final grade from a teacher, transcript, report card, etc.) must be submitted to the Dean of Academic Affairs no later than ten (10) school days prior to the day of the graduation ceremony.

If a student is still deficient in any graduation requirement within ten (10) school days prior to the graduation ceremony, at that time he or she will be deemed ineligible to graduate and will not receive a diploma.

The above-mentioned student will be allowed until September 1st of the graduation year to provide final proof of having met all requirements. If all requirements are completed by September 1, a diploma shall be issued.

If a student is still deficient in any graduation requirement after September 1st of the graduation year, the student will not be eligible to receive a diploma and will not be certified a graduate from SDJA.

19. TRANSCRIPTS

Transcripts by SDJA will:

- Reflect only coursework completed and grades earned while attending SDJA;
- Weight AP classes and honors classes with an extra grade point which is factored into the overall grade point average;
- Not replace grades of D or F with a new grade earned in a make-up course taken at another institution.
- Transcripts from other accredited institutions will accompany the SDJA transcript when documents are mailed to colleges and universities in support of students' applications.

20. *TIKKUN OLAM* REQUIREMENTS

Tikkun Olam is a Hebrew phrase that means repairing or perfecting the world. Judaism understands that our task in life is to do *Tikkun Olam* by undertaking actions that will help to improve the world around us. Throughout the year, all students are encouraged to reach beyond themselves and contribute to the welfare of others by participating in *Tikkun Olam* projects.

All Upper School students are responsible for completing a certain number of community service hours during each school year. The minimum number of required hours is ten (10) hours for middle school students and eighteen (18) hours for high school students. The school will often sponsor events in which students may participate and earn some of their hours, but there is an expectation that students/families will seek out their own opportunities to give back to the community outside of the school-sponsored activities.

Tikkun Olam hours must be confirmed with documentation. Students need to fill out the Tikkun Olam form, which can be downloaded from the main MUS Canvas page. Students need to either have the sponsor sign the form or attach a signed record from the sponsor detailing the scope and duration of the community service performed by the student. All signed Tikkun Olam documentation needs to be submitted to the student's Judaic Studies teacher, who will be responsible for reporting the hours on Canvas and to the transcript. The transcript will indicate that a student has either met or not met the Tikkun Olam requirement for the academic year.

MIDDLE SCHOOL (Grades 6-8)

Middle school students will complete a minimum of ten hours of community service per year. Community service hours should be confirmed with documentation, such as a letter explaining the time and effort commitment of the student. In lieu of such a letter, a dated signature from the sponsor of a *Tikkun Olam* activity can be posted to a *Tikkun Olam* record form available in the Upper School office or on Canvas. Any documentation should be submitted to the student's Judaic Studies teacher. This teacher will be responsible for reporting the hours on Canvas and to the transcript. The community service or *Tikkun Olam* requirement will be reported as one of the following:

- Student exceeded the *Tikkun Olam* requirement (more than 10 hours)
- Student met the *Tikkun Olam* requirement (10 hours)
- Student did not meet the *Tikkun Olam* requirement (less than 10 hours)

HIGH SCHOOL (Grades 9-12)

High school students will complete a minimum of 18 hours of community service per year (2 semesters) to meet a minimum graduation requirement. Documentation for these hours should be submitted to the student's Judaic Studies teacher for reporting to Canvas and transcripts. Should a student choose to complete more than the minimum requirement, based on the number of additional hours, he or she can earn special recognition.

21. GRADUATION CEREMONY PARTICIPATION

If, as of ten (10) school days prior to the graduation ceremony, a student is deficient in no more than three required courses or other requirements, the student may participate in the "Walking at Graduation Ceremony"; however, the student will not receive a diploma nor will the student have been deemed to have graduated from SDJA.

As per above, the student will have until September 1st of the graduation year to remedy any and all deficiencies.

If, as of ten (10) school days prior to the graduation ceremony, a student is deficient in more than three required courses or other requirements, the student shall not be eligible to participate in the graduation ceremony.

22. SENIOR YEAR ADMISSIONS GUIDELINES

Generally, it is the policy of SDJA to not admit students during, or for only the senior year of high school. Reasons for this policy include, but are not limited to:

- the SDJA diploma is a certification of a certain body of work, knowledge, experience, and exposure to values and ethics that cannot be attained in any one year;
- the Judaic curriculum is cumulative - leading to a senior trip to Eastern Europe and Israel. This trip is the culmination for a group of students who have been together for their high school academic and social lives. The group dynamics of such a trip are critical to its success; or
- extensive college preparation counseling is also a very time-consuming and cumulative process that has significant involvement from multiple faculty members and administration. This progression cannot be fully appreciated through to its conclusion or replicated without the long-term relationship between student and staff.

SDJA does recognize, however, that there may be extenuating circumstances that would allow for a student to be admitted as a senior. Those would include: recently having moved to San Diego, medical issues that would argue for such a decision, etc. Any exception to this policy would be considered on a case-by-case basis, and the decision would be made by SDJA administration.

23. SENIOR TRIP TO POLAND AND ISRAEL

Students who do not attend the senior trip to Israel will continue with coursework on campus until the date their classmates return. Seniors enrolled in classes populated only by seniors will not be required to attend those classes. Seniors will attend all other classes of mixed grade levels per the Upper School schedule. Seniors will also continue to complete all required coursework for the courses they are still required to attend.

In lieu of attending those classes normally populated only by seniors (e.g., Senior Seminar, English 12) students will complete a project. To complete this project, students will be required to consult the Poland/Israel Trip Itinerary to choose and explore subject matter that embodies an element of Jewish identity or history. The final topic chosen cannot have been covered in Senior Seminar. The Director of Judaic Studies must approve the student's study, and aid with defining its scope and final form. This project shall also contain a writing element. The finished product will be presented to a faculty panel for final evaluation.

Any student who is dis-enrolled from the senior trip due to behavioral reasons will be subject to disciplinary action. Colleges will be notified of the offense. Possible consequences are ineligibility to attend the prom, grad night, and graduation.

24. CLASSROOM VISITATION

SDJA welcomes parents to visit their child's classroom. To visit a class, please call the school office or email the teacher in advance to arrange a convenient time. Upon arrival, parents must first check in at the school office. When in class, parents should refrain from engaging the teachers or students in conversation during the lesson. Younger siblings are not to be brought to classroom visitation.

All students not enrolled in SDJA and wishing to visit classes need to schedule a 'shadow day' by contacting the Director of Admissions at 858-704-3716. Other than admissions candidates, visiting students are not allowed to attend Lower School or Upper School academic programs.

E. JEWISH VALUES AND PRACTICES

1. **DEREKH ERETZ**

In Hebrew, respect for others and their belongings is known as *Derekh Eretz*. SDJA requires all students to conduct themselves with *derekh eretz* at all times.

2. **TIKKUN OLAM**

Tikkun Olam is a Hebrew phrase that means repairing or perfecting of the world. Judaism understands that our task in life is to do *Tikkun Olam*; undertaking actions that will help to improve the world around us. Throughout the year, all students are encouraged to reach beyond themselves and contribute to the welfare of others by participating in *Tikkun Olam* projects. All Upper School students are responsible for completing a certain number of community service hours during each school year. The minimum number of required hours is ten (10) hours for middle school students and eighteen (18) hours for high school students. (See *Tikkun Olam* Requirements and Recognition levels in the “*Academic Life*” section of this handbook).

3. **MINYAN**

Minyan is incorporated into the school schedule at all grade levels. A variety of introspective communities are offered in the Upper School as well. Students are expected to participate respectfully in *Minyan*. Females are equally encouraged to wear *Kippot* if it is in agreement with personal or family practice. Those who have reached the age of *bnai mitzvah* are encouraged to bring their *tallit* and/or *tefillin* to use in *traditional minyan*.

4. **SHEMIRAT HAADAMAH – Guarding the Earth (Recycling Initiative)**

In an effort to become more environmentally friendly, SDJA has implemented a green environment program on campus. Be on the lookout for water bottle refilling stations and recycle bins placed throughout the campus. Please dispose of recyclable materials, e.g. plastic/glass bottles and paper, in these bins. All other litter can be disposed of in the regular garbage bins.

5. **JEWISH PRACTICES**

- Appropriate blessings are recited before eating.
- Lunch is concluded with *Birkat Hamazon* (blessing after meals).
- To assure that we are respectful of the Jewish values and culture of our school, and to acknowledge the sacred nature of learning, *kippot* are to be worn by males for prayers, during Judaic Studies classes and whenever in the *Beit Knesset*. Crown *kippot* and leather SDJA *kippot* are available for purchase. Females are equally encouraged to wear *kippot* if it is in agreement with personal or family practice.
- The SDJA campus is closed on *Shabbat*, two days of *Rosh Hashanah*, *Yom Kippur*, the first two days of *Sukkot*, *Shemini Atzeret*, *Simchat Torah*, the first

two and last two days of *Pesach*, and the two days of *Shavuot*. There will not be any homework assigned during those holidays.

- As a general rule the school does not sponsor or support activities on the above days.
- Communal prayer and holiday programs are part of the curriculum of the school.

6. HEBREW INSTRUCTION POLICY – NEW STUDENT

As new students enter SDJA, it is our goal to acclimate them into our Hebrew and Judaic program as quickly as possible. To that end, students will be placed in a learning environment that is appropriate for their level. This may be performance groupings within the classroom. The goal is for students to be mainstreamed into their proper grade as soon as possible, if feasible.

F. KASHRUT

KASHRUT (from the Hebrew word *kasher*, meaning "fit" or "proper") is the name given to the Jewish Dietary Laws. Foods that meet these standards and criteria are designated "kosher."

As a pluralistic community, Jewish day school encompassing a wide spectrum of Jewish practice, SDJA observes *kashrut* at all its functions for several reasons:

- We strive to teach Judaism not only cognitively as a body of academic knowledge, but experientially through our daily actions. By observing *kashrut* as a school community, we acknowledge it as group *mitzvot* (ritual practices) that have characterized our people and our religious civilization for thousands of years. Our tradition sees *kashrut*, which defines what we should or should not eat, as a means by which we can strive to add a degree of holiness to our lives. *Kashrut* also serves to elevate the act of eating -- which we share with the rest of the animal world -- into an act of worship and self-discipline.
- While we recognize that not all Jews adhere to the laws of *kashrut*, we want those who do to be comfortable at the Academy, and also while participating in Academy events. We want our students, parents, and staff who observe *kashrut* to know that the Academy respects *kashrut* and facilitates its observance.

Kashrut is not a single *mitzvah* or law but actually a series of them. The basic categories of *kashrut* are:

- Only certain animals, fowl, and fish can ever be considered kosher. Thus, for example, the meat of a pig (pork, bacon, ham) can never be kosher.
- Shellfish (crab, shrimp, lobster) is something else that can never be kosher. Other fish are kosher only if they have both fins and scales.
- Even animals and fowl that are potentially kosher are only acceptable for eating when ritually slaughtered in a particular way and when the meat has been soaked and salted to remove blood. Thus, while beef, lamb, chicken and turkey can be kosher, they are only kosher when prepared in a kosher way. Hence, one would assume that these animals or fowl are NOT kosher unless served in a kosher restaurant or sold in a package labeled as kosher. [Kosher fish require neither ritual slaughtering nor soaking and salting.]
- Meat (including poultry) and milk products (including cheese, butter, etc.) cannot be cooked together or eaten together. Thus milk or cream cannot be used in coffee at the conclusion of a meat meal. A waiting period is observed after eating meat before eating milk products.

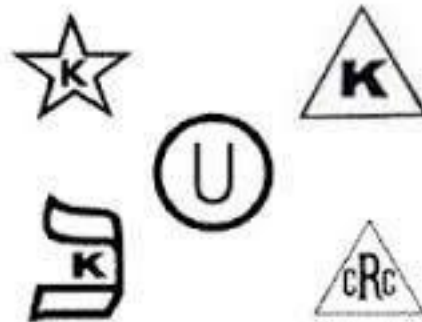
There are a variety of levels and patterns of observance among those who keep kosher. Some require certification of rabbinical supervision (and perhaps only accept certain particular certifications) while others eat anything that is free of non-kosher products. Some people will eat hot dairy and vegetarian dishes or kosher fish meals in a non-kosher restaurant while others will only eat uncooked foods (e.g. salads or tuna fish) or nothing at all in such establishments.

As a pluralistic school, we have different standards depending on the circumstance. That is, we seek to maintain stricter standards for hot lunches and other foods prepared in our kitchens, as well as those prepared for class parties and other events where food will be served to students, parents and/or staff from all levels of observance. We do this so that there will not be those who feel unable to partake of the food at these events. At the same time, for individual lunches or snacks brought by students or staff for their own exclusive consumption, we maintain a more liberal stance in which each person can bring food according to their own dictates so long as it adheres to basic *kashrut* standards (as detailed below).

One might ask why students from non-kosher homes or non-Jewish employees should not be able to bring un-kosher food (non-kosher meat, cheeseburger, etc.) for their own personal lunch. Why do we expect all students and staff to observe basic *kashrut* rules? We have adopted this policy as a means of making the statement that *kashrut* is a basic traditional value of the Jewish people and to maintain a campus environment that is respectful of the traditions observed by a significant number of our Academy community.

PLEASE NOTE: If any student has dietary restrictions or needs that are not consistent with this *kashrut* policy, please contact the Head of the school your child attends.

1. COMMON KASHRUT SYMBOLS



Below are some of the specific details that flow from the *Kashrut* policy:

2. IN SCHOOL

a) Individual Lunches and Snacks

Lunches and snacks brought to school must be either dairy or *pareve* ("*pareve*") which means neither dairy nor meat, and free from any dairy or meat by-products or derivatives. See below for examples of permitted lunch food. Please do NOT send candy for snack.

Nothing with meat or poultry (chicken, turkey, etc.) or their by-products may be brought onto campus, even if the meat or poultry is kosher. We have established this policy of not allowing kosher meat products to avoid confusion for students and staff. Only meat/poultry served as part of our hot lunch program or special catered events is permitted on campus.

All baked goods brought for individual lunches and snacks must be made with butter or vegetable shortening only. Products that contain animal shortening

may not be brought to school. Ingredient labels on baked goods should read "vegetable shortening" and not simply "shortening". **PLEASE CHECK LABELS CAREFULLY.**

Students will not be allowed to eat food they bring if it is in violation of the above and will be offered an alternative (i.e. we will never make kids go hungry)

Staff and parents working as volunteers are to maintain the school's *kashrut* policy by bringing only dairy or *pareve* lunches.

b) Group Meals, Snacks and Parties

Food items brought into a class for any celebration, program, or project, and designed for the class as a whole **MUST** have a recognized *kashrut* symbol or be purchased in a bakery or other establishment under approved rabbinical supervision. (If you are unsure, please check with the school office).

Home baked food is not permitted for class functions.

Food brought into the school by parents that does not conform to the above rules will not be distributed to the students.

Desserts and snacks for after lunch on days when meat lunch is served (usually Tuesdays and Thursdays) must be *pareve*, containing no milk products.

3. OFF-CAMPUS

Official school trips, meetings and programs, even when off campus, are part of Academy life. While we seek to locate and utilize kosher restaurants when off campus, this is not always possible. Unless eating in a kosher establishment, only dairy or *pareve* foods may be eaten. Fish is acceptable as long as it is not shellfish or other non-kosher fish.

Students, staff, and parent chaperones are expected to adhere to this policy on all school trips and overnights, even when purchasing a snack or meal during free time.

When air travel is part of a trip or conference sponsored or paid for by the Academy, kosher airline meals will be ordered for all participants.

Since many members of our community carefully observe *kashrut*, it is important that each San Diego Jewish Academy family be knowledgeable and sensitive so as not to offend another. Thus, when inviting school friends to meals or parties, our mutual respect and consideration for one another may be shown by making it comfortable for our guests to eat in our homes.

4. SDJA KITCHENS

The Academy's Campus maintains both meat and dairy kitchens which are strictly kosher. A qualified rabbinic *mashgiach* oversees and certifies the *kashrut* of these kitchens. There are specific rules established for the use of the SDJA kitchens that are more stringent than the individual guidelines listed above. For further information please speak with the Director of Food Services & Catering.

5. BIRTHDAY CELEBRATIONS – (Grades K-5)

It is fun and special for a child to celebrate his/her birthday in the classroom! At the same time, we do have guidelines to follow:

- In the interest of protecting instructional time, classroom birthday parties are 15 minutes in length – long enough to enjoy a classroom snack and to sing to the birthday boy or girl, but not long enough for games or activities.
- We prefer to have birthday parties at the end of the day. Parents should contact the classroom teacher first to pre-arrange a convenient time for the party. Please schedule *as far in advance as possible* so that the teacher can plan her lessons accordingly.
- All snacks that are brought to school by parents must be kosher. No home-baked goods are permitted. Please refer to the section on “kashrut.” Please check with your child’s teacher about allergies or special dietary needs so that all children can participate.
- Smoothies, fresh fruit wands and/or cupcakes can be pre-ordered from the SDJA kitchen by contacting the receptionist in the Administrative Offices at 858-704-3700.
- Please do not bring balloons or gift bags. Save these for your party at home.

For birthdays that are being celebrated at home, we ask your compliance with the following:

- Invitations need to be sent by mail, e-mail, or by phone. Please do not have your child distribute invitations at school.
- Birthday parties are not to be held on *Shabbat* or Jewish festivals that prohibit such activities.
- Only kosher or dairy food is to be served so that students who come from kosher homes can be included.
- If you are planning to invite half or more of the boys/girls in your son’s/daughter’s class, please invite them all. Please do not create a situation where all but a few children are invited, as this leads to hurt feelings that spill over into the school environment and distract from learning and the social environment.
- Do not arrange for a party limousine to pick up students from school. Please arrange for limousines to pick up students off campus.

Please help your child learn the value of respect and concern for the feelings and beliefs of others.

6. FREQUENTLY ASKED QUESTIONS ABOUT *KASHRUT* AT SDJA

Why is a plain "K" not always acceptable as rabbinical certification?

Unlike other *kashrut* certification symbols, a plain "K" is not copyrighted and may be used by any company without any actual *kashrut* supervision. Some products marked with a "K" are in fact widely accepted (such as Kellogg’s cereals) while others are not. Unless a specific brand and product is approved by name, we do not use "K" products for group functions at the Academy.

Why can't any candy be brought in for class party use? What can be un-kosher about candy? Why can't bakery goods with an ingredient listing of "vegetable shortening" be used for such group events without rabbinic certification?

Certain ingredients aside from shortening can be of animal origin, including gelatin and glycerides. There are some in the *kashrut*-observing world who maintain that the chemical processes used in the production of these animal-based ingredients are such as to render it in a new, non-food category and hence kosher. There are others in the *kashrut*-observing world who disagree. Thus, here is another example of why foods that include these ingredients, prepared without rabbinical supervision, would be permitted for individual meals but not permitted where the food would be served to an entire class, including those from homes where such ingredients would be acceptable.

Why can't we bring in cheese-only pizza from any [non-kosher] pizzeria for a class party?

There are several reasons. First, pizzas are usually prepared and baked on the same surfaces regardless of the kind of pizza, so that non-kosher ingredients could easily adhere to the "cheese-only" pizza. Second, cheese pizzas are often baked in the same oven at the same time as pizzas with meat, rendering the dairy-only pizza to have the same status as pizza-with-meat. Third, some people who observe *kashrut* will only eat cheese with a *hechsher* (rabbinical certification). Only certified pizzas use such cheeses.

I want to bring in a birthday cake or other treat for my child's birthday to share with the entire class. Where can I get a kosher cake? Does it have to be pareve or can it be dairy?

A birthday cake, cupcakes or healthy options such as fruit wands can be purchased through SDJA's food service. Simply complete the form on the SDJA website, or the form is also available in the business office and GMLS office. Requests need to be submitted together with payment, one week in advance of the date.

7. EXAMPLES OF FOOD PERMISSIBLE FOR INDIVIDUAL LUNCHEAS AND SNACKS

- Dairy products (e.g. cheeses, cream cheese, cottage cheese, yogurt)
- Pasta dishes with NO meat or poultry (all sauces must be meat-free)
- Eggs or egg salad
- Tuna salad
- Salmon (smoked or regular)
- Any kosher species of fish (No shellfish products permitted)
- Vegetarian soup (check that it does not have a meat base)
- Peanut butter
- Jams and jellies
- All vegetables and fruits
- Any totally vegetarian item (e.g. veggie burgers)
- Breads, crackers or dessert items made with vegetable shortening or butter

8. SELECTED APPROVED FOOD VENDORS

The following list highlights food vendors whose products are kosher as of the date of this therefore food from these sources may be brought onto campus: (This is NOT a

complete list).

- SDJA Kitchen
- Ralphs La Jolla Kosher Experience
- Lang's Loaf
- Shmoover's (pizza)
- Baskin-Robbins (not every product – ask which flavors/products are certified kosher)

9. ACCEPTABLE CERTIFICATIONS

All food products brought to the Academy to be shared with others must have a *hechsher* (symbol of rabbinical supervision). At the beginning of this section are samples of symbols of Rabbinical Supervision. Please note that a plain "K" is not copyrighted and may be used by any company without any actual *kashrut* supervision. Therefore, unless a specific brand or product is approved by name, we do not use "K" products for group functions at the Academy.

10. APPROVED SNACKS

To assist parents who want to know what snacks can be brought to the Academy for their child or for a class party we have provided a list of suggestions. There are many more products that would be acceptable that you can find in your supermarket. Use the certification symbols at the beginning of this section as your guide.

Preferred Items:

- Fresh Fruits
- Fresh Vegetables
- Dried Fruit
- Apple Sauce
- Cheese
- Popcorn
- Olives
- Hummus
- Hard-boiled eggs
- Beans or *edamame*
- Yogurt
- Bakery Items (low fat muffins, whole wheat bagels, or other whole grain breads which contain vegetable shortening, not animal shortening)
- Rice cakes, corn cakes, or pretzels
- Graham crackers
- Frozen juice or fruit bars (no less than 50% juice)
- Trail mix (without candy)
- Granola

Please note that most of these items are dairy:

Trader Joe's Snacks:

Ginger Animal Cookies

Peanut Butter Pretzels: Salted and Unsalted

11. SCHOOL BEVERAGE LIST

Preferred Beverages:

- Drinking water – no added sweetener
- Fruit or vegetable-based drinks – no less than 50% fruit or vegetable juice and no added sweetener
- Milk 2%, 1%, nonfat, soy, rice, and nondairy milks
- Please do not send soda or other high-sugar drinks

G. STANDARDS FOR STUDENT AND PARENT CONDUCT

Our school community stands on *The Ten Principles* whose values we strive every day to instill in our students. The principles below are not rank-ordered. Each is as important as the next. We do, though, want to emphasize that as a Jewish school, we introduce and end our statement of the principles with particular Jewish virtues. We are supported in and draw strength from *The Ten Principles*, which are specifically applicable at SDJA and at any school function on or off campus. These principles and the standards of conduct set forth under each of *The Ten Principles* apply to, and must be adhered to, by all SDJA students and parents at school or on school-sponsored trips or other school-sponsored activities.

1. *Menschlichkeit*
2. Accountability
3. Character
4. Citizenship
5. Compassion
6. Environmental Consciousness
7. Honesty
8. Responsibility
9. Wellness
10. *Kavanah*

1. **MENSCHLICHKEIT**

The notion of essential human goodness is the foundation of our principles. We seek to promote at SDJA an environment where all our students are *menschen* *who* take to heart this paraphrase from our sage, Hillel: “*Never treat another in a way you yourself would not want to be treated.*” Compassion and consideration of others is our rule.

- Students will act respectfully towards school faculty, staff, administrators, and other students;
- Students will use appropriate language between students and teachers and between students and their peers;
- Students will address all faculty and staff in the appropriate manner – e.g. Mrs., Miss or Mr. or *Moreh* or *Morah*;
- Students will show appropriate respect for all school property, including the physical plant;
- Students will show respect for personal property of others;
- Students will respect the privacy rights of school faculty, staff, administrators, and other students;
- Students will show appropriate respect for teachers and administration in language and behavior.

2. ACCOUNTABILITY

This principle underlies our students' understanding of their daily obligations regarding attendance and submission of assigned work. Specifically:

- Students will attend class on time and not succumb to any temptation to skip a class, either willingly or under pressure from another student;
- Students will attend each scheduled day of school - full days, half days, and special program days, except where the student's absence is excused;
- Students will not leave class or campus without permission;
- Students will complete all work assigned in a timely manner, including work they might have to make-up due to absence or other reasons.
- Any student who skips a class is unable to receive credit for homework that was due for that class. If a test/in class assignment is scheduled for that class period, the student is unable to sit the test/assignment at an alternative time, and will receive a zero for the test/assignment.

3. CHARACTER

This principle underlies our students' understanding of the kind of behavior towards themselves and others that enhances the sense of community at SDJA.

- Students will not engage in *lashon hara*: gossiping or speaking ill of others;
- Students will demonstrate a sense of *tz'niyut* (modesty) by not cursing;
- Students will not engage in improper displays of affection for any individual on campus;
- Students will abide by and follow the school's dress code.

4. CITIZENSHIP

This principle underlies our students' understanding that our community grounds itself in rules that represent our value of being considerate to others. We strive to emphasize that any well-functioning community constructs for itself rules that its members are expected to follow.

- Students will follow and comply with all policies and rules set forth in this Parent/Student Handbook and all other school rules;
- Students will respond to all lawful and school related direction and instructions of SDJA faculty, staff, and administrators;
- Students will follow the Academy's *kashrut* policy at school and at school- sponsored activities;
- Students will not act in defiance of school authority;
- Students will not fight. Fighting and other acts of physical aggression are not acceptable at school. Interpersonal conflicts must be resolved without resorting to fighting or other acts of physical aggression or inappropriate language;
- Students may be in a classroom only when a teacher is present;

- Students will not chew gum on campus;
- Students will not use cell phones during instructional time. Cell phones should be out of sight during instructional time;
- Students will not loiter in the parking lot or sit in cars in the parking lot during the school day, or remain in classrooms without a teacher's supervision;
- Students are to eat at the designated times (during the morning break and during lunch) and places. All food and refuse is to be placed in trash receptacles.

5. COMPASSION

This principle underlies our students' understanding that members of a community care for one another.

- Students will not harass or bully one another or anyone on campus at any time (See Bullying Prevention Policy at page 39 of this Handbook);
- Students will not engage in discriminatory harassment against one another or anyone on campus at any time, specifically, students will not engage in discriminatory harassment based on actual or perceived sex, race, color, religion, ancestry, religious creed, sex, national origin, ancestry, disability, medical condition, marital status, age, sexual orientation, gender identity, or gender expression or any other behavior that violates the Anti-Harassment Policy set forth in this handbook;
- Students will not engage in any sexual activity on campus, including, but not limited to, making any unwanted sexual advances, invitations or comments or engage in any other behavior that violates the Sexual Harassment Policy set forth in this handbook;
- Students will not engage in any kind of mental or physical cruelty.

6. ENVIRONMENTAL CONSCIOUSNESS

This principle underlies our students' understanding of our obligation to care for the environment.

- Students will not vandalize or deface in any way school property or the property involved in any school-sponsored trip or other school-sponsored activity;
- Students will place trash and recycling in appropriate containers wherever such containers are available;
- Students will show pride in themselves and their school by maintaining the cleanliness of classrooms, class furniture and school site;
- Students will not store personal items inside the school such as sleeping bags, clothing bags and skateboards.

7. HONESTY

This principle underlies our students' understanding that engaging in truthful communications is important to generating meaningful interactions among members of our community.

- Students will not lie;

- Students will not steal;
- Students will not cheat;

Cheating is a severe violation of the student's and the school's integrity. It is inappropriate and dishonorable for a student to gain an advantage in academic work by unfair or dishonest means.

The actions that are considered cheating include, but are limited to, the following:

- a. Giving or receiving, offering or asking for any information pertaining to all coursework intended to be completed individually.
- b. Glancing at another student's paper or using any notes, books or electronic devices that have not been authorized by the teacher.
- c. Providing information about the content of an examination, test, or quiz to students in other sections of the course who have not taken the exam, test or quiz.
- d. Obtaining information about the content of an examination, test, or quiz through inappropriate means.
- e. Plagiarism is taking another's ideas or wording (including from the internet) and (mis)representing them as your own. Whether you are on the giving or receiving end of this exchange, you have shown a lack of academic integrity and honesty.
- f. Sharing or receiving information on homework assignments that are designed and assigned to be individual work is a violation of academic integrity. The intent of homework in the MUS is for students to grow as independent learners, further explore and enhance specific concepts and skills, reinforce the lessons taught in class, and prepare for upcoming class time and assessments. Homework is a vital aspect of the learning process in the MUS and should be approached with integrity and a growth mindset.

Penalties for Academic Honesty Offenses

First offense: Possible failing grade, suspension, or expulsion, dependent upon the severity of offense and within the school's sole discretion.

Second offense: All of the above plus the possibility of:

1. Removal from co-curricular activities (athletic teams, student government and clubs).
2. A grade of "U" in citizenship being documented for the course.
3. Ineligibility for academic or character awards.
4. Loss of senior privileges, if applicable.
5. Failure of the course.
6. Colleges will be notified of any senior violating any academic dishonesty policies.

Third offense: All consequences of the first and second offenses plus, in collaboration with the Head of School, a review of the discipline record of the student will take place to determine continued enrollment at SDJA.

The guidelines set forth above for first, second, and third academic honesty offenses are suggested guidelines. SDJA has the ultimate discretion to determine the appropriate discipline given the specifics of the case at hand.

8. RESPONSIBILITY

This principle underlies our students' understanding that others depend on us when we give them our word. When we encourage others to depend on us, we affirm their trust by not letting them down.

- Students will follow through on all commitments they choose to make; academic, athletic, and volunteer;
- Students will conform to the school schedule, including breaks, recess, opening exercises, etc.;
- Students will come prepared for class with necessary supplies.

9. WELLNESS

This principle underlies our students' understanding that we must look after one another's health and safety. The community that cares about its well-being takes action against threats to its welfare.

- Students will neither possess nor be under the influence of drugs, alcohol, or any tobacco product;
- Students will not possess weapons or explosives;
- Students will not engage in physical or sexual violence against anyone;
- Student will not engage in unsafe conduct;
- Students will adhere to all safety rules.

10. KAVANAH

This principle underlies our students' understanding of the value of focused inward attention. Enriched academic experiences in the classroom, spiritual experiences in *minyan*, athletic experiences in various sports' venues, and artistic experiences on stage or on canvas, result from concentrating our efforts on performing to the best of our ability. Additionally, *kavanah* celebrates the merits of self-reflection. We understand how to improve, how to appreciate, how to be considerate when we practice looking within. Specifically, with regards to *minyan*:

- Students will not be disruptive;
- Students will contribute to an atmosphere of focused attention towards prayer and reflection;
- Students will contribute to an atmosphere of focused attention and self-reflection in the classroom, spiritual experiences in minyan, athletic experiences in various sports' venues, and artistic experiences on stage or on canvas.

H. SCHOOL BEHAVIOR POLICIES AND CONSEQUENCES OF INFRACTIONS

1. RACIAL NON-DISCRIMINATION

The San Diego Jewish Academy admits students of any race, color, national and ethnic origin and provides them with all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, and scholarship programs, and athletic and other school-administered programs.

2. ANTI-HARASSMENT

Discriminatory harassment is a particular form of personal disrespect that SDJA prohibits among students, among employees, or between employees and students. This policy defines discriminatory harassment. This policy applies to discriminatory harassment at school or on school-sponsored trips or other school-sponsored activities.

Discriminatory harassment of a student includes harassment based on actual or perceived sex, race, color, religion, ancestry, religious creed, sex, national origin, disability, medical condition, marital status, age, sexual orientation, gender identity, or gender expression. Discriminatory harassment violates this policy and will not be tolerated. It is also improper to retaliate against any individual for making a complaint of discriminatory harassment or for participating in a harassment investigation. Retaliation constitutes a violation of this policy.

Discriminatory harassment can consist of virtually any form or combination of verbal, physical, visual or environmental conduct. It need not be explicit or even specifically directed at the victim. Sexually harassing conduct can occur between students of the same or different gender. Examples of the types of discriminatory harassment prohibited by this policy include, but are not limited to, the following behavior:

- a. Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments;
- b. Visual conduct such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;
- c. Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with student because of sex, race or any other protected basis;
- d. Threats and demands to submit to sexual requests as a condition to avoid loss and/or offers of other benefits in return for sexual favors; and
- e. Retaliation for having reported or threatened to report harassment.

All of the above guidelines also apply to online and electronic communication.

Students who violate this policy may be subject to disciplinary action, up to and including expulsion.

No student shall create a hostile or offensive work environment for any other person by

engaging in any discriminatory harassment or by tolerating it on the part of any student.

No student shall assist any individual in doing any act that constitutes discriminatory harassment against any student.

Any student of SDJA who believes that she or he has been the victim of discriminatory harassment is urged to bring the problem to the attention of the applicable Division Head, Dean of Students, or the Head of School. However, the school recognizes that individual students may instead choose to and can also make a report to another trusted adult employee such as a counselor, nurse, or teacher. Alternatively, any student or parent may also bring the issue to the attention of the applicable Division Head, Dean of Students, or the Head of School, or another trusted adult employee such as a counselor, nurse, or teacher.

All complaints or allegations of discrimination or sexual harassment will be kept confidential during any informal and/or formal complaint procedures except when disclosure is necessary during the course of an investigation, to comply with the law, in order to take subsequent remedial action, to conduct ongoing monitoring, and/or to communicate with the students claimed to be involved and/or their parents.

The school will investigate all reports of possible discriminatory harassment. All students and parents shall cooperate with any investigation authorized or conducted by SDJA into any alleged act of discriminatory harassment. The student claimed to have been the subject of the discriminatory harassment and, the student against whom the complaint was made, will be notified of the results of the investigation. If a violation of this policy is found to have occurred, appropriate corrective action will be taken.

3. SEXUAL HARASSMENT

San Diego Jewish Academy prohibits sexual harassment of or by any student by anyone in or from the school. This applies to sexual harassment at school or on school-sponsored trips or other school-sponsored activities. Conduct which constitutes sexual harassment of students may impair the ability of students to make full and effective use of the school's instructional programs. Sexual harassment may cause embarrassment, feelings of powerlessness, reduced ability to perform schoolwork, and increased absenteeism and tardiness. California Education Code section 212.5 defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment, academic status, or progress.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.

- Submission to, or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Examples of sexual conduct prohibited by this policy are:

- Verbal conduct such as epithets, derogatory jokes, or comments, slurs or unwanted sexual advances, invitations or comments;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school, any extra-curricular activities, or any school-sponsored trips or other school-sponsored activities or other aspect of the educational program, because of sex;
- Threats and demands to submit to sexual requests as a condition of continued participation in the educational program, any extra-curricular activities, or any school-sponsored trips or other school-sponsored activities or other aspect of the educational program or to avoid some other loss or benefit in return for sexual favors; and
- Retaliation for reporting, or threatening to report, harassment.

All of the above guidelines also apply to online and electronic communication.

Students who violate this policy may be subject to disciplinary action, up to and including expulsion.

No student shall create a hostile or offensive work environment for any other person by engaging in any sexual harassment or by tolerating it on the part of any student.

No student shall assist any individual in doing any act that constitutes sexual harassment against any student.

Any student of SDJA who believes that she or he has been the victim of sexual harassment is urged to bring the problem to the attention of the applicable Division Head, Dean of Students, or the Head of School. However, the school recognizes that individual students may instead choose to and can also make a report to another trusted adult employee such as a counselor, nurse, or teacher. Alternatively, any student or parent may also bring the issue to the attention of the applicable Division Head, Dean of Students, or the Head of School, or another trusted adult employee such as a counselor, nurse, or teacher.

All complaints or allegations of sexual harassment will be kept confidential during any informal and/or formal complaint procedures except when disclosure is necessary during the course of an investigation, to comply with the law, in order to take subsequent remedial action, to conduct ongoing monitoring, and/or to communicate with the students claimed to be involved and/or their parents.

The school will investigate all reports of possible sexual harassment. All students and parents shall cooperate with any investigation authorized or conducted by SDJA into any alleged act of sexual harassment. The student claimed to have been the subject of the sexual harassment and, the student against whom the complaint was made, will be notified of the results of the investigation. If a violation of this policy is found to have occurred, appropriate corrective action will be taken.

Additionally, should the sexual harassment constitute child abuse, faculty and staff will report it in the manner provided in the Personnel Handbook and required by law.

4. BULLYING PREVENTION

a) BULLYING PREVENTION POLICY

Our school's social vision statement:

SDJA is a school where all are treated with respect and kindness.

Why we implemented a schoolwide system to combat bullying

Bullying stands in the way of our social vision. Therefore, our school has adopted the No Bully System for preventing and responding to bullying during school and after-school programs, on school field trips, at school sponsored events, and when students are traveling to and from school. This school wide system applies to all students, teachers, staff, specialists, and anyone who works on our campus, whether employed by the school, working as contractors, or volunteers.

Bullying occurs when a student, or group of students, repeatedly try to hurt, humiliate or get power over another less powerful student. Bullying can occur face to face, on-line, or through other people.

Bullying does not occur when:

- There is a disagreement or difference of opinions/interests between equals.
- There is no intention to harm, such as, a student fails to see the fine line between playful teasing and hurting someone's feelings *and* changes his or her behavior when asked.
- A student exhibits behavior that is "rude" or "mean" *occasionally* (either from thoughtlessness, anger or impulsivity).

Bullying is different from **conflict**. Conflict is a natural and inevitable part of life and may occur when a student perceives another student as getting in the way of what they want or value. If students are in conflict with each other, but are not bullying, our school is committed to helping the students talk it through and to learn from it. Administration has the leverage to address each situation accordingly.

Our school does not tolerate bullying for any reason. It is a serious breach of the school rules if a student takes revenge or asks someone to threaten or hurt a student that has reported bullying.

Bullying causes pain and distress to students and is never justified or excusable as "just teasing" or "just playing." When a student stands by doing nothing, or laughs or posts comments online when others bully, they are participating in bullying.

The students at the San Diego Jewish Academy will come together in a schoolwide pledge so that we keep our campus bully-free.

b) RESPONSE TO BULLYING BY STAFF, TEACHERS, AND PARENTS

Our school follows the No Bully System for preventing and responding to bullying:

- Teachers, staff, students, and parent volunteers **prevent and interrupt**. Parents should encourage their children to report bullying when it happens so that action can be taken. If a parent or guardian knows or suspects that his or her child is being bullied, listen empathically and encourage your child to ask the bullying to stop and to seek help from any trusted adult on campus. If this does not solve the situation, the parent or guardian needs to inform the head of the appropriate school division (Lower School or Upper School). Our school can only help you if you trust us with the problem and tell us what is happening.
- Teachers and staff **check in with the target of bullying**. Teachers and staff watch out for students who appear to be isolated from other students, who are put down by other students behind their backs, or who show signs of being bullied, such as sudden changes in clothing, friends, attitudes, decreased concentration, loss of interest in friends or usual activities, self-isolation, depression, irritability, anger. If upon checking in, it appears that the bullying is ongoing, he or she shall notify appropriate division head.
- SDJA employs **solution teams, progressive discipline and other responses** depending on the individual circumstances. Trained staff members bring together a Solution Team of students and ask the students to end bullying situations. SDJA may refer students who are entrenched in the role of bully or target to counseling or other support, use progressive discipline if bullying behaviors continue and, in some cases, take serious disciplinary actions.
- If a pattern of harassment or prejudice is apparent across an entire class or grade, the Solution Coach and Division Head or designee will confer with other relevant school staff to **implement an Empathy Building Action Plan** to teach respect for differences and to create a supportive peer culture.
- If the school's intervention does not resolve the bullying, the student or their parent/guardian should inform the appropriate division head.

All complaints or allegations of bullying will be kept confidential during any informal and/or formal complaint procedures except when disclosure is necessary during the course of an investigation, to comply with the law, in order to take subsequent remedial action, to conduct ongoing monitoring, and/or to communicate with the students claimed to be involved and/or their parents.

The school will investigate all reports of possible bullying. All students and parents shall cooperate with any investigation authorized or conducted by SDJA into any alleged act of bullying. The student claimed to have been the subject of the bullying and, the student against whom the complaint was made will be notified of the results of the investigation. If a violation of this policy is found to have occurred, appropriate corrective action will be taken.

5. ACCEPTABLE TECHNOLOGY USE AND SOCIAL MEDIA

SDJA offers its entire community a wide range of electronic communications resources and technologies to support its educational objectives, including the Internet. Their use is a privilege, not a right. Failure to adhere to the rules and standards set forth in this policy

will result in having the privilege to use these resources suspended or revoked. Additionally, it may result in discipline, up to and including expulsion.

The following terms and conditions are meant to provide students and their families with examples of prohibited conduct, but are not intended to serve as an inclusive list. Students may be disciplined for engaging in other conduct deemed, in the sole discretion of the school, as detrimental to the school, its mission, a violation of school policies, and/or harmful to other students. This policy applies whether the student's use of the school's technological resources is on campus or off campus.

a) Cell Phone Use

Cell phone use during school is not allowed for kindergarten through eighth grade. For grades nine through twelve, cell phone use is only permitted during lunch and free periods. Use of cell phones in the classroom is determined by the teacher.

b) Labs, Classroom & Other School Owned Computers

All SDJA standards of conduct apply in any classroom or other school owned computer. Labs may only be used when an SDJA staff member is present and agrees to supervise. No food or drink is to be brought into the labs or placed near any classroom or other school-owned computer at any time.

c) Proper Usage

Technology resources are provided to promote educational excellence. Technology includes, but is not limited to the Internet, e-mail, computers/laptops, telecommunication devices, video and audio equipment, wireless networks, data systems, computer systems, servers, networks, software, and other equipment that supports the school's electronic communications services.

Students' use of the school's technology resources shall be consistent with and not conflict with school policies, laws or regulations. During class time, computers and other school technology resources are to be used for academic purposes only. Students agree never to use the school's technology resources for purposes such as the following:

- To Instant Message.
- To access or use any social media.
- To visit and post information and/or messages on social networking sites.
- To access or use chat rooms.
- To send messages using abusive, or otherwise objectionable language.
- To engage in personal attacks, including prejudicial or discriminatory attacks.
- To harass another person. Harassment is defined as persistently acting in a manner that distresses or annoys another person. If you are told by a person to stop sending those messages, you must stop.
- To knowingly or recklessly post false or defamatory information about a person or organization.

- To enter contests, advertising, political lobbying, or personal commercial activities including online purchasing on sites such as eBay or Craigslist.
- To post, send or download copyrighted material without permission. Users are to respect the rights of and the intellectual property of others in accordance with state and federal copyright laws. Transferring copyrighted material to or from the school's computer without the express permission of the owner is a violation of Federal Law.
- To access, send, or retrieve pornographic material.
- To post inappropriate text files or files dangerous to the integrity of any network.
- To circumvent security measures on school or remote computers or networks (hacking).
- To attempt to gain access to another's resources, programs, or data.
- To falsify one's identity to others.
- To engage in the unauthorized exploration of the Network Operating System or to change any installed school software is strictly prohibited.
- To disclose personal student information, such as address, phone number, age, on the school system to third parties unless the student has parental consent.
- To download or upload software, games, or shareware.
- To communicate any credit card number, bank account number, or any other financial information.
- To gamble.
- To use the name of SDJA on a social networking site.
- To agree to meet with someone he/she has met online.
- To engage in any illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.
- To post chain letters or engage in "spamming." Spamming is sending an annoying or unnecessary message to a large number of people.

The school also reserves the right to state other specifications as to how its technology resources are to be used.

If a student mistakenly accesses inappropriate information, the student should immediately tell his or her teacher or an administrator. Additionally, to the extent parents inform the student that there is additional material that they think would be inappropriate for the student to access, SDJA expects that the student will follow his or her parent's instructions in this matter.

d) Communication is Not Private

Each student's online communication is a reflection of our school. E-mail to and from our school is like a postcard: it is not private and may be monitored as needed. Therefore, students have no right to privacy in email or other school

technology resources. The school has the right to monitor all communications on its server, school-owned computers and other means of technology (e-mail, LMS, etc.).

e) Safety

Students must promptly disclose to their teacher or a school administrator, any message they receive that conflicts with school policies, laws or regulations, or is otherwise inappropriate or makes them feel uncomfortable.

f) Security

It is essential that SDJA computers never be disrupted by any virus. For that reason, using school computers to open any internet-based e-mail system (AOL, Hotmail, Yahoo, Gmail, etc.) is strictly prohibited. When work must be transferred from home to school, it must be via the school's official email address.

g) Vandalism

The entire community suffers when computer systems are disrupted. Students agree to refrain from vandalism, including the following: attempting to access the files or folders of others or to bypass the security software; revealing passwords to others; unauthorized installation, removal, or copying of any software or data files; modifying or circumventing any computer software or network settings; or changing any hardware connections or cabling.

h) Password Protection

Students agree to respect others' privacy and not use another person's account or password, even with that person's consent. Students must also not disclose or allow others to use their passwords.

i) Copyright and Plagiarism

Students are responsible for producing their own work in completing school assignments. Downloading and copying another individual's work from the Internet without crediting the author is plagiarism. Copyright violations include the copying of computer software or written materials without the permission of the author.

j) Misuse

Students agree to report any use of School technology resources that conflicts with school policies, laws, or regulations, or other misuse, to an appropriate staff member.

k) Social Media

Part of learning to be a successful citizen and community member includes understanding that social media and digital communication are essential parts of our world today. It is important to recognize that access to information can result in tremendous advantages, but it can also create new responsibilities for students. Social media is any form of online publication or presence that allows interactive communication, including social networks, blogs, photo sharing

platforms, Internet websites, Internet forums, and wikis.

Students need to understand the following principles in order to create the kind of digital footprint and record with which they can feel comfortable. Many colleges and employers will search social media before making hiring and admissions decisions, and it is important to remember that online actions leave a permanent record.

- Be your best self on-line – post accurate information and be accountable for what you say.
- Get your parents' input about what information they feel should remain private and what is fine to post publicly. Your parents may provide guidance and supervision of your online activities by having access to your passwords and usernames. Please keep in mind that parents may be liable for your actions or misconduct online while you are a minor. When you use social media for academic purposes, such as for a school assignment, treat the platform as a digital extension of your classroom – the same rules apply online as they do at school.
- Take a few extra minutes to think about whether a post will be hurtful or embarrassing to you or others or whether it could negatively affect a future opportunity.
- While at times, it is easy to tell whether a social media use is school-related or personal, at other times, it may be difficult to distinguish fully between different uses. Sometimes, personal social media use, including off-hours use, may result in disruption at school and the school may need to get involved. This could include disciplinary action such as a parent conference or suspension. It is important to remember that school rules prohibiting certain types of communication, like bullying and harassment, also apply to electronic communication.
- Privacy settings are automatically set by social media providers governing who can see your posts, how information is linked, and what data is available to the public. Each social media platform has different privacy setting defaults and some change those settings without making it obvious to you. As a user of social media, you should determine whether to change the default settings to make access to postings more or less private.
- Protect yourself online. Try not to post too much identifying information that could risk your safety or increase the chance of identity theft.
- Take cyberbullying seriously. If you are being cyberbullied or hear about/observe someone else being cyberbullied, report the behavior and get help. You can tell a parent, school staff, another adult family member, or a trusted adult. If no adult is available and you or someone else is in immediate danger, call 911. It is important not to respond, or forward any harassing, intimidating, or bullying content. "De-friend," block, or remove people who send inappropriate content. Students should save harassing messages and show it to adults. If the behavior is school-related, print out the messages and provide them to the school when you report the incident.

6. DISCIPLINE

All students are required to abide by *The Ten Principles*, and the standards of conduct set forth under, or stemming from, each of *The Ten Principles*.

The school may investigate complaints of student misconduct or suspected student misconduct, where appropriate. The investigation may be handled by a teacher, Dean, Division Head, Head of School, or other faculty or staff member, or outside investigator, as determined appropriate by the school. Whether an investigation is undertaken, the type of investigation conducted, and the individual chosen to conduct the investigation will depend on a variety of circumstances and will be decided in the sole discretion of the school. During the pendency of an investigation, the school may require the student being investigated not come to school, if in the school's sole discretion, it concludes that the alleged misconduct or circumstances related, are sufficiently serious that the student's presence on campus would present a danger to the student or others in the school community, or would significantly disrupt the school program. Also during the pendency of an investigation, the school may take other interim remedial measures, as determined appropriate in the sole discretion of the school.

In some and many cases, no investigation will be conducted before a student is disciplined, including for example, but not limited to, situations where the teacher, Dean, Division Head, Head of School or other faculty or staff member observed the relevant conduct, the student admits the relevant conduct, there is no reasonable dispute about the relevant conduct, or an investigation is not warranted by the relatively minor or other nature of the violation.

a. Consequences for Infractions of *The Ten Principles*

Enrollment and continued enrollment at the school is a privilege and not a "right." If a student behaves in violation of *The Ten Principles*, the standards of conduct set forth under each of *The Ten Principles*, or in a manner that is otherwise contrary to the mission statement and values of SDJA, appropriate disciplinary action may be initiated and taken. Disciplinary action will normally be taken for conduct that occurs at school or on school-sponsored trips or other school-sponsored activities. SDJA may also, however, take disciplinary action for off-campus conduct, if there is a nexus between the off-campus conduct and the school.

Where there is a violation of *The Ten Principles*, the standards of conduct set forth under each of *The Ten Principles*, or acts that are otherwise contrary to the mission statement and values of SDJA, one possible consequence is that the teacher, Dean, Division Head, Head of School or other appropriate faculty or staff member may hold a meeting with the student and/or a conference with the parents, which may include developing a plan to help the child choose more effective behavior. Disciplinary action is another possible consequence where there is a violation of *The Ten Principles*, the standards of conduct set forth under each of *The Ten Principles*, or acts that are otherwise contrary to the mission statement and values of SDJA.

b. Disciplinary Actions

The Disciplinary actions that can be taken where there is a violation of *The Ten Principles*, the standards of conduct set forth under each of *The Ten Principles*, or acts that are otherwise contrary to the mission statement and values of SDJA, include the following:

- Unsatisfactory or needs improvement on report card;
- Loss of extra-curricular activities (e.g., attendance of dances, student government, field trips, athletics);
- Disqualification from upper school awards;
- Loss of driving privileges onto campus;
- Cell phone taken away during school;
- Monetary or other types of restitution;
- Community/school service;
- In-school suspension;
- At-home suspension;
- Notification to colleges of infractions committed by a senior
- Expulsion;
- Other consequences.

While the school standards for behavior apply equally to all students, the appropriate discipline in a specific situation will be determined, in the sole discretion of the Division Head and/or Head of School, based on a variety of factors, including but not limited to, the severity of the offense, the student's record, including whether there are prior disciplinary offenses, any aggravating or mitigating factors, and the impact on other students or other members of the school community. After consideration of these and/or other applicable factors the Division Head and/or the Head of School will decide the level of discipline that will be imposed on the student. The final decision on all matters of discipline is at the sole discretion of the Division Head and/or the Head of School. SDJA school policies do not permit the school to disclose information regarding student discipline decisions or corrective actions. The Division Head or the Head of School will notify the student and at least one of the student's parents of the disciplinary action.

7. APPEALS FROM DISCIPLINARY DECISIONS

A student may submit a written or oral appeal of the following: 1. disciplinary decisions that result in a loss of extra-curricular activities (e.g., attendance of dances, field trips, athletics); 2. disciplinary decisions calling for monetary or other types of restitution; 3. disciplinary decisions to issue an in-school suspension or at-home suspension, or to expel a student. No appeals are provided for any other type of disciplinary action.

Any appeal of a disciplinary decision, where such appeal is allowed, must be submitted in writing to the Head of School no later than ten (10) school days after receiving notice of the disciplinary action or ten business days if the infraction occurs at the end of the school year. The written appeal must state: the basis for the appeal and all supporting facts; whether the student disputes that he or she violated *The Ten Principles*/standards of conduct (as applicable); whether the student disputes the level of discipline; and all other information that supports the appeal.

When a written appeal has been submitted, the Head of School will provide the student and parents an opportunity to meet with the Head of School, or in some cases another school representative designated by the Head of School, unless there is good cause not to hold a meeting, such as, but not limited to, a safety concern. If the student and parents do not meet with the Head of School or designated representative within ten (10) school days of the Head of School extending that opportunity, or ten business days if the infraction occurs at the end of the school year, the student and parents waive that opportunity. The Head of School or designated representative will notify the student and parents, in writing, of the decision on the appeal, within ten (10) school days following the appeal meeting, unless additional time is needed. If no appeal meeting is held, the student and parents will be notified within twenty (20) school days after the Head of School provided the student and parents an opportunity to meet, unless additional time is needed.

8. PRINCIPLES OF GOOD PRACTICE FOR PARENTS

A positive and constructive working relationship between SDJA and students' parents is important to the fulfillment of SDJA's educational purpose. Parents support of their student's educational experience at the school is important and the school values working effectively with parents. To support their students' educational experience at the school, parents should:

- Be familiar with and support the school's policies and procedures;
- Provide a home environment that supports the development of positive learning attitudes and habits;
- Be familiar with and check in with the student on classes, homework, and other school activities;
- Attend parent conferences;
- Involve themselves in the life of the school;
- If and when a concern arises, parents should seek information directly from the school, consulting with those best able to address the concerns;
- Share with the school any religious, cultural, medical, or personal information that the school may need to serve the student best.

SDJA reserves the right to dismiss a student if the Head of School, in his or her sole discretion, determines that the actions of a student's parents impair having a positive and constructive relationship with SDJA or otherwise adversely impact SDJA or the SDJA community.

For additional ways to support the students' education, please refer to Parent **Participation Opportunities and Charitable Contribution Opportunities** listed in Sections 'K' and 'L' of this handbook.

I. HEALTH & WELFARE

1. DISRUPTION OF SCHOOL OPERATIONS

Although SDJA expects to operate its facilities during the academic year, events beyond SDJA's control may necessitate a cessation of all or part of its operations and result in an extension or contraction of the school year. In the event SDJA's operations are disrupted for any reason, it shall be entitled, in its sole discretion, to suspend its duties, obligations, and performance immediately and without notice.

2. SCHOOL NURSE

A nurse is on site from 8:00 am to 3:00 pm Monday through Friday. The Nurse may be reached at (858) 704-3736. The nurse will not be able to provide prescription medication unless it is in the original container and accompanied by a physician's dosage orders. The nurse will only be able to administer over the counter medicines twice throughout the school year per student. The third time a request for over the counter medications is made, the nurse will require a prescription accompanied by a physician's dosage orders.

3. COMMUNICABLE / INFECTIOUS DISEASES

A student shall not be permitted to attend classes or other school-sponsored activities if the student is afflicted with, or liable to transmit, any contagious or infectious disease, unless the administration or its designee has determined, based upon medical evidence that:

- The student is no longer infected or liable to transmit disease.
- The student is afflicted with a chronic infectious disease, which poses little risk of transmission in the school environment with reasonable precautions.

Any student permitted to attend school with a chronic infectious disease must do so under specified conditions. Each case shall be handled in an individual manner. Failure to adhere to the conditions will result in the student being excluded from school and may be grounds for termination of a family's relationship with the school.

4. ACCIDENTS / ILLNESSES / MEDICATIONS

Children should be kept home when ill. The school will make every effort to inform the parents of any accident or illness occurring at school that SDJA determines at its sole discretion may need care or observation at home. If a student should receive a minor injury, such as a cut, while at school, it will be cleaned with antiseptic and a bandage will be applied. If a student receives an injury, which is determined by the staff, in its sole discretion, to be severe enough to warrant immediate attention, the student will be taken to the nearest hospital emergency room, or paramedics will be called for treatment. Parents will be contacted as soon as possible.

The school will send a student home when it appears necessary. Any child with a temperature of 100 degrees or more will be sent home. Children need to be fever-free without medication for 24 hours prior to returning to school. Any contagious disease should be reported to SDJA as a courtesy to the other parents.

The parents of any child requiring medication of any kind during school hours must fill out a special medication form which requires a physician's signature. The medication must be in its **original prescription container, labeled with the child's name, accompanied by a completed, signed medication form AND the physician's dosing orders, and left in the nurse's office** or nurse-designated location. Parents must indicate whether a child is permitted to take any medications before they will be given.

5. SCHOOL SAFETY DRILLS

School Safety Drills are scheduled regularly throughout the year. Children and staff are fully instructed in all cautionary regulations which provide maximum safety. In the case of an emergency at SDJA, or the need to communicate vital information, every attempt will be made to contact parents/legal guardians through a mass notification system by email and/or telephone.

J. TRANSPORTATION SERVICES, RULES AND REGULATIONS

SDJA has developed the transportation rules and regulations listed below so that we can provide a safe and comfortable atmosphere while transporting your child. We ask that you kindly take the necessary time to review these rules with your child. It is very important that children and parents understand that the bus/van is an extension of school, and the school's core values of respect, responsibility and compassion apply. Disciplinary action due to bus/van behavior is initiated through the transportation department, but Division Heads are routinely notified of bus/van infractions. In serious cases, the appropriate Division Head and the Head of School are involved in the decisions regarding disciplinary action.

1. WHILE RIDING THE BUS/VAN

Remember - the bus/van driver is in charge. State law provides that the bus/van driver has sole responsibility for operating the bus/van and for maintaining order in the bus/van. Therefore, requests by the bus/van driver must be carried out cheerfully and promptly.

- a. Sit in your seat, facing forward with feet flat on the floor.
- b. Never extend hands, arms, feet or head outside of the bus/van windows.
- c. Never throw anything on or outside the bus/van.
- d. Wait until the bus/van comes to a complete stop before entering or exiting the bus/van. Remain seated while the bus/van is in motion. You will receive special instructions on emergency evacuation.
- e. Observe classroom conduct:
 - Be courteous
 - No shouting or screaming; use soft voices
 - No shoving, pushing or fighting
 - Be considerate of small children
 - Do not use any inappropriate language such as swearing and profanity
 - Keep conversations to "G-rated" material. It may be a K-12 bus/van
- f. No eating, gum chewing, or drinking is allowed on the bus/van. Plastic water bottles that don't leak are acceptable, especially in hot weather. When not being used, water bottles are to be kept in backpacks.
- g. Respect the school's property. Any misuse of the bus/van will result in payment for damages and in suspended riding privileges. Respect other people's property. Do not take or go into anyone else's gear or clothing. Most musical instruments are allowed on the bus/van but must be held by the owner and not left in the aisles or near emergency exits.
- h. No bulky items, which might become hazardous to students in the event of sudden stops or accidents, shall be carried on the bus/van (examples: glass objects, skateboards, hockey/lacrosse sticks, items with nails or pointed objects, sleeping bags, or large duffle bags). A rider's gear must not take up more space than can be accommodated in the lap or under the seat of the rider. The amount of gear carried on the bus/van is limited because riders must be able to quickly and easily exit in an emergency. No baggage will be allowed that will cause discomfort or unreasonable annoyance to passengers. No aisles, doors, steps, or emergency exits may be blocked.

- i. No animals are allowed on a school bus/van (guide dogs, police dogs or service dogs are the exception).

SDJA reserves the right to suspend or terminate its transport of any student whose behavior during transport, whether on or off the vehicle, is deemed by SDJA, at its sole discretion, to constitute a risk to the safety and/or well-being of others, or to the safe operation of the vehicle.

2. AT THE BUS/VAN STOPS

We urge all drivers to exercise extreme caution when maneuvering in SDJA parking lots, especially near or around the bus/van stop before backing up or pulling forward, please be sure to use all of your mirrors, along with a visual inspection. Also, to allow for sudden braking if necessary, please keep your vehicle speed at or under 5 mph. Studies have shown that a driver's speed can mean a world of difference in an accident; the pedestrian fatality rate increases quickly as vehicle speeds exceed 15 mph.

3. SCHOOL BUS/VAN LOADING

- a. Students and Parents: **BE ON TIME for scheduled trips.** Buses/vans cannot wait for tardy students. Please arrive five minutes prior to the scheduled departure time.
- b. While waiting for the bus/van to arrive, form a line in a safe location 10 feet off the roadway. No running to the bus/van. Wait to leave the curb and enter the bus/van until the bus/van is fully stopped and the doors open.
- c. After boarding the school bus/van please be seated promptly and properly by facing forward.
- d. Always follow bus/van driver's instructions regarding safe departure from the bus/van.

4. SCHOOL BUS/VAN UNLOADING

- a. Please remain seated until the school bus/van comes to a complete stop and the entrance door has been opened.
- b. Please exit in an orderly fashion under the instructions of the driver.

5. SCHOOL BUS/VAN CROSSING

When a school bus is utilized to transport students, the school bus driver will activate the amber flashing lights 200 feet prior to the school bus stopping before opening the door.

- a. All students grades K-8 who need to cross the street must be given an escort by the driver or school chaperone.
- b. Before exiting the school bus/van, the students shall listen to verbal instructions from the driver and cross the street in front of the bus/van between the bus/van and driver.
- c. Students shall never cross the street behind the school bus/van.
- d. When the bus/van driver returns to the bus/van after escorting any students, he or she will check the areas around the bus/van for remaining children.

San Diego Jewish Academy reserves its right to deny transportation to any student who, in the Academy's sole discretion, has defied the authority of the bus/van driver and/or jeopardizes the safety of the bus/van riders.

K. CHARITABLE CONTRIBUTION OPPORTUNITIES

1. FUNDRAISING

Tuition alone does not cover the cost of an education, much less allow for the continued growth of the school. SDJA depends on charitable contributions to deliver the highest quality programming and facilities to its students.

Many opportunities are available to support SDJA special projects. For more information click [Support SDJA](#).

2. CAPITAL GIFTS

Capital Gifts provide the funds to build, grow and maintain the facilities as well as provide for the Academy's long-term future. They are outright gifts or pledges payable in installments for up to five years.

Numerous naming dedication opportunities exist throughout the campus, commensurate with giving levels. Gifts starting at \$5,000 are listed on Pillars of Honor; gifts starting at \$18,000 are also recognized on Dedication Sculptures throughout the campus.

Please contact our Director of School Advancement at (858) 704-3706 for more information.

3. LEGACY GIFTS

Legacy Gifts ensure the financial strength of SDJA for future generations. Donors creating endowments, planned gifts, or bequests are invited to join the Legacy Circle.

Endowments are established funds set aside in perpetuity to provide long-term revenue to SDJA. They can be unrestricted, allowing SDJA maximum flexibility, or restricted to fund a specific field or interest. Endowments begin at \$5,000 and gifts over \$100,000 can be named funds in honor or memory of a loved one.

Planned Gifts enable donors to maximize their support of SDJA while realizing personal, financial, and tax benefits.

Bequests are gifts that become available after the donor's lifetime.

Please contact our Director of School Advancement at (858) 704-3706 for more information.

L. PARENT PARTICIPATION OPPORTUNITIES

1. PARENT TEACHER ORGANIZATION (PTO)

The Parent Teacher Organization (PTO) provides an important service to the school. Headed by co-chairs representing , the Lower School and the Upper School, the PTO works to serve the school and its students through a wide variety of events, projects, and programs throughout the school year.

The PTO dues provides for the purchase of many items that enhance school programs and helps organize many special programs and celebrations. Parents are encouraged to be actively involved in the PTO and to serve on one of its many subcommittees. For any question regarding PTO-related issues, please contact their office extension at (858) 704-3805 or click [PTO Info](#).

2. LEVANA'S GARDEN

Levana's Garden, built in 2005, blooms with fruits, fragrances, and students' eager enthusiasm to plant and learn. Here, students apply classroom lessons about plants, insects, conservation, nutrition, biology, composting, weather, and life cycles. Our 5,000- square foot garden offers additional learning opportunities in subjects ranging from art to math, and language arts to Judaic Studies.

Levana's garden (*Levana*) is dedicated to the blessed memory of Levana Estline Z"L, beloved kindergarten teacher, who passed away in 2003. Mrs. Estline instilled a love of learning into an entire generation during her 18-year tenure at SDJA. She was well known for inspirational sayings that are etched into large boulders throughout the garden.

There are numerous opportunities to assist in the garden. Contact the garden coordinator at (858) 704-3700.

3. PARENT AMBASSADORS AND MENTORS

The Parent Ambassador's role is to act as a liaison between current parents and prospective and new parents. There are many opportunities for Parent Ambassadors to assist the Director of Admissions. For more information contact the Admissions Department at (858) 704-3717.

4. ALUMNI ASSOCIATION

The Alumni Association serves as a gateway by connecting alumni, students, and friends in lifelong support of SDJA through Alumni Association membership, programs, and services. If you are interested in volunteering to assist or support the Alumni Association, contact the School Advancement office at (858) 704-3706. Additionally, SDJA has both LinkedIn [SDJA linkedin](#) and Facebook accounts SDJA [SDJA Facebook](#).