

Starr Family Jewish Day School

In memory and honor of Lisa



Parent-Student Handbook 2022-2023

#YourChildrenAreWorthIt

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Welcome Letter

Dear Parents and Students,

It is with great excitement that we welcome you to TASA's tenth school year. Our administration, staff, and board members are committed to giving our children the finest education and to make sure that their Jewish identity and knowledge are cultivated and inspired. It is our mission to provide our students a well-rounded college preparatory education with a balance of practical skills, knowledge, and training necessary to succeed. We actively teach the values of compassion and integrity. We do this within an environment that fosters and cultivates Jewish values, ethics, and identity. Our mandate is to prepare the next generation of informed, proud, and compassionate Jewish leaders. We want our school to feel like a home for you and your children and we welcome you to the TASA family!



Rabbi Y. Marrus
Dean of Students
Director of Judaic Studies



Jessica L. Diric, M.Ed.
Director of General Studies

Administration and Staff

| | |
|----------------------------------|---|
| Rabbi Yossi Marrus | Dean of Students, Director of Judaic Studies |
| Mrs. Jessica Diric, M.Ed. | Director of General Studies |
| Mrs. Maria Karp | School Office Administrator |

Teaching Assignments

| | |
|----------------------------------|--|
| Mrs. Keren Ashkenazi | 1st-7th Grade Ivrit, Art |
| Mrs. Malka Marrus | 3rd-4th Judaic Studies |
| Mrs. Jessica Diric, M.Ed. | General Studies Studies 1st-7th, Math |
| Mrs. Sarah Endzweig | General Studies 1st-7th, Kinder Judaic Studies |
| Rabbi Levi Grossbaum | 1st-2nd Grade Judaic Studies |
| Mrs. Sarah Cantú | Kindergarten General Studies |
| TBD | Coach Stephen Berenson |
| Rabbi Yossi Marrus | Middle School Judaic Studies |
| Mrs. Stefanie Nelson | General Studies 1st-7th |
| Rabbi Moshe Rosenwasser | Middle School Judaic Studies |
| Mrs. Gavy Shapiro | 1st-2nd Grade Math |
| Mrs. Dina Wood | General Studies 1st-7th |

Board of Directors

Officers

Yair Griver: *President*

Yosef Endzweig, *Vice President*

Veronica Goldblum, *Treasurer*

Ray Elias, *Secretary*

Howard Feinberg: *Immediate Past President*

Board Members

Rabbi Chaim Block

Levi Feldman

Dave Fisher

Margaret Gofman Klein

Daniel Karp

Esther Marchushamer

Samantha Mazuz

Jon Powell

Mary Ramos

Elke Sarfati

Rabbi Avraham Scheinberg

Hava Shaul

Batel Shvartz

Mission Statement

TASA's mission is to create confident, engaged Jewish adults through a happy educational experience rooted in traditional Jewish values. We are built on a foundation of Modern Orthodox Values, explicit love of Israel and a belief in the power of community.

Guiding principles and philosophies

TASA is an inclusive Jewish Day School that is rooted in traditional belief and practice (Hashkafa and Halacha). TASA is sensitive to and caters to the needs of Jewish children from diverse backgrounds, denominations of Judaism and levels of observance. Our overall approach and curriculum reflects our adherence to a 3000 year old traditional approach to Torah study and *mitzvot* based on the belief that the Torah is G-d's word given at Sinai and we are to strive to observe the *mitzvot* to the best of our abilities.

These commandments are taught with a “non-judgmental” approach, in which students are not judged based on what they and their families may observe in their homes. Rather, they are taught with love and respect and inspired to grow in their observance and love of Torah. The teachers are to be respectful of all opinions and views and teach with passion and love and a non-judgmental attitude. The students at TASA are taught and expected to respect and show proper *Derech Eretz* to all teachers and faculty as well as their peers. Regardless of personal practice and belief, students are to show respect and tolerance of others' views.

- Academic excellence is the goal of the Torah Academy of San Antonio. Both General and Judaic studies programs should be rigorous and yet attentive to the needs of children with different learning styles, motivations and abilities.
- TASA is unequivocally committed to *derech eretz* (conduct) and the development of proper *middot* (character traits) in its students. Our graduates should be models of integrity, decency, kindness and responsibility for self and others. To accomplish this we proactively teach and model proper and kind behavior.
- TASA strives to develop in its students a love for all Jews and a respect for the authenticity of different Torah paths.
- TASA students have a love for and loyalty to the United States of America and the State of Israel. They are taught about American history, culture, language and current events and are committed to be actively involved with their community and their country. They are taught about the holiness of the land of Israel as well as knowledge of the history, geography and current events of Modern Zionism and the State of Israel. Above all they are taught that it is the homeland of the Jewish people.

- The health and safety of TASA's students is an overarching priority. This priority will be demonstrated by adherence to sound security and safety procedures and by cleanliness and order in the classroom, lunchroom and playground.

Our Campus

Our school is located in the educational wing of Congregation Rodfei Sholom, located at **3003 Sholom Dr., Suite 200, San Antonio, TX 78230**. TASA would like to acknowledge our thanks to Rodfei Sholom for supporting our school and allowing us to use their facility and take advantage of their beautiful grounds and play equipment. Staff and students will do their utmost to take care of the property, building, and furniture provided to ensure that these items are maintained with respect.

To this end we have the following expectations:

- Students will keep classrooms tidy.
- Students are expected to show respect and care for materials and property provided.
- Absolutely no litter or garbage may be left on school property.
- Negligent destruction of school property will result in disciplinary measures and parents of the student will incur direct costs for repairs.

Rodfei Sholom Security Gates

The Rodfei Sholom security gates will be open for drop-off and pickup. At other times, the gate will be closed and parents coming to pick up or drop off students will have to be buzzed in at the gate security kiosk.

To exit the campus, pull up to the indicated area near the gate and the underground sensor will open the gate. Pulling up to the gate very slowly may cause the sensor to not register the presence of a vehicle.

2022-2023 School Calendar

10-13 Set Up
 15-17 Staff Inservice (IS)
 18 First Day of School

| AUGUST '22 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

Instructional Days = 10

5 Labor Day (NS)
 13 (FM) / (NC)
 25 Erev Rosh Hashanah 5783
 26-27 Rosh Hashanah (NS)
 28 Fast of Gedalia (LS) 9AM

| SEPTEMBER '22 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

Instructional Days = 20

4 Erev Yom Kippur (ND) 12PM
 5 Yom Kippur (NS)
 6 Isru Chag (LS) 9AM
 10-11 Sukkot (NS)
 14 End of 1st Quarter (36 Days)
 17-18 Shemini Atzeret/Simchat Torah (NS)

| OCTOBER '22 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

Instructional Days = 16

11 Veterans Day (SP)
 8 (FM) / (NC)
 21-25 Thanksgiving Break (NS)

| NOVEMBER '22 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

Instructional Days = 17

6 (FM) / (NC)
 19-30 Winter Break (NS)

| DECEMBER '22 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Instructional Days = 12

6 End of 2nd Quarter (43 Days)
 16 MLK Jr. Day (PD) / (NS) Parent Conferences

| JANUARY '23 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

Instructional Days = 21

| FEBRUARY '23 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | | | |

7 (FM) / (NC)
 20 Presidents' Day (NS)

Instructional Days = 19

| MARCH '23 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

6 Fast of Esther & Erev Purim, Purim Carnival (ND) 12PM
 7-8 Purim & Shushan Purim (NS) (FM) / (NC)
 14 End of 3rd Quarter (43 Days), (FM) / (NC)

Instructional Days = 21

| APRIL '23 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

5-14 Pesach Spring Break (NS)
 18 Yom HaShoah (SP), (FM) / (NC)
 25 Yom HaZikaron (SP)
 26 Yom HaAtzma'ut (SP)

Instructional Days = 12

| MAY '23 | | | | | | |
|---------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

9 Lag B'Omer (SP), (FM) / (NC)
 25 Erev Shavuot (ND) 12PM
 26 Shavuot (NS)
 29 Memorial Day (NS)
 31 End of 4th Quarter (46 Days)
 Last Day of school (ND) 12PM

Instructional Days = 21

| JUNE '23 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

1-2 Staff Clean Up Days

Total Instructional Days = 168
 Total Instructional Hours = 1,344

First & Last Days of School
 (FM) Faculty Meeting
 (NC) No After-School Clubs
 End of Marking Period
 (SP) Special Program
 (NS) No School/ Holidays
 (PD) Professional Development

(ND) ½ Day - Noon Dismissal
 (ED) Early Dismissal – 2:00 P.M.
 (LS) Late Start - 9:00 A.M.
 (IS) Teacher In-Service

On Late Start (LS) days, faculty and staff will be available to supervise student arrivals; you may drop off students beginning at 8:00 A.M.

Arrival and Dismissal

Our school day is Monday – Thursday 8:00 A.M to 4:00 P.M. Friday 8:00 A.M to 3:30 P.M.

Drop-off begins at 7:45 AM at the TASA side door. Attended drop-off ends at 8:05 AM.

Students arriving after 8:05 AM should be accompanied by a parent to the side TASA door so they can be buzzed and signed in.

Pickup on Monday - Thursday is from the TASA side entrance. Friday pickup is from the main Rodfei entrance after Kabbalat Shabbat.

Several times over the course of the year we have planned late starts or early dismissals. Please familiarize yourself with the school calendar to be aware of those dates and times.

Please be prompt in picking up your child at dismissal time. Oftentimes, children feel needless anxiety in the uncertainty of waiting for a tardy parent. Your child will never be left unsupervised, but in coming late you are placing an extra, undue burden on staff members, and stress on your child.

If there is inclement weather, we will take arrivals and dismissals at Rodfei's front door, as well as the side TASA door.

Absence and Tardiness policies

The importance of prompt arrival at school cannot be overstated. Your child deserves a stress-free and happy start to each day. On-time arrival to school allows children of all ages a chance to greet their friends, organize their things, and enter class ready to learn. Please be sure your child(ren) arrives at school by 7:55 A.M. and proceeds directly to their classroom and then to Tefillah.

School begins promptly at 8:00 A.M. Appointments with doctors, dentists or specialists should not be scheduled during school hours except in case of emergency. Tardies will be taken at 8:05 A.M. Parents MUST sign students in at the office.

Planned Absences

Please check the school calendar now and plan vacations around the school year. Extended absences can compromise academic performance; teachers cannot make up for missed class time. There is no substitute for class participation.

Please do not plan your vacations during school time. In the event that an unforeseen emergency arises, the school office must be notified, preferably early in the morning, in order to provide the student with needed assignments.

If a planned family celebration such as a Bar Mitzvah or wedding is scheduled during the school year AT LEAST 2 WEEKS NOTICE MUST BE GIVEN IN WRITING TO OFFICE.

Students are responsible for getting all assignments prior to the departure. Advance assignments are to be completed and handed in upon the child's return.

Scheduled Medical and Dental Appointments

Parents are requested to schedule medical and dental appointments after or before school hours. For the protection of your child(ren), we require written notice if someone other than the parent is to pick up your child(ren). The student must be signed out in the Sign in-out notebook at the front desk.

Under no circumstances will the child be permitted to wait outside to be picked up.

If a student is ill and absent from school, parents should advise the school by 9:00 a.m.

A student who is not in school by 10:00 a.m. is considered absent unless a signed note from a healthcare professional is provided.

A student who is absent is not eligible to participate in any after school activities or clubs on that day.

After five (5) non-health related absences, the student may be placed on attendance notice and a conference may be held with the parents. After nine (9) tardies, a parent conference will also be requested.

Students missing more than 20% of the days in a given semester (even for medical reasons) will be subject to attendance review by the faculty and administration. Students who miss more than 20% of a given semester are not guaranteed to receive credit for that semester (regardless of academic grades earned).

A student having more than fifteen (15) non-health related absences, may jeopardize their continued enrollment at TASA.

Health and Medical Policies

Health and wellbeing

A child who is in good health has a distinct advantage when starting school. Steady progress is dependent on physical well-being. Good health enhances the ability to concentrate and learn more easily, to adjust to classroom activities, and to get along well with others.

1. All students should have a complete check-up before school starts. Special consideration such as near or farsightedness, speech or hearing difficulties, medication, etc. should be called to our attention in writing.
2. An emergency card for school staff with vaccination dates and emergency numbers must be submitted before school begins. All immunizations must be current for a student to be admitted to school.
3. Please see that your child receives sufficient sleep each night and a nourishing breakfast each day.
4. Please keep your child at home if signs of a coming cold or other illness are evident. When in doubt, keep your child home. Do not risk infecting others.
5. Please inform the school office if your child has a contagious disease or will not be reporting to school for a number of days. Do not send a child to school if a fever has been recorded within the past 24 hours.
6. TASA reserves the right to follow up on any contagious illnesses with relation to siblings, if there is a concern of harm to other students.

Faculty and office staff are prohibited from administering any over the counter (OTC) medications to a student unless it is supplied by the parent with a note instructing time and dosage to administer. A daily phone call is required to remind office staff to dispense the medication to the student. The school is not permitted by the State of Texas to administer Tylenol or aspirin any longer. If your child must take prescribed medication during school hours, the medication must be brought to the school office in its original container, with a doctor's note, and a signed note stating the time and dosage of the medication is to be given.

COVID-19 & Infectious Disease Waiver

Acknowledgement and Assumption of Risk, Waiver of Rights, Release of Liability, Indemnification of All Claims, and Covenant Not to Sue

WARNING: THIS IS A LEGALLY BINDING AGREEMENT. PLEASE READ THIS IMPORTANT DOCUMENT CAREFULLY IN ITS ENTIRETY BEFORE SIGNING.

CORONAVIRUS / COVID-19 Warning & Disclaimer for the Shmuel Bass Torah Academy of San Antonio henceforth referred to as TASA.

The Novel Coronavirus, the virus that causes COVID-19, is an extremely contagious virus that can spread throughout groups of people, even without direct person-to-person contact. COVID-19 is a disease that can lead to severe illness, personal injury, permanent disability, and death. While those 65 and older, or those with underlying health conditions, are most vulnerable, anyone infected with COVID-19 may spread the disease to others, without even knowing they are sick themselves as they may have no symptoms or only mild symptoms. Health officials strongly recommend social distancing, wearing face masks, and frequent handwashing, among other things, as a means to prevent the spread of the virus and disease.

You are encouraged to review information available from county (<https://bexar.org/3234/COVID-19>), state (<https://dshs.texas.gov/coronavirus/>), and federal (<https://www.coronavirus.gov>) websites prior to signing this document to ensure that you fully understand the health risks posed to you, your child, and the rest of your family, by sending your child to TASA this school year.

TASA strongly recommends that all children and parents adhere to all safety and health guidelines for the prevention of COVID-19, including those issued by the Texas Department of State Health Services (DSHS) and the Centers for Disease Control and Prevention (CDC).

Acknowledgment and Assumption of Risk

On behalf of myself and, in my legal capacity as parent or guardian, for my child, I do hereby acknowledge and agree that participation in TASA's programs or accessing TASA's facilities comes with inherent risks, including but in no way limited to: (1) slips, trips, and falls, (2) athletic injuries, and (4) illness, including exposure to and infection with viruses, bacteria, and contracting disease, such as COVID-19. I further acknowledge that the preceding list is not inclusive of all possible risks and in no way limits the operation of this agreement.

On behalf of myself and, in my legal capacity as parent or guardian, for my child, I knowingly and freely, assume all such risks both known and unknown, arising from or in any way relating to my child's participation including all illnesses, injuries, damages or death.

Waiver, Release, Indemnification and Covenant Not to Sue

In exchange for my child being allowed to use TASA's facilities/equipment and/or participate in TASA's programs, I make the above acknowledgement and assumption of risk and do hereby grant the within waiver of all claims and right to sue TASA and give a full and total release of liability to TASA as stated herein, all of which shall be fully enforceable and binding against myself, my child, our heirs, successors, assignees, representatives, executors, administrators, and any other person or entity acting now or in the future in a similar capacity.

I do hereby waive all right to sue, and covenant not to sue, and give an unconditional and full release of liability to, and pledge to indemnify and hold harmless, TASA, its officers, directors, employees, volunteers, agents, representatives and insurers from any causes of action, claims, or demands of any nature whatsoever including, but in no way limited to, claims of negligence in all its forms, that I or my child may have, now or in the future, on account of personal injury, property damage, death or accident of any kind, arising out of or in any way related to the use of TASA's facilities/equipment or participation in TASA's programs whether that participation is supervised or unsupervised, however the injury or damage occurs, including any loss that may relate in any way to the Novel Coronavirus and COVID-19.

It is my intention for this agreement to be interpreted in such a manner that the acknowledgement and assumption of risk, waiver of right to sue and covenant not to sue, indemnification and pledge to hold harmless, and release of liability are to be construed as broadly as the law allows. This agreement is to be considered entered into in Texas, regardless of where executed, and is to be interpreted and construed under the laws of the State of Texas.

I hereby certify on behalf of myself and my child that I understand the nature and extent of the risks described above, that I have had a full and complete opportunity to have all of my questions answered, and that I am signing this agreement freely and voluntarily. I understand that I and my child will be solely responsible for any loss or damage, including personal injury, property damage, or death that may occur.

I further certify that my child is in good health and does not have any conditions or impairments which would preclude his/her safe participation in TASA, has not had a positive COVID-19 test or any symptoms commonly associated with COVID-19 such as fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea, vomiting or diarrhea. Should my child, or anyone else my child has contact with, test positive for COVID-19 or display any of these symptoms, I agree to immediately notify TASA.

I further certify that I have the legal capacity to execute this agreement as the parent/guardian.

Immunization policy

TASA follows the state of Texas Department of Health guidelines for immunizations. All students must have current immunization records or documents on file with the office. Immunization forms or documentation must be submitted to the office by the end of the first week of school. [Click here for a link to the Texas Department of Health Services immunization policy for schools.](#)

Illnesses in school

In case of illness or emergency in school parents will be notified immediately. It is the responsibility of each parent to leave their current business and personal phone numbers with the school office to enable us to contact you at once if necessary. Should we be unable to reach a parent in an emergency, it is our policy to take the child to the nearest hospital when indicated, and/or contact the child's personal physician, whenever possible. School personnel may only address minor superficial injuries e.g. scrapes, bruises or bumps etc.

Head Lice Policy

Students who are found with lice or nits will be removed from class and will require treatment before returning. Parents of students in the grade in which these cases are identified will be notified. If head lice is reported by a parent or found on an individual in a classroom, that day only, all heads in that class will be checked. Siblings of affected individuals will also be checked. Those affected will be sent home for treatment.

Upon return, students must present a note signed by their parents indicating the type of treatment performed. If treated students have nits, they will NOT be sent home. They are most likely empty nit casings. Seven to ten days later, the child will be re-checked for nits and lice. If they still have, they will be required to retreat and/or comb according to the manufacturer's directions. At this point, affected students will need to be nit free before returning to school.

If there are multiple cases in one class or cases keep reappearing, a more aggressive approach may be implemented at the discretion of the administration. In the event that occurs, proof of treatment may be required for re-entry

Approved treatment options include:

- Over the counter shampoo which kills 70-80%. Will need daily combing follow up
- Prescription shampoo which kills a higher percentage. Will also require combing follow up
- Professional services, making sure to follow their post service recommendations

Illnesses at home

Please keep your child at home if he or she has:

1. *A fever of 100.0 or above. It is required that a child stay home until he/she registers a **normal temperature for 24 hours.**

2. A cold. Your child should stay home until symptoms such as coughing, sneezing, heavy nasal discharge and mucus secretions have subsided.
3. Diarrhea or symptoms of the flu. A child who has been vomiting or complaining of severe headaches should be kept at home until they are 24 hours symptom free.
4. An ear or throat infection. Once examined by a pediatrician and put on medication for 24 hours, your child may return to school.
5. An eye infection with a discharge. Once examined by a pediatrician and put on medication, your child may return to school after 24 hours of being on medication.
6. An unusual rash, which may be a symptom of a contagious disease.
7. A contagious disease such as roseola or chicken pox.
8. Symptoms of possible communicable disease including conjunctivitis, impetigo, and pediculosis (head lice).
9. Heavy rapid breathing. If your child has difficulty breathing, please keep him or her home and have the condition checked by your pediatrician.

*If a child develops a fever of 100 degrees or more at school, parents will be asked to pick their child up and take him/her home.

Please call the school about any contagious or communicable illness. Such illnesses should be reported to the school as a courtesy to your child's class and to the entire school. Communicable diseases include chickenpox, pediculosis (head lice), conjunctivitis (redness and oozing of the eye), and impetigo. Children are allowed back from school from a contagious illness after being on antibiotics for 24 hours.

Please be sure to keep your emergency information up-to-date so we are assured of always being able to contact you, should your child become ill.

Academic Requirements

It is our desire that our students experience success, accept responsibility for their own work, and make the transition from year to year as easily as possible. Therefore, in order to be promoted from one grade to the next in the absence of mitigating circumstances, a student must have a passing grade in all of his/her core subjects (depending on grade level) on the cumulative year-end grade.

- Students and parents will be notified through progress reports as to whether they may be at risk of failing.
- The school will meet with the parents to discuss steps that need to be taken to pass the course.
- The student may require tutoring, remedial assistance, or counseling.
- It will be the responsibility of the parents to provide tutoring and assistance.
- Failure of a course will require that the work be made up during the summer.
- Tutoring and summer school will be at the parent's expense.
- Upon submission of the required work, students and parents will be notified of promotion.
- In the event that the student does not satisfactorily complete the required work, the student may have to repeat the coursework.

Academic Integrity

A student shall not engage in, participate in, or knowingly provide another student with the opportunity to engage in academic dishonesty related to examinations, as well as laboratory, homework and other projects and assignments, whether done during or outside of school hours. Academic dishonesty includes (but is not limited to) all forms of cheating, plagiarism, pre-exam access to test forms, representing another person's work as your own, and unauthorized use of aids during examinations, projects and assignments.

Academic dishonesty may result in a failing grade for a course as well as disciplinary consequences.

Grading Policy 2022-2023

Student Grading Schedule - Calendar

| | |
|----------------|------------------------------|
| FIRST QUARTER | August 19 – October 15, 2022 |
| SECOND QUARTER | October 18 – January 7, 2023 |
| THIRD QUARTER | January 10 – March 15, 2023 |
| FOURTH QUARTER | March 16 - May 27, 2023 |

Grading Scale:

The School academic calendar is divided into four quarters. Number/Letter grades are determined in the following manner:

A 90-100

B 80-89

C 70-79

D 65-69

F 0-64

All grades of "D" or above are passing

Classwork and Homework:

Homework is an essential activity in the learning process. Teachers assign homework to preview or reinforce work done in the classroom, to provide opportunities for independent learning, to strengthen concept and skill development and to provide enrichment. Students should expect that homework will be assigned, reviewed and evaluated on a regular basis. Students are responsible for all work assigned in class. If assignments are not completed during class, they will be completed at recess or at home. In rare circumstances, a student will be given an extra day to complete the assignment without penalty. Some teachers may require students to submit work by email/Google Doc and/or other electronic means. Work other than hard copy assignments must be submitted by the start of the class period on the day it is due. Some teachers require work to be turned in during class. Students are expected to bring homework to class. If a student leaves school early or arrives late, homework must be submitted that day directly to the teacher. Students are expected to take tests/quizzes on the day they are scheduled. If a student leaves school early or arrives late and misses an assigned test/quiz; the student is expected to take the test/quiz on the assigned date (before school if s/he is leaving early or after school if s/he arrives late to school, or at the latest, the next day).

Tests and Homework during the Jewish Holidays

In order to allow for joyful celebration of Jewish holidays, the School has developed a number of guidelines concerning assignments over these days:

- No homework (including reading) is assigned over Jewish holidays.
- No tests or projects are given during Chol Hamoed Sukkot (the Intermediate Days of Sukkot). A small amount of written homework may be given during Chol Hamoed. If a student misses a test prior to Sukkot he/she has the option of making up the test during Chol Hamoed or waiting until after the holiday.
- No long-term assignments may be due the day after a Jewish holiday.
- No tests or quizzes are scheduled for the day after a Jewish holiday.
- No long-term assignments are due immediately after Passover.
- Assignment of reading is permitted over Chol Hamoed Pesach (the Intermediate Days of Passover).
- Homework is permitted during Hanukkah and Purim.

Test and Assignment Schedule:

Teachers will inform parents and students in class of upcoming tests/assignments via email. If

there is an outside obligation that interferes with testing, the parents/student must inform the teacher, and discuss alternative arrangements.

Hebrew Assessments

| | |
|--------------|---------------|
| Semester One | December 2022 |
| Semester Two | May 2023 |

General Studies Assessments

Fountas & Pinnell Reading Fluency Testing will be conducted at the Beginning, Middle and End of Year in grades K-3. Reading and Math Benchmark tests will be conducted near the end of each quarter. Formal End of Year Assessments given are the Iowa Tests of Basic Skills (ITBS), and will be administered in May 2023.

Academic Honors

Honor Roll, Grades 1-5

Students in Grades 1-5 will qualify for A Honor Roll if they have an all A average on their report cards. Students will qualify for AB Honor Roll if they have A's and no more than 2 B's on their report Card.

Honor Roll Grades 6-8

Students in Grades 6-8 will qualify for A Honor Roll if they have an all A average on their report cards. Students will qualify for AB Honor Roll if they have A's and no more than 2 B's on their report Card.

In addition to that, TASA has an official Chapter of the National Junior Honors Society (NJHS). Middle School Students in grades 6-8 with a final weighted academic average of 3.75 and no grade lower than a B for the year are eligible for the Dean's List and National Junior Honor Society. Those students who qualify for NJHS and the Dean's List will be notified by official mailed letter and email to parents.

Report Cards

Grade reports will be issued at the end of each quarterly grading period. This report will reflect the student's academic performance, effort, and behavior. (Please ensure that all your tuition payments are up to date in order to receive your child's report card.)

Parent/Teacher Conferences will be held after the 1st academic quarter. If you have any concerns regarding your child's grades or well-being while at school, please feel free to arrange a meeting or discuss those concerns with your child's teacher previous to the assigned dates for Parent/Teacher Conferences if necessary.

Uniform Policy/Dress Code

Our school colors are navy, white, and light blue (powder blue). All students should wear navy bottoms and white or light (powder) blue shirts. Students should look neat and well-groomed

when arriving for school and throughout the day. Spirit clothing may be worn on Thursdays with Navy or Jeans bottoms (shirts may be untucked).

Girls

Girls in grades K-2 may wear skirts, pants or shorts. Beginning in grade 3, girls are encouraged to wear skirts.

Jumpers - Navy - Jumpers should cover the knee, so students can sit or play comfortably and modestly.(Black and khaki are NOT part of the TASA dress code.)

Skirts – Navy - Skirts should cover the knee, so students can sit or play comfortably and modestly.(Black and khaki are NOT part of the TASA dress code.)

Privacy Shorts - (to be worn under jumpers or skirt) Shorts may not extend past skirt length.

Shorts – Navy - Should be knee length so students can sit or play comfortably and modestly. (Black and khaki are NOT part of the TASA dress code.)

Blouses/Button down shirts – White or light (powder) blue Short or long sleeve button down shirt (Dark blue tops are NOT part of the TASA dress code) (Sleeveless shirts or cap sleeves are not permitted)

Knit Shirts - White or light (powder) blue Short or long sleeve shirt with collars (Dark blue tops are NOT part of the TASA dress code). (Sleeveless shirts or cap sleeves are not permitted)

Socks or Tights - are required

Shoes - Students should wear comfortable shoes. Sturdy rubber soled shoes are required for PE. Slippers or shoes with open toes or heels are not permitted for safety reasons.

Sweaters, vests, sweatshirts: TASA sweatshirts, or solid colored sweatshirts, sweaters, or vests may be worn (with no words, logos, or images).

Head Coverings: No kerchiefs, hoods, hats of any type may be worn during the school day.

Coats - Only allowed outside.

Hair/Accessories - Hair must be clean and well-groomed. Dyed or bleached hair is not permitted. Hair accessories should not serve as a distraction.

Jewelry - Simple Distracting jewelry will be requested to stay at home

Cosmetics - Make-up is not allowed.

Boys

Slacks - Navy Pleated or flat front slacks with belt loops. (Sweats or training pants are not permitted) (Black and khaki are NOT part of the TASA dress code.)

Shorts - Navy Pleated or flat front shorts with zipper and belt loops. (Black and khaki are NOT part of the TASA dress code.)

Button down shirts – White or light (powder) blue Short or long sleeve button down shirt (Dark blue tops are NOT part of the TASA dress code)

Knit Shirts - White or light (powder) blue Short or long sleeve knit shirt with collar. (Dark blue tops are NOT part of the TASA dress code)

Sweaters - Navy or White V-neck Pullover (Fine gauge acceptable).

Belt – Belts are recommended.

Shoes - Students should wear comfortable shoes. Sturdy rubber soled shoes are required for PE. Slippers or shoes with open toes or heels are not permitted for safety reasons.

Socks – Socks are required.

Coats - Only allowed outside.

Hair - Clean and well groomed – should be no longer than collar length. Dyed or bleached hair is not permitted.

Jewelry - No earrings or other piercings.

Sweaters, vests, sweatshirts: TASA sweatshirts, or solid colored sweatshirts, sweaters, or vests may be worn (with no words or images).

Kippah - Boys are required to wear a kippah at all times, including recess, PE, and at off-campus activities; use of a clip or bobby-pin is recommended. Kippot are supplied by the school office for students who have lost or forgotten their own. A kippah is the only allowed head covering in school.

Tzitzis – Boys are required to wear tzitzit during Tefillot. We encourage the students to continue wearing them throughout the day.

Physical Education

All students are required to participate and will be excused only with a note from the parent or from the child's physician. Parent notes will be kept on file. PE grades are based on participation and effort. It is expected that students wear appropriate PE clothing (leggings beneath skirts) & shoes on PE days. Students are expected to have PE appropriate footwear on PE days. Students must have a reclosable, non-shatterable, water bottle for PE in order to help them remain properly hydrated.

Thursday Spirit Day

On Thursdays students may wear current TASA T-shirts with either full length jeans or denim skirts. Skirts should be of appropriate length.

Field Trips and Outings: Policies and dress code

Students are required to wear school uniforms with TASA shirts on field trip days, unless otherwise told to do so. All parents are to sign and return field trip forms. No student will be permitted to go on any field trip without a signed permission form.

Jeans or denim skirts are not permitted on field trips.

All school-sponsored outings are chaperoned by members of the faculty, as well as parents who wish to help out. Parents will receive official communication from the school regarding all school-sponsored events. Students will be expected to comply with the rules and regulations of the place they are visiting and to respect the rights of others, as well as the TASA standards of conduct and dress code.

Parent and Visitor Policy

TASA has an open door policy for all stakeholders when observing a classroom during instruction. We require that all such observations follow the following protocols to avoid any distractions from learning, and to avoid unnecessarily altering the positive teacher-student dynamic we strive to achieve.

All visitors are to check in at the office. No one is permitted to visit classrooms or tour the campus without first registering at the office & receiving a visitor's pass.

Parents are welcome to occasionally visit a classroom to observe. Visits must be scheduled in advance with the administration at least one day in advance. The school reserves the right to deny a visit request if it would be disruptive to the planned flow of instruction. The teacher will be informed that the parent plans such a visit.

Under no circumstance may the visitor disrupt or participate in the class, or offer feedback to the teacher while students are present.

During an approved visit or observation, parents/ stakeholders will be required to:

1. Refrain from interacting with students or teachers once instruction has begun.
2. Remain seated, taking notes on items you wish to discuss in designated areas throughout the entirety of the approved observation period.
3. Schedule a post-observation conference with members of the Administrative team.

School Communication

As an institution, we insist that texting or SMS messaging should not be used as a means of communicating with the office, teachers or the administration (except in cases of dire emergencies). Please communicate with us via email or telephone.

Learning is best supported when there is a good relationship and communication between home and school. To develop such a bond, our first and foremost value in all communication is mutual respect. Any and all concerns, no matter how challenging, can and will be addressed provided they are raised respectfully and constructively.

All staff members at TASA recognize our responsibilities to be effective partners with parents and to model respect. We seek out and value the parents' perspective regarding their child. We recognize our responsibility to be accessible, to communicate candidly and openly, and to find effective channels for us to work as a team to support each child's development.

We also expect that parents have made an informed choice in selecting TASA as an optimal match for the needs of their children; that parents are familiar with and support the school's policies, procedures, and high expectations; that parents have selected a school in which they believe, and have trust in its collective judgment.

We require parental support in expecting students to arrive at school each day prepared for classes, rested and settled, and able to focus on successfully working up to their capabilities.

When you have a concern

If you are concerned about your child's progress, class assignments, a classroom incident, you can:

1. Speak with your child's teacher. It is best to call the school or email the teacher to request a return phone call from the teacher.
2. If the issue has not been resolved, ask for a personal conference with the teacher. The teacher or parent may request an administrator to be included in the conference.
3. Following this conference, if you are not satisfied, let the teacher know you will be speaking with a school administrator to seek further resolution.

If you are unclear about a school policy, or are finding difficulty with an issue not directly stemming from your child's work, please call the office line to speak with Rabbi Marrus or Mrs. Diric. If he/she is unavailable at the time of your call your phone call will be returned as soon as possible.

Messages to students during the school day

Messages to students are limited to emergencies only. Messages for teachers will be relayed to them at their lunch break or prior to their departure for the day. Email is the best tool to reach teachers directly.

The school's phones will not be used unnecessarily by students.

General Policies

Parent Volunteer Hours

TASA welcomes parent participation and we encourage you to volunteer your time with our school. Our children gain not only from the resources that we gather as volunteers but from our example as motivated and giving community members. Parent volunteers help students to recognize that chessed (giving) is a vital part of Klal Yisrael and helps them develop a sense of pride and achievement towards our school's success.

Tzedakah

Tzedakah (Charity) - Please provide your child with one or two pennies daily, in particular on Friday before Shabbat to give to Tzedakah during Tefillah. The concept of giving Tzedakah is basic to Judaism, and we attempt to develop this in the early years of a child's growth and development.

Personal Possessions

Personal items from home such as sharp or dangerous objects, (including pen knives, Swiss Army knives, etc.), cameras, sports trading cards or electronic devices are not allowed in school. If brought, they will be confiscated and released only to a parent. Additionally, students who bring knives to school may be suspended.

Telephone Use

If a parent needs to get a message to a student, the school office will cooperate fully and transmit urgent messages to and from the child without disrupting the class. Parents who need to get an urgent message to a teacher, may phone the school office and will contact the teacher as soon as possible.

As for student use of telephones, students are not allowed to use their personal phones at all during the school day to either phone or text parents. TASA students are asked to refrain from using the school telephones for non-emergencies. Emergencies are considered to be situations that involve safety, such as the cancellation of an after-school event that impacts student pick-up, and the like.

Multi-Media Use Policy

For use of multimedia instructional materials. To ensure that students use instructional materials, open-source instructional materials, and technological equipment in an appropriate manner. All movies watched at school will require parental approval before the content is viewed in class. Students are only allowed to access pre-approved websites and content. Any classroom non-approved access of web-content is subject to disciplinary actions by administration.

After School Clubs

TASA is proud to be able to offer a variety of after school club offerings (Pending COVID).

- All clubs meet from 4:00PM - 5:00PM unless otherwise noted.
- Individual clubs will only be formed if we have enough children signed up.
- Space is limited and spots will be given out on a first come, first served basis.
- Once club registration is closed we will not be able to accommodate requests to switch clubs.
- Club fees are non-refundable.
- Students are expected to abide by TASA's rules while participating in clubs.
- Students signed up for clubs can only be supervised in the areas where the clubs are taking place. Students who have been signed up for a club are required to stay in the area where the club is taking place until picked up by a parent.
- Students are not allowed to remain in the building between 4:00 PM - 5:00 PM unless they are in a club or are actively being supervised by a parent.
- In order to be allowed to attend club sessions the student must have attended all classes that day, unless excused by the administration.

Your child will not be considered enrolled in a club until:

- you are up to date with all tuition and fees
- all necessary forms have been filled out
- all club fees have been paid
- you have received an enrollment confirmation email.

Gum Chewing

To show respect and care for our school facilities and grounds, all students are to refrain from gum chewing. There are no exceptions to this rule.

Cell Phones

Children are not allowed to bring cellphones to school. In case of extenuating circumstances, please contact the administration and adjustments to this guideline will be made accordingly. These student cell phones will be collected at the beginning of the school day and returned at dismissal.

Electronic Devices

Interacting with others is very much valued as a way of developing healthy communication skills. It is in this vein that our policy also states that the following items should not be brought to school:

- iPods, iPads, CD players, MP3s and similar devices, unless specifically sanctioned by the teacher
- DVD players
- Electronic Gaming devices of all kinds
- Personal laptops, unless permission is given by the teacher

If these devices are brought to school, they will be confiscated, requiring parents to pick them up from an administrator.

Food & Kashrut Policies

Kashrut and allergen policies

TASA and Rodfei Sholom reserve the right to implement a food allergen policy if medically required for a student.

TASA's teachers have been strongly discouraged from using food or treats as rewards and incentives on a regular basis. If treats are being offered to students in school, it needs to be

- a. Kosher (see TASA Kosher guidelines)
- b. Cleared in advance with the administration.

To meet the needs of all our students, all foods and products served to the students by our staff will meet kashrut and allergen standards which have been designed to be as inclusive as possible. Baked goods served by TASA staff or at TASA events should be Pas Yisrael, dairy items should be Cholor Yisrael.

All refreshments brought into the school, or served at school functions or gatherings, must be kosher and meet TASA's Kashrut and allergen guidelines.

If you have any questions do not hesitate to ask, and the administration will be very happy to assist you.

Packaged foods should be marked with a recommended kosher symbol. **Please refer to the following list of recommended kosher symbols: OU, OK, Kof-K, Star K, CRC (Chicago Rabbinical Council), and the Vaad of San Antonio.** For more information on reputable kosher symbols please refer to the Chicago Rabbinical Councils *Directory of Certifying Kosher Agencies* at: http://www.crcweb.org/agency_list.php

Because children come from different Judaic backgrounds with varying levels of observance, the school policy is to not allow sharing of food between students.

There are no designated days for dairy and meat. All staff will ensure that students do not share any food.

Please do not send along a lunch that will need to be heated in a microwave or refrigerated.

The school does not stock silverware or plates for student use. If your child's lunch or snacks require silverware, please pack disposable silverware in your child's lunch.

When going on a school trip, children can only purchase items that meet the school's kashrut standards.

Lunchtime Rules

We strive to make each child's lunchtime a comfortable, relaxing time. Assigned grade level tables, limited movement around the lunchroom and an appropriate conversational level are the expected behaviors. Students are also responsible for cleaning up after themselves and reciting *birkat hamazon (blessing after meals)*. In the lunchroom students should:

- wash their hands for hamotzi and recite the appropriate brachot

- use appropriate table manners and polite behavior
- remain seated except when throwing out rubbish or leaving the lunchroom
- keep their own table and floor area clean
- not bring glass containers to school
- show respect for and get along with peers and supervising staff
- demonstrate a cooperative attitude towards peers and the supervising staff
- avoid drinking from the same container as another student, using the same utensils, or other unhealthy practices.
- not share food.

Celebrations at School/Healthy Food Choices

From birthday parties to holiday celebrations, there are many celebrations in schools. Along with the fun usually comes food. Offering so many treats can often contribute to unhealthy eating habits. TASA is committed to making our campus more health conscious.

If you decide to celebrate your child's birthday at school we are strongly encouraging our families to bring healthy snacks in lieu of cupcakes, cakes, or ice cream. We know that sometimes this can be a challenge, but we are providing suggestions below.

Below is a great list of ideas:

- Fruit Smoothies
- Fruit Kabobs (Need to be made in school kitchen)
- Yogurt Parfaits
- Angel Food Cake topped with fruit
- Popcorn
- Low-Fat Pudding
- Sliced fruit or melon
- Applesauce or fruit cups
- Raw veggies with dressing or (sesame free) hummus
- Berries with low-fat whipped topping
- Apples with Honey or Caramel
- Cheese and Crackers
- Muffins
- Trail Mix (nut/peanut/sesame free)
- Fresh Fruit
- 100% Fruit Popsicles

Of course, all food needs to be kosher. If a food requires preparation, it must be done in school in coordination with the office and Rodfei Sholom

Out of school parties

Our goal at TASA is to be inclusive and welcoming, respectful of one another. Making a 'special arrangement' for one or two students usually is not conducive to the level of harmony we are aiming for, and should be avoided by rather setting a standard which best accommodates every member of the class. When inviting, please include all classmates in your celebration.

Please just ask for assistance in advance to ensure that all of your child's classmates will be able to comfortably attend your party, participate fully with classmates, and thereby deepen the life-long friendships to which we aspire.

We appreciate the chance to work with families who may not be familiar with Kosher standards and requirements. We see this as essential to building a friendly, healthy and unified school community. Home baked or cooked items are not acceptable. For any in- school events, please contact the classroom teacher in advance to allow for scheduling and planning.

Invitations for Bar and Bat Mitzvahs, birthday parties or any other private, out-of-school celebrations may not be distributed in school.

Also, in consideration of your child's fellow classmates who may have differing levels of Shabbat and Kashrut observance we respectfully request that all class-related functions not be held on Shabbat or at non kosher establishments.

If you have any questions do not hesitate to ask, and the administration will be very happy to assist you.

Emergency Preparedness

For obvious security reasons, the school needs to know who is on campus at all times. For this reason

- All visitors will check in at the office.
- Parents taking a child off campus during the school day must check in with the office and sign the child out in the "sign-out book" by the front desk.
- Parents may not enter classrooms or interrupt instruction or school activities for any reason without checking in at the office first.

TASA is committed to the health and safety of all our students.

At TASA we have been working to be proactive in developing appropriate protocols to assure the safety of our students and faculty.

- TASA has an emergency plan with protocols for both lock-down and evacuation.
- We hold several lock-down and evacuation drills over the course of the school year, so we all have practice and a sense of familiarity with those protocols and procedures.
- Office staff and administrators have reviewed the Department of Homeland Security training on dealing with telephone bomb threats, and we have a plan in place should a telephone threat come to our office.
- We have been in contact with representatives of the San Antonio Police Department and they have been most helpful in offering assistance and support.
- Officers of the San Antonio Police Department have reviewed TASA's emergency plan to make sure it is aligned with recommended practices. They currently have copies of both our evacuation plan and lockdown plan for further review.
- TASA staff attended an "active shooter training session" given by the San Antonio Police Department.
- We receive daily updates from the Secure Community Network. The Secure Community Network is an organization that works to inform and educate Jewish organizations

throughout the country about possible threats while working with the FBI and the Department of Homeland Security.

It is essential that parents update their Emergency Contact Information so that each teacher will have a list of emergency, work, cell, and home telephone numbers for every student in that teacher's class in case of an emergency.

Included with the list of parent phone numbers and contacts, every teacher has a detailed emergency guideline booklet.

Lockdown and evacuation procedures have been reviewed and practiced with the entire school. In the event of an actual emergency, children will only be released to responsible adults such as parents or close relatives who are listed on the emergency release form. No teacher will be able to leave school until every child in his/her care is safely dismissed to that child's parent or guardian.

In case of an actual lockdown, no one will be allowed in or out of the building without the permission of law enforcement officials on the scene,

In the event of unforeseen circumstances, the school may have to be closed. Example: broken water lines or extreme weather. If the school needs to close, all parents will be notified to pick up their children as soon as possible.

Records and References

Requests for records, evaluations or references must be made through the office.

In order to preserve the integrity of information provided to outside professionals, teacher evaluation forms will not be given to parents, they will be emailed or faxed directly to the professional's office.

Evaluations will only be sent directly to the school or clinician requesting the teacher evaluation. Under no circumstances will confidential teacher evaluations be given to parents.

TASA values your privacy and your child's privacy. TASA voluntarily complies with the guidelines of the Family Educational Rights and Privacy Act (FERPA), As such outside requests for records, transcripts or letters of recommendation will not be granted without the parent's consent.

A parent who wishes to allow TASA personnel to discuss their child's progress with an outside professional for evaluative or clinical reasons must first fill out a Release of Information Form to allow for a flow of information between the school and the outside professional.

Similarly, parents who want letters of reference or recommendations to academic, extra-curricular, or camp programs must first fill out a student reference request consent form. TASA staff members are NOT permitted to provide references unless the parents waive their right of access to confidential references

Anti-Bullying Policy

What is Bullying?

This translation and the types of bullying is taken from stopbullying.gov and adl.org/combatbullying/Bullying is a widespread and serious problem that can happen anywhere. It is not a phase children have to go through, it is not “just messing around”, and it is not something they will outgrow. Bullying can cause serious and lasting harm.

Although definitions of bullying vary, most agree that bullying involves:

- Imbalance of Power: people who bully use their power to control or harm and the people being bullied may have a hard time defending themselves.
- Intent to Cause Harm: actions done by accident are not bullying; the person bullying has a goal to cause harm, damage a student’s property, or placing a student in fear of harm to the student’s person or property.
- Repetition: incidents of bullying happen to the same person over and over by the same person or group.

Types of Bullying

Bullying can take many forms. Examples include:

- Verbal or written: name-calling, teasing
- Social Aggression: spreading rumors, leaving people out on purpose, breaking up friendships, exclusion, or creating an intimidating or threatening environment for one or more students
- Physical: hitting, punching, shoving
- Cyber-bullying: using electronic communication to harass, threaten, intimidate or otherwise mistreat others. New to this generation, cyber bullying has become an easy and convenient means for some to bully and harass others, sometimes anonymously. Many students do not recognize that this can be the most far-reaching, long-lasting, insidious and most damaging form of bullying. It is the most “cowardly” but most readily available way to bully. While most cyberbullying does not take place in school, there is still a significant impact to the school following such an incident. Thus, there will be consequences at school because of it.

What bullying is not

Students may demonstrate mean or inappropriate behaviors to others from time to time, but these behaviors may not necessarily be considered bullying. The two critical aspects of the inappropriate behavior that have to be present to be considered bullying involve the imbalance of power and the repetition of the behavior to the same person(s).

No excuses

When the behavior is determined to be a form of bullying, students may try to downplay their bullying behavior by characterizing the harm inflicted as, “it was just a joke” or “I was just kidding” or “we are friends; he knows I was just kidding”. Bullying is harmful and destructive and unacceptable in any form.

At TASA we are committed to ensuring the physical and emotional safety of each and every child. One child being bullied, is one too many. Our process for dealing with bullying issues is as follows:

Reporting Bullying:

Any parent who is concerned that his/her child is being bullied should contact his/her child's teacher, one of the counselors, or an administrator. The earlier the school finds out about the situation, the better chance that an early intervention will be able to resolve the situation. A child who feels bullied should speak to one of the teachers or, to one of the school administrators.

Part of dealing with a bullying issue is teaching our students the skills to take the initiative to report and/or discuss these kinds of issues, rather than be reduced to a victim. Whenever a potential bullying incident is reported, the administration will be made aware of it.

No Retaliation: Retaliation towards anyone who reports bullying will not be tolerated.

Interventions for Bullying:

The first action at the school is taken by our teachers and administrators who take proactive preventative steps within the classroom and campus environment.

The teachers, counselors and administrators, in consultation with the parents of the victim and perpetrator(s), will collaborate to ensure the accuracy of the information regarding the alleged bullying incident. Once it has been established that a bullying incident has taken place, the school will take the following actions:

The administrators and teachers will collaborate to determine appropriate guidance for all parties (both victims and perpetrators) in an effort to resolve the issue. Appropriate guidance may include:

- Counseling
- Individual behavior plans
- Removal from extra-curricular activities, including sports
- Temporary removal from the classroom
- Long-term removal from the classroom

Subsequent occurrences of the bullying behavior by the same perpetrator(s) will be dealt with on an individual basis and can include more severe consequences, including expulsion.

In the case of cyber bullying, consequences may also include the loss of computers, technology and/or network access at school.

With any kind of bullying, the administrators together with the staff will evaluate whether or not the child is ready to participate in certain extracurricular activities. This includes after school clubs.

With bullying, some situations are more complex than others. Some situations are not clear cut. The Head of School will make decisions of what is in the best interest of the child and of the school at large.

Appendix I: Discipline Plan-

Discipline Philosophy

Proper behavior cannot be “expected”, it must be taught, modeled and reinforced.

School and Classroom Environment

It is TASA's expectation that students fully understand and consistently exhibit correct behavior and wise decision making. They should not only be well behaved during school hours, but students should positively represent themselves, their family, the school and Judaism wherever they are.

Children will do well if they can. (Ross W. Greene Ph.D)

When a child struggles with behavior or with meeting expectations it is almost due to lagging skills or unsolved problems. This changes the way one approaches “discipline” from a punitive/fear based approach into a teaching and learning approach.

The school's discipline plan recognizes that behavior is a learned process and therefore needs to be treated as an educational process. Mastering behavior is similar to learning a math concept, which needs to be learned, practiced, repeated and taught in different ways to reach each child.

TASA 's discipline plan includes the following components and steps:

1. TASA's Behavior expectations are based on four values:
 - a. Respect
 - b. Kindness
 - c. Responsibility
 - d. Safety
2. Actively and proactively teaching the values and expectations to students
3. Maintaining specific, universal expectations of good behavior in all places – such as restrooms and lunch area – reflecting all four values
4. Classroom expectations developed by each teacher corresponding to the four values
5. Having procedures established in class to help remedy issues, such as:
 - A. reviewing expectations
 - B. strategic seat changes
 - C. warning/strikes

D. one-on-one discussions between teacher and student

6. Involvement of administrator in the educational process -

IN CLASS Proactive Preventative

1-The teacher shall teach proactively:

- Proper attitude, behavior, and Middot
- Respect for self
- Respect for others
- Respect for property
- Respect for learning and the learning environment

IN CLASS Proactive Preventative

(Before the problem exists or as you see the emerging stages of problematic behavior or as the potential for problematic behaviors emerge.)

Utilize classroom management strategies.

Some examples are:

- Minimizing crowding and distraction
- Focusing on more positives than negatives (positive reinforcement, catch them being good)
- Maximizing structure and predictability within the classroom and student environment
- Keeping all students actively engaged
 - Breaking academic tasks into more manageable chunks
- Keeping all students actively supervised
 - Model and implement "one voice at a time"
 - A positive participation point system
- Providing direct specific feedback and redirection in a positive manner

In-class reactive

(When the problematic behavior starts)

Teachers should make every effort to engage and keep the student in class.

Teachers should....

- a. Give the student a face to face reminder of behavioral and academic expectations at the beginning of each class
- b. Provide the student with scaled down manageable assignments
- c. Restate the desired behavior in the positive
- d. Allow the student to read a grade appropriate book.
- e. Provide verbal and non-verbal redirection
- f. Position yourself in the student's area, students are less prone to act up if the teacher is in his vicinity.
- g. provide positive reinforcement
- h. state desired behavior in a positive way

i. Contact the parent

In class consequences

Even when administering consequences, be extra mindful of the dignity of the child. Never embarrass or humiliate a child!

- Reminder! We are always reluctant to take away recess, the kids who act up are the ones who need it the most! Don't punish yourself!
- Provide a bonus which can be taken away e.g. Extra recess, a bonus or desired optional activity
- Time away to the side or break to decompress and remove disruption MUST be supervised!
- Three strikes /red yellow green system
- Write about behavior / reflective / think-about assignment / (What did you do?/ Why was it inappropriate? / How can you do better next time?)
- Character education assignment
- Parent notification
- Campus Beautification Program
- Peer Separation
- Separation from activity
- Loss of class privileges
- Additional work assignments

Should the student's behavior become excessively disruptive, despite taking at least the 5 steps listed above, he/she may be sent to another room for recovery time.

Reminder: Students are never to be sent OUT, they are to be sent TO!

Some issues require direct administrative referral. These include:

- Fighting or harming another student or staff member.
- Willful disobedience or insubordination
- Evading or avoiding proper supervision
- Student behavior that poses a danger to him/herself or to others

Fighting or disrespect for a fellow student or staff member out of class (during breaks, recess, bathrooms, etc.) qualify for an immediate behavioral recovery.

No student should merely be sent out, they must be sent to a specific administrator or to the office. The behavioral recovery folder must accompany the student.

Administrative Duties if a student is sent to an administrator:

- The administrator will review the behavior recovery form sent with the student.
- The administrator will discuss the behavior with the student (cause effect/ severity /impact/plan to improve)
- The administrator will discuss terms for reintegration into the classroom with the student
- The administrator will inform the student of the consequences of their actions (see next section)
- The administrator will determine when the student is ready to be reintegrated into the classroom.
- The administrator will determine if the student should do work from the behavioral recovery folder.
- The administrator will log the incident into our school records.
- The administrator will notify the parents of the incident
- The administrator will inform the teacher of what was done and how the situation was handled/resolved
- The administrator will provide the student with a reentry ticket
- If the issue is persistent, the administrator will refer the student for the SAP process.

Administrative Consequences

1st level consequences -- Lunch Detention: for 1 or 2 days the student will sit away from his/her peers during lunch and will sit with a teacher.

- school service or clean up duty (not during class time)

2nd level consequence - after school detention: Student will remain in supervised area from 4:00 - 5:00pm

3rd level consequence - parent meeting with school administrators (behavioral contract)

4th level consequence - 1 day suspension

If a student has more than 2 behavioral recovery times in any one day, upon the 3rd time the consequences will escalate. Three consecutive days with a behavioral recovery will be considered a level 1 escalation.

Parental involvement (Level 3 consequence)

The administrator will schedule a parent/teacher meeting with students that struggle to adhere to the behavioral expectations identified by the TASA administration.

A plan will be developed at the meeting based upon feedback from the school, the parent and the student. The plan shall include:

- A. Review what has been done until now.
- B. Identification of the behaviors causing a barrier to learning and/or blocking the student's ability to act appropriately.
- C. Triggers for the current behaviors.
- D. Action steps for the student for the next time these triggers are present.

- E. Action steps for the teacher(s) for the next behavioral incident.
- F. Identification of support services, internal and/ or external that would facilitate minimizing barriers to learning. (Tutoring, mentoring, Student Assistance Program, etc).
- G. A clear written expectation of discipline to be instituted for the current behavior and for disciplinary steps that will occur if the behaviors continue.
- H. A written commitment by the student, teacher, parent(s) and administration that will be directed towards supporting positive behaviors by the student in the classroom.
- I. A follow up date identified to review the progress of the student in either a meeting or phone call format based upon the level of progress.

Beyond Level 4

If behavioral issues can not be successfully resolved despite all steps having been completed by the school staff and administration, this may result in further disciplinary action up to and including suspension or expulsion.

Administration Disciplinary Actions

Any of the above disciplinary measures may be amended at the discretion of the Head of School depending upon the situation. However, once the discipline comes to the attention of the Head of School, only two out of school suspensions will be made before expulsion. Some actions are automatically subject to expulsion. Expulsions are reviewable upon application to the Executive Committee of the Board of Directors.

Appendix II: Student, Parent and Faculty Use of Social Media

First and foremost, students and parents are encouraged to always exercise the utmost caution when participating in any form of social media or online communications, both within the TASA community and beyond.

TASA parents, students and faculty are part of the TASA community and as such are expected to support and be ambassadors of the school community.

TASA students, parents, and faculty who participate in online interactions must remember that their posts reflect on the entire Shmuel Bass Torah Academy community and, as such, are subject to the same behavioral standards set forth in the Parent and Student Handbook. Online behavior is subject to the same ethical and Halachic standards as all public and interpersonal interactions.

In addition to the regulations found in the Student Handbook, students, parents, and faculty are expected to abide by the following:

- To protect the privacy of TASA students and faculty, students and parents may not, under any circumstances, create digital video recordings of TASA community members either on campus or at off-campus TASA events for online publication or distribution .
- TASA community members may not use social media sites to publish disparaging or harassing remarks about TASA community members.
- Students and parents who choose to post editorial content to websites or other forms of online media must ensure that their submission does not reflect poorly upon the school.

Failure to abide by this Policy, as with other policies at TASA, may result in disciplinary action as described in the Student Handbook, or as determined by the administration.

Appendix III: Acceptable Technology Use Policy

Judaism teaches us that everything created and invented throughout the centuries, is to be used in our service of G-d and to better our world. In the last decades, the advent of computers, internet, smartphones, and tablets have completely revolutionized our lives, workplaces, education, medicine and so much more. TASA, equipped with a computer lab, tablets and more, encourages our students to use all these wonderful instruments and technologies to further their education and growth as modern Jews living in the 21st century. Along with great accessibility and the potential for great things, there is also great possibility for abuse and improper use. For this reason our school has adopted a policy for Technology Acceptable Use.

This Acceptable Use Policy (AUP) outlines the proper use of TASA's technology systems and serves as a contract between student and parent/guardian and the School.

TASA's technology system equipment and all user accounts are the property of the School. The technology system is intended for the exclusive use of its registered users for educational purposes. These users are responsible for their passwords and accounts.

TASA's administration reserves the right to monitor and access any digital activity, including users' accounts and data, and will remove information which is unlawful, obscene, pornographic, abusive, harassing, bullying or otherwise in violation of this agreement. Inappropriate use of the technology system may result in suspension of privileges, disciplinary action, and/or referral to legal authorities.

User Account

It is expected that users of TASA's computer system will:

- 1) Communicate electronically with teachers and students using a "@torahacademysa.com" email account.
- 2) Keep accounts and passwords private.
- 3) Follow proper "etiquette"
 - i) Be polite, use appropriate language, and refrain from transmitting obscene material
 - ii) Do not reveal personal information
 - iii) Do not access, modify or destroy data of another user
 - iv) Do not vandalize school technology, reconfigure the system, change preferences or settings, or maliciously use technology resources Email and Social Media

While on campus only school related communications are permitted. @torahacademysa.com emails may only be used for school related communications.

At all times, on any site or app, follow all netiquette and digital citizen guidelines, as listed in this document.

TASA Network

It is expected that users of TASA's network system will:

- 1) Obtain approval from the technology department before connecting a personal electronic device to the network or wireless hotspot (memory sticks are OK)
- 2) Refrain from using the School's assets:
 - i) For commercial purposes
 - ii) To stream video (e.g., YouTube or Hulu) or music unless approved by a teacher for use within an educational context
 - iii) To play computer games and simulations
 - iv) To download and/or install software applications
- 3) Keep attachments with email to a reasonable size and format to accommodate the recipient's system
- 4) Cell Phone Policy For the safety of our students, TASA policy prohibits the use of cell phones or any personal device that can make phone calls, text or access wifi on campus during school hours. This excludes computer laptops or tablets intended for academic purposes. Students who need to contact home for any reason should visit the school office to ask for permission to call home from the office phone.

Students found to be using their cell phones during school hours will be required to check-in their phone at reception upon arrival, and collect it from reception at dismissal everyday for a one week period.

Digital Citizenship Expectations

The TASA has expectations of student behavior. Students are expected to behave with self discipline, and to be positive and contributing members of the classroom and broader school community. This expectation extends to the digital world, both on campus and off-campus.

The following activities are considered inappropriate behavior and may incur disciplinary actions:

- 1) Using information and communication technologies inappropriately (e.g., cyber bullying, sexting, personal attacks, or harassment)
- 2) Intercepting, reading, deleting, copying or altering another person's email, information or files
- 3) Impersonating or misrepresenting another user
- 4) Attempting to gain unauthorized access to other devices, network equipment or firewall systems
- 5) Violating U.S. or state laws, transmitting threatening material, spreading computer viruses, participating in software piracy, gambling, violating copyright laws, or participating in the sale or purchase of drugs or alcohol TASA assumes no responsibility for: Any financial obligations arising out of unauthorized use of the system Any cost, liability or damages caused by a user's

violation of these guidelines Any information or materials that are transferred through the network The reliability of the data connection. TASA shall not be liable for any loss or corruption of data resulting while using the network A student's illegal distribution (pirating) of software Enforcement of the Policy TASA reserves the right to make the final decision regarding whether a student has violated this Policy, and the appropriate disciplinary action (such as loss of privileges, account closure and/or referral to legal authorities). Student discipline may involve actions up to and including suspension and/or expulsion. Violations of the AUP, which are also violations of law, may be referred to appropriate local, state or federal law enforcement officials for prosecution. The School will cooperate fully with the local, state and federal officials in any related investigation.

Chromebook Guidelines

Chromebooks are an important educational tool at TASA. The guidelines in this document will ensure that the Chromebook is a useful tool for everyone. School Admin, teachers, school staff, and parents are collectively responsible for directing what and how students use Chromebooks for educational purposes.

Appendix IV : Visitors and Parent Behavior Expectations

TASA welcomes parents and guardians to be involved in their child's education, and to become part of the school community by attending events or volunteering at school where such opportunities are available. Any person, including a parent or guardian, that comes to an event at school, whether during, before, or after school, is expected to act in an appropriate, courteous and professional manner toward school faculty, staff, and other students. Any person, including a parent or guardian, that engages in inappropriate, threatening or other unprofessional conduct while at school or attending a school event may be asked to leave after being given a warning. Should the problem conduct continue, the person may be removed from the school building, both at that time and in the future.

The provisions related to such a removal are explained below:

- (1) the standards that allow for a person to be removed from the school's property,
 - I. which includes a person's refusal to leave peaceably and
 - II. the person poses a risk of harm or threat of harm to others or
 - III. the person behaves inappropriately for a school setting; and
- (2) the person is given a verbal or written warning that his or her behavior may result in ejection and future refusal of entry.

TASA employs teachers and staff who are highly educated, degreed and academically certified in their craft. It is our policy that both parents and employees behave in a manner that is socially acceptable and respectful of one another. It establishes the rules for behavior and sends a message to students, other parents, and the community that compliance is expected. Our Board and Administration will not tolerate verbal or electronic communication that is not respectful, becomes threatening, is abusive behavior, is slanderous, accusational or contains

derogatory remarks. Parents are expected to resolve issues through calm dialogue between the parties directly involved while respecting the dignity of others. Parents shall protect the reputation and good name of people involved. Problems, differences of opinion and personality clashes are not resolved by involving other people in a disagreement or by taking sides in the argument. Problems should not be casually discussed with other parents in the school, but should be dealt with one on one with the person or persons whom the parent has an issue with. It is easy for opinion to be mistaken for fact and rumors to be perpetuated by inaccurate information. Parents are expected to approach the relevant personnel within the school to verify the factual basis of a story should they have any question. This approach can quickly and simply clarify the events in question and the intent involved and will minimize inaccurate information being passed throughout the community. Refusal to follow the behavior expectations can result in the dismissal of the family from the school.

Appendix V: Support and Intervention Process

TASA support and intervention process for social, emotional, academic, and behavioral concerns

Each grade level team has a weekly scheduled meeting time to discuss the social, emotional, academic, and behavioral progress of each student. While each student is not discussed every week, when issues manifest themselves, they are put on the “front burner”.

1) A social, emotional, academic, or behavioral concern is raised at the weekly meeting. Faculty engage in a brainstorming session to come up with ways of clarifying or isolating the problem, or to develop a consistent strategy (set of interventions) to address the problem.

2) At a follow-up team meeting the effectiveness of the strategy in place is reviewed. If found to be ineffective, then the team has a second brainstorming session and proposes a second set of interventions. The second intervention is tracked over the course of two to three weeks to determine its efficacy.

3) At this time the teacher concerns are brought to the parent’s attention.

4) If neither of the faculty developed interventions are deemed effective, the Head of School will anonymously consult with outside experts in the field, soliciting their advice and recommendations on the matter (without mentioning the child’s name).

5) At this time the teacher concerns are again brought to the parent’s attention and an informal meeting with the parents is suggested. A behavior tracking chart targeting the desired behaviors is developed for the student. This chart is filled out daily and shared with the parents.

6) The outside expert’s suggestions and recommendations are presented to the faculty and a uniform action plan for the student is developed for immediate implementation by all faculty. Parents are informed about the new interventions being implemented.

7) The social, emotional, academic, or behavioral concern is re-evaluated after two to three weeks at a team meeting. If sufficient progress has not been made, then a formal meeting with parents is held.

8) Formal meeting:

At this meeting the administration and faculty will:

- Review observations, anecdotal reports and data from their classes.
- Review the interventions and accommodations implemented in their classes as well as how effective they were.
- Provide a snapshot progress report on how the student is doing at the moment.

- Get feedback from the parents regarding the behavior tracking system as well as parental observations.

9) The Head of School may require that the parents sign up for private or district based testing (a full psychological and educational evaluation) to exclude any learning disabilities, emotional problems, or developmental delays.

10) In case of a behavioral or social problem the school may write up a behavioral contract to be signed by parents, students, and administrators. The contract will list specific behaviors that must be addressed as well as escalating consequences for the student's non-compliance with the contracted terms. Consequences may range from warnings to expulsion. Contract terms may require the student to undergo counseling and require the parents to allow communication between the school and the therapist.

11) If the parents refuse or delay testing, the school may write up a contract demanding that testing be completed in a timely fashion in order for the child to remain enrolled at TASA.

12) Upon receipt of the evaluation report, the Administration and Faculty will meet to determine if (in light of the history and evaluation) TASA is able to properly and effectively service the child's needs with the school's current staff and resources.

13) If the Administration and faculty determine that TASA is unable to effectively service the child's needs the administration will begin the process of counselling the child out of the school and sharing alternative educational venues for the child.

Appendix VI: New student screening criteria

The criteria below are used when evaluating kindergarten candidates. Assessment will be based on direct observation of the child in a classroom environment by the Head of School and a primary grade teacher.

Based on this evaluation and information provided by the child’s previous school. A child may be admitted fully or provisionally to TASA.

Similar, though modified criteria are used for evaluating students entering older grades.

- 3 = Above age level expectations
- 2 = At age level expectations
- 1 = Approaching age level expectation
- X = Area of concern

| Emotional competencies | | | | |
|---|--|--|--|--|
| Is able to be separated from parents | | | | |
| Gets along with others (parents, teachers and peers) | | | | |
| Follows directions | | | | |
| Can cope with changes in routine | | | | |
| Can stick with an activity until it is complete | | | | |
| Can anticipate the next activity with enthusiasm | | | | |
| Demonstrates increased responsibility | | | | |
| Communicates what he does and does not understand and asking for help | | | | |
| Takes turns and shares | | | | |
| Imitates adult roles in pretend play | | | | |
| Recognizes that other people besides himself have needs | | | | |
| Cares for his own belongings | | | | |

| | | | | |
|---|--|--|--|--|
| Respects the property of others. | | | | |
| Identifies and regulates emotions and behavior | | | | |
| Thinks of appropriate solutions to conflict | | | | |
| Engages in social conversation and cooperative play | | | | |
| Correctly interprets other's behavior and emotions | | | | |
| Feeling good about oneself | | | | |
| Ability to focus on task | | | | |
| Listens in a group | | | | |

| | | | | |
|--|--|--|--|--|
| Self-Care Skills | | | | |
| Can wash hands on own | | | | |
| Is fully potty trained | | | | |
| Can handle pulling up his own pants, including buttons and snaps | | | | |
| May possibly be able to tie his own shoes, but at the very least should be able to put shoes on and velcro them closed | | | | |
| Does well eating without assistance, from putting a straw in a juice box to opening a lunch box or bag | | | | |
| Can put on his own jacket, including pulling up the zipper | | | | |

| | | | | |
|--|--|--|--|--|
| Language Skills | | | | |
| Can be understood by an adult who does not talk with the child every day | | | | |

| | | | | |
|---|--|--|--|--|
| Speaks in complete sentences of at least five words. | | | | |
| Can follow directions that have at least two different steps -- "Find your coat and put it on." | | | | |
| Can answer basic questions: What is your name? How old are you? Are you a boy or a girl? | | | | |
| Can rhyme simple word | | | | |

| | | | | |
|---|--|--|--|--|
| Cognitive Skills | | | | |
| Can classify and identify objects by different variables -- shape, color, size, etc. | | | | |
| Knows how to hold a book the right way (reading preparedness) and may pretend to "read" | | | | |
| Can put together a small (less than 10 pieces) puzzle | | | | |
| Can recognize a pattern and identify the next items in the sequence | | | | |
| Can correctly identify four colors | | | | |
| Recognizes their own name in writing | | | | |
| Can identify some letter sounds | | | | |
| Can count up to five objects | | | | |
| Can name at least five body parts | | | | |

| | | | | |
|--|--|--|--|--|
| Gross Motor Skills | | | | |
| Run | | | | |
| Stand and hop on one foot on each foot | | | | |

| | | | | |
|--|--|--|--|--|
| Skip | | | | |
| Walk backwards | | | | |
| Throw and catch a large ball | | | | |
| Kick a ball in a straight line | | | | |
| Walk up and down stairs using alternating feet (not stepping with one foot, then stepping with the other onto the same step) | | | | |

| | | | | |
|---|--|--|--|--|
| Fine Motor Skills | | | | |
| Cut with safety scissors, holding them the right way. | | | | |
| Fit pieces into a puzzle | | | | |
| Hold and use a pencil the correct way | | | | |
| Draw a straight line, cross, square, and a circle | | | | |
| Can draw a person who has five body parts | | | | |
| Possibly write some letters and numbers, perhaps their name | | | | |
| Trace a variety of shapes, letters, and number | | | | |