

Family Handbook 2020-2021 and COVID-19 Addendum



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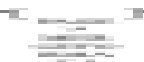
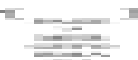


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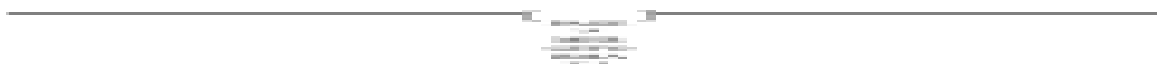


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Family Handbook COVID-19 Addendum 2020-2021

In March 2020, the world as we knew it turned upside down as COVID-19 spread throughout the world, and we quickly adapted to the new reality of school being held online. We express our deepest gratitude to our faculty and staff for their flexibility, adaptability, and creativity. We thank you, our families, for your valuable feedback and partnership with us.

As we have been carefully planning our community's transition back to school in September, whether in person or online, we are keenly aware of the continued need for maximum flexibility. New policies and procedures are being put in place to ensure that our primary goal is met: safeguarding the health and safety of our community.

One of the seven elements of "Derech LGA," our code of conduct, is אחריות Achra'yoot-- our responsibility towards others. During the COVID-19 pandemic, the lessons of Achra'yoot are of particular importance as we consider the ways in which we conduct ourselves and how our actions and decisions impact the health and safety of those around us.

This handbook addendum will outline our plans, as well as, our new procedures and policies. While school will look and feel different, we remain as committed as ever to providing a meaningful, productive, and joyous learning environment for your children. We appreciate your partnership and cooperation and look forward to welcoming you back for the 2020-21 school year!

*Please be aware that the plans and details outlined in this handbook addendum are subject to change as the situation evolves and as we implement the recommendations of our Task Force, the Northampton Department of Health, the Commonwealth of Massachusetts, and the CDC. Please note that where there are discrepancies between these policies and procedures and those in our Family Handbook, the policies and procedures of the addendum will prevail.

We will be updating this handbook addendum as needed at the discretion of LGA administration and the Board. The administration and the Board will also determine whether to close or reopen the building, quarantine or reopen portions of the building, or take any other action in the interest of community health or safety notwithstanding any contrary policies herein. The school will communicate any material changes to these policies with the community. It is important for community members to appreciate that there are no strategies that can eliminate the transmission risk of COVID entirely. These policies are designed to help keep the risk of transmission as low as possible, while keeping students as engaged in the learning process as much as possible.

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Safe and Healthy School Entry

Social Contract

We acknowledge that each individual's choices have an impact on our entire community. As we return to school, we acknowledge that each of our actions can have serious consequences for everyone else in the community. As a member of the LGA community it is each family's responsibility to adhere to the strictest health guidelines possible.

There are 4 Key Strategies to keep everyone as healthy as possible: Staying home when sick, Masks, Physical distance, and Hand washing/sanitizing.

Monitoring and Daily Screening

To help minimize the risk of exposure and infection, daily pre-screening will need to be completed each morning by parents on behalf of their student(s), and by faculty and staff. Anyone who does not complete or does not pass the screening will not be allowed onto LGA grounds. Daily screening of students will be completed using the Magnus Health App. Guardians (on behalf of their students) will be required to complete the daily screening through the Magnus app, which will include questions about one's family health status and a daily morning temperature reading. If your child is distance learning, but will be joining the class for any part of the day, the daily health screening must be completed.

Should a student present COVID-like symptoms during the school day, that student will be removed from the group and supervised in the isolation room (the YetziRoom/Makerspace) or in an isolated space outside until they are picked up. Students must be picked up within 45 minutes.

Vaccinations

Given that all normative branches of Judaism value life above all else and require vaccination, as a Jewish institution we do not allow for religious exemptions.

All students, faculty, and staff must have a flu vaccination - or have made a reasonable attempt to obtain a flu vaccine - by Thanksgiving, 2020.

COVID Flow Chart

Should we have a confirmed case in our school, all exposed individuals will be notified of their need to quarantine and/or seek testing, and the larger community will be informed that there has been a confirmed case. While we understand people's desire for more information, we will be unable to share more information due to privacy concerns.

LGA COVID ALGORITHM 2020-2021

If High Risk Symptoms Are Observed

High risk symptoms include:

- fever > 100.0
- loss of taste or smell
- new, unexplained cough
- shortness of breath or difficulty breathing
- vomiting/diarrhea
- severe sore throat
- significant nasal congestion
- chills and body aches

ON A SCHOOL DAY

IN SCHOOL

1. Isolation room
2. Go home
3. Consult with doctor
4. Isolate pending results

AT HOME

1. Stay home from school
2. Consult with doctor
3. Isolate pending results

ON A NON SCHOOL DAY

1. Consult with doctor
2. Isolate pending results

- call/visit physician or urgent care as warranted
- alternative testing (strep, urinalysis, etc. as warranted)

If Low Risk Symptoms Are Observed

Low risk symptoms include:

- unexplained headache
- unexplained fatigue
- unexplained mild runny nose
- unexplained abdominal pain
- unexplained body aches

STAY HOME AND MONITOR FOR 24 HOURS

IF SYMPTOMS RESOLVE

Return to school (after 24 hours symptom-free)

IF SYMPTOMS DO NOT RESOLVE

Proceed to high risk algorithm

FOLLOW UP

COVID Result	Alt. Diagnosis	Actions	School Return
Positive	N/A	Isolate, Contact Tracing	10 days from symptom onset AND 72 hours symptom-free
Negative (PCR)	YES	Treat per diagnosis	Physician Clearance
Negative (PCR)	NO	Isolate	10 days from symptom onset AND 72 hours symptom free

LGA COVID ALGORITHM 2020-2021

EXPOSURE AND QUARANTINE GUIDELINES

Household contact confirmed COVID.	Quarantine 14 days. Monitor for symptoms, consider testing. If positive test and no symptoms, isolate 10 days from date of test. If negative test, continue quarantine as above. If symptoms develop, contact physician, isolate 10 days and 72 hours without symptoms.
Close contact* confirmed COVID no masks (<6 feet apart for >15 minutes) or classmate.	Same as above.
Close contact* confirmed COVID yes masks (<6 feet apart for >15 minutes).	Consider quarantine and/or testing based on length and closeness of exposure (consultation with medical team).
Non close contact confirmed COVID (>6 feet apart or <15 minutes).	No action needed.
Household/close unmasked contacts pending COVID testing, asymptomatic.	If MA <5% prevalence -----> No quarantine If MA >5% prevalence -----> Quarantine pending results If contact's symptoms are highly suggestive of COVID, quarantine pending results if contact test is positive.
Travel anywhere other than a lower-risk state, designated by the Dept. of Public Health OR from an area with an infection rate >5%.	Quarantine 14 days

*MA considers all students and staff from a given elementary school classroom to be close contacts.

Face Coverings

All individuals must wear a mask when in the LGA building, except when otherwise indicated by a medical professional and communicated in writing to, and approved by, the school administration.

Masks must cover the nose, mouth and chin and fit snugly against the sides of one's face. Masks with vents, neck gaiters and folded bandanas are not permitted. Masks should be three layers thick.

All students should bring at least four clean masks to school each day-- one that they are wearing and three additional ones. Students should take home all masks each day, and the masks should all be washed each evening and fully dried before packing to return to LGA.

A limited supply of disposable masks will be available in the office. Children will be permitted the use of two disposable masks from the office per year, after which families will be charged \$2 each. Any family whose children are regularly coming to school without masks will be spoken to by the administration.

Mask Breaks

Students will be allowed to remove masks for teacher specified periods when outside and when social distancing permits. All efforts will be made for eating to take place under such circumstances. Every time a student or teacher takes a mask break, they will wash or sanitize their hands prior to and after removing the mask, and prior to and after replacing the mask. Masks will be placed on a clean paper towel or in a paper or plastic bag.

When office and administrative staff are working alone in a private office with the door closed, masks may be removed. Hands will be washed or sanitized prior to and after removing the mask, and prior to and after replacing the mask.

Social Distancing

The building has been configured to allow for optimal social distancing between individuals, which is a critical way of limiting the spread of coronavirus. Classrooms have been arranged to allow students and teachers to maintain six feet of distance from one another. Students, faculty, and staff are all expected to maintain a distance of at least six feet throughout the day. Social distancing will be maintained during arrival and dismissal, and moving through the building. Social distancing will be enforced by faculty and administration.

Signage will be placed throughout the building to remind students of social distancing guidelines and to assist with movement in hallways and stairwells.

Bathrooms will be gender neutral and designated for specific classes. Only one person will be allowed in any bathroom at a time.

Cubbies and lockers will not be available for student use. Instead, all students will have a designated bin in the classroom next to their desk for storage of backpacks and other belongings.

Any space which cannot accommodate six feet of social distancing will have signage indicating maximum capacity.

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Faculty meetings and collaborative planning will take place virtually whenever possible, or outside weather permitting.

Cleaning and Disinfecting

We have enhanced our daily and weekly cleaning and disinfecting procedures of our facilities. Cleaning and maintenance staff will be required to comply with the school's screening, social distancing, and face covering policies. We are following the CDC and state guidelines and best practices for cleaning protocols. High touch areas such as door handles, light switches, handrails, eating surfaces, and faucets will be prioritized. Bathrooms and common areas will be cleaned twice during the day. Classrooms will be cleaned at the end of each day. The climbing structure will be used by one class at a time and will be cleaned after use.

There will be touchless hand sanitizer dispensers at the entrance to the building. Additional hand sanitizer dispensers are installed throughout the building. Students and staff will be expected to clean/disinfect their hands regularly throughout the day, including upon arrival in the classroom, before and after mask breaks, before and after eating, and after using the bathroom.

When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds and until there is visible lather, rinse thoroughly, and dry with an individual disposable towel. Appropriate signage will be provided. If handwashing is not feasible for a given activity as determined by the school, hand sanitizer with at least 60% alcohol content will be provided. Hand sanitizer must be applied to all surfaces of the hands and in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry. Children under the age of six will be taught by faculty and staff how to use sanitizer, and will be supervised to ensure appropriate usage.

No supplies will be shared by students. Any items that may be used by more than one student will be cleaned and taken out of circulation for at least the number of days recommended by the CDC before being passed on to the next student.

Air Circulation and Ventilation

Boulanger's Plumbing and Heating has conducted a complete review and servicing of our HVAC system. The system has been adjusted to bring the maximum amount of fresh air in through the intake, as well as to achieve maximum frequency of air filtration. The filters will be replaced at the recommended frequency. As per Boulanger's recommendations, windows will remain closed in order to allow maximum efficacy of the HVAC system.

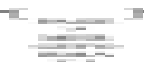
Use of Outside Space

While classrooms have been configured to allow six feet between each desk, we will take full advantage of our outdoor space. Four tents will be installed in the back field for protected outside time, including classes and eating time. In addition, a number of outside spaces have been configured on LGA and Abundance Farm property.

School Day

Arrival

When we are in the building, school doors will open at 8:00 am. Should we find that there are too many students to easily allow for social distancing, we will move to staggered drop off, assigning families with specific time slots.



During arrival time, both sets of doors will be propped open to allow for hands-free entry, and administrators will stand outside, socially distanced, to welcome students. Spots will be marked on the sidewalk to ensure that students waiting to enter the building are socially distant.

Once students are confirmed to have a “go” from the Magnus app, they will use hand sanitizer before entering the building, and will be verbally welcomed to school. They will then proceed directly to their classroom, following the protocol for hallway and stairwell passage.

Parents/guardians who are walking their students to school, or helping their children out of the car, must also wear a mask and remain socially distant from anyone outside of their household. No one other than students, faculty, and staff may enter the building.

Any students arriving after arrival time should ring the bell for admission.

When we are remote learning, but having in-person gatherings on campus, check-in for students will take place at the entrance to the playground area. Students will be welcomed by an administrator, will sanitize their hands, and will go directly to their class outdoor space.

Dismissal

When we are physically in the building, dismissal will be at 3:15pm. Anyone who is picking up a student on campus must wear a mask and remain socially distant. Students’ names will be called over the loud speaker. An LGA employee will be assessing the pick up area continuously so that dismissal is efficient and safe. Names will be called one at a time to ensure that students have vacated the building before the next name is called. Because we anticipate that this process will take longer than our former process, we ask that you work quickly to gather your student and make room for the next family. No child will be allowed back in the building/field after they have been dismissed. When we are remote, the school day will officially end at 12:30pm. This includes the once a week outside, on-campus class time. Dismissal will be similar, where students are called one at a time over the loudspeakers, which can be heard outdoors.

Should you need to pick up your child prior to the end of the regular school day, we ask that you please call the office upon your arrival at the front of the school. We will sign your child out, and dismiss them to you outside.

Due to the need to physically distance our students, families are expected to be punctual for picking up their children. If a child has not been picked up after 15 minutes, families will be invoiced \$10 per 15 minute period.

If you have been called to pick up your child because they are experiencing COVID-like symptoms, please park your car upon arriving at school, and then call the office. You will then be given instructions on how to proceed.

If you have been called to pick up your child because they are experiencing behavioral issues which we cannot safely manage in the context of social distancing, please park your car upon arriving at school, and then call the office. You will then be given instructions on how to proceed.

Student Schedules

General Studies teachers will spend most or all of the day with their class. Any subject taught by a teacher other than the General Studies teacher, including Hebrew, Judaic Studies, Art, PE, Music, and Chava/Farm, will either be taught outside or will be led virtually (in which case the General Studies



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teacher will be present). Students will remain with their classes throughout the day. Movement throughout the building will be limited.

All classes will begin their day with a Morning Meeting, where they will review the day's schedule, build community, and practice social skills. Any student learning remotely will be expected to attend Morning Meeting on time, daily. Morning Meeting will take place at the same time each day, whether we are in-person or remote learning, and attendance will be taken.

Recess/PE/Outdoor Time

Students will go outdoors daily in most weather conditions for recess, learning, and other outside activities. Students should have weather appropriate clothing and outerwear, which they must be able to put on and take off independently, as social distancing requirements will prevent them from receiving help. Extra items will not be available for students to borrow, so it is imperative that families check the forecast each day. Families may want to have an extra set of rain gear/winter gear, as well as a change of clothes, which stays at school so that students are always prepared. PE will be on Tuesdays this year; should the weather not allow being outside for PE, movement activities will be led in the classrooms via Zoom. Students will also be working on Abundance Farm at least weekly, so they may want a pair of gardening gloves as well.

Lunch/Snack

Lunch and snacks will be eaten outside whenever feasible. It is important that students be able to open all of their containers and packages independently, as social distancing regulations will prevent them from receiving help. Simple snacks that can be eaten quickly are ideal. Sharing of food between students is prohibited. Families are not permitted to bring in shared treats for special occasions until further notice. Due to the practical impossibility of wearing a mask while eating, students, faculty, and staff must maintain at least six feet of physical distance from each other while eating.

All students must bring a filled water bottle each day, as the water fountains will not be available for use.

No food will be shared, for any reason.

Bathroom

Every class at LGA will have a bathroom assigned to them for their use. Only one person at a time will be permitted to enter any bathroom, unless a child needs assistance or in the case of an emergency. All bathrooms will be gender neutral. Prior to exiting the bathroom, everyone will be expected to wash their hands in accordance with our hand washing policies. All toilets have been fitted with lids, which should be lowered before flushing.

Doors to multiple occupancy bathrooms will remain propped open, for hands-free entry and exit. Trash cans will be positioned at the door.

Special Services

Students who receive reading support will continue to receive those services through Zoom.

Virtual Learning

We understand that some students may need to learn virtually, even while our building is open. We are committed to accommodating families whose children need to learn from home. Students will virtually join Morning Meeting each day, during which the day's schedule will be reviewed. Students will remotely join for instructional time and will complete work independently at home. Students will have access to teachers through chat in Zoom or through Seesaw/Google Classroom. Unless there is a health issue keeping children at home, students who are learning at home may be able to join their peers for pre-arranged outside time, such as time on the Chava/Farm. Families must understand that whenever we are outside, if there is an emergency, students will be brought into the classroom spaces; any family that does not feel comfortable with this, should not have their children attend for these times.

Please understand that learning from home while there are children in the classroom is an accommodation, and not our primary means of instruction. As such, please be patient, as we navigate this less-than-ideal situation. Should you decide that virtual learning is best for your child, we ask that you partner with us to make it as successful as possible.

Special Student Activities

Students will remain with their classes and participate in special activities, including Monday Morning Meeting, Kabbalat Shabbat, and holiday celebrations via Zoom. Parents/guardians will be invited to join us via Zoom as well, for these important community events of our school. If we are distance learning, these activities will all take place online.

Aftercare/Afterschool Activities

In order to maintain the health and safety of our students and staff, no after school classes are being offered at this point. Should this change, we will inform you of any updates.

Technology

Every student will be assigned a school-owned device. K-2 will be assigned iPads; 3-6 will be assigned Chromebooks. Students are expected to bring it to school fully charged each day.

All live remote learning will be held through Zoom. In order to create secure virtual classrooms to facilitate effective instruction, teachers are required to use best practices for safety and security at all times.

LGA has put in place protocols to ensure that administrators are aware of all live instruction happening within the school community. From time to time, administrators will "pop-in" to remote instruction, similar to the way an administrator would pop into a classroom during in-person instruction.

While the majority of remote live instruction will be group instruction, there may be times when 1:1 instruction is appropriate. For all 1:1 instruction, LGA has required that teachers add both a member of the administration and a parent/guardian to the invitation to the 1:1 instruction. There is no expectation that parents attend the 1:1 instruction. We are taking this step to ensure that parents are aware that their child will be meeting 1:1 with their teacher.

While we know that parents cannot be present for every minute of live instruction, nor is that best for students, we do recommend that parents keep an eye on their child during remote instruction. Have your child complete remote learning in a common area of your home or keep the door open. Consider setting a neutral virtual background to protect their privacy and keep down distractions. Speak to your child



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daily about how their remote instruction went; if anything seems out of the ordinary, reach out to use and let us know.

Please also see the Acceptable Use of Technology at LGA Policy and Agreement.

Visitors and Guests/Communication

In order to minimize exposure of COVID-19 to the school community, only students, faculty, staff, and approved providers will be permitted to enter the LGA building during the school day. LGA approved providers (repair technicians, etc.) who enter the building during the school day must complete a wellness assessment and have their temperature checked upon arrival.

It is vital for families to pay attention to email communications and text alerts for school updates, including potential school closings and/or scheduling changes.

Remote Learning

Should the Board of Directors, the Northampton Board of Health, or the Commonwealth of Massachusetts determine that we should close our building, we will switch to our Remote Learning Plan. School will begin at the same time for all students, starting with a Morning Meeting to begin the day. Students will then follow a set schedule for synchronistic (live) sessions and independent work times for all classes. Specials will also be part of that schedule. Students will be expected to abide by the classroom norms established by the class, including all elements of the Technology Agreement, as well as academic standards. In addition, we will schedule regular optional outdoor in-person sessions, as the health situation permits.

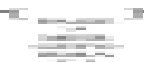
Each class will be assigned an optional morning on campus one day each week (9:30-12:30) for social connection and activities on Abundance Farm, as feasible. Students should eat snack before arriving and plan on eating lunch at home. Families who choose to participate must understand that in case of emergency (lightening, bears, etc.) students will go into their classrooms in the building, which have been set up for physical distancing.

Setting Learning Expectations and Spaces

Students learn best when there is consistency and consistent expectations. With that goal in mind, LGA will do its best to have a consistent and predictable schedule for each grade. Students are expected to be on time for each of their scheduled Zoom sessions, whether whole group or individual, and be ready to learn. The same expectations exist for students whether online or offline-- students are expected to uphold all elements of Derech LGA.

To help students learn from home, it is important that “school time” be presented as different from “home time.” Students should have “work stations” for work completion. This can be a desk in their room, or a corner of the kitchen table. All LGA students will receive a tri-fold presentation board to help set up workstations at home. Students can use the walls of the tri-fold as a bulletin board to have a variety of resources available to them (alphabet charts, number lines, multiplication tables, etc.). Students should also have all of the resources that they will need close by so that they remain in “school mode.” Students will receive a box of supplies and the resources needed to complete their assignments.

Students should make sure that their Chromebooks or iPads are fully charged each day. We strongly recommend that families ensure that they have a robust WiFi connection.



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All students should be dressed for school, and ready to work at their workstations. Students should not do work from their beds.

Teachers will be in ongoing communication with families about learning expectations, rationale behind assignments, and ways to support students.

Community Expectations

LGA strives for an active and willing partnership between the school and our families, now more than ever. We will do our very best to ensure that the guidelines we have outlined will be followed in school. We ask for your commitment that your family also will follow best practices in keeping virus spread to a minimum while outside of school. Some of these practices include:

- completing symptoms, health, and other risk screening questionnaires daily and upon request;
- obtaining student vaccinations and providing general health records prior to the beginning of school and upon request;
- picking-up their child promptly if sent home during day;
- keeping their child at home if they are sick or potentially sick (after completing the symptom, health, and other risk screening questionnaires), and communicating with the school accordingly;
- understanding and complying with all policies and procedures, and explaining the same to their child;
- practicing and teaching their child about proper hand washing and hand sanitizing, use of face coverings, other healthy hygiene practices, and physical distancing;
- sending their child to school properly wearing a clean face covering;
- providing relevant health information to the school on a timely basis, including information concerning COVID-19 testing and diagnoses of their child or within their shared households;
- helping create a culture of “responsible citizenship” which emphasizes understanding and abiding by the new policies and practices; and
- cooperating with, and responding to, all requests of the school as to safety or wellness on campus.

As a member of the LGA community, I agree that it is my family’s responsibility to adhere to the community expectations.

Signed _____

I have read and understand the policies contained in the Family Handbook and in this Addendum.

Signed _____

THE SCHOOL

MISSION AND VISION

Lander-Grinspoon Academy is a Jewish day school in the Pioneer Valley welcoming children of families from all Jewish traditions and backgrounds. **Our mission is to provide a rich, academically rigorous, and values-based education integrating general and Jewish studies in a nurturing environment.**

Our vision is to inspire a community of lifelong learners to create a better world.

LGA's goals are to

- engender a love of learning and a positive Jewish identity;
- maximize the intellectual, emotional, social, ethical, and spiritual development of each student;
- impart knowledge and skills enabling students to become independent learners, critical thinkers, and caring, responsible citizens; and
- foster an appreciation of the centrality of Israel in modern Jewish life.

Our high standards of academic excellence and forward-looking general studies curriculum provides stimulating, in-depth instruction in the core disciplines of language arts, mathematics, science, social studies, and the arts. We place great value on supporting active inquiry and mastery by encouraging all children to excel to the best of each child's abilities.

At LGA, we have a creative dual-language Hebrew curriculum. Our Judaic Studies curriculum is presented in an egalitarian framework encompassing the study of Jewish history and culture, Israel, text study, an array of religious observances, and various spiritual practices.

At the heart of our mission is teaching *Tikkun Olam* (repairing the world). Integral to all parts of our curriculum, are social and ethical components that teach children compassion, respect, and the importance of diversity and equality. Our seasoned educators create a warm, nurturing, and creative environment that cultivates self-esteem, encourages success, and serves a variety of learning styles.

LGA recognizes that our families represent a broad range of religious beliefs, religious practices, family structures, political beliefs, etc. In setting policies, our goal is to be as inclusionary as possible. As a Community Day School, we strive to ensure that all students and families are able to participate and feel included. This rationale informs all of our policies, from our religious guidelines to our policies about birthdays and playdates.

Title IX Notice of Nondiscrimination

Lander-Grinspoon Academy does not discriminate on the basis of sex in admission, administration of its educational programs or activities or employment. Lander-Grinspoon is required by Title IX and its implementing regulations not to discriminate on the basis of sex in admission, administration of its educational programs or activities or employment.

Deborah Bromberg Seltzer, Principal (257 Prospect Street, Northampton, MA 01060; 413-584-6622) has been designated as the employee responsible for coordinating Lander-Grinspoon's efforts to comply with and carry out its responsibilities under Title IX.

BOARD OF DIRECTORS

Executive Committee

President: Eric Phelps

Treasurer/Vice President: Blair Barondes

Secretary: Lisa Newman

Internal Rep: Eric Phelps

External Rep: Gretchen Siegchrist

At Large: Evie Glickman, Jacqui Kates

Board Members

Rabbi Justin David

Kim Evelti

Erin Kates

Rabbi Riqi Kosovske

Rabbi Yechiael Lander

Eitan Mendelowitz

Rabbi Ben Weiner

STAFF & FACULTY

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Kelley Maak, Office Assistantx 100, office@LanderGrinspoon.org

Amy Meltzer, Coordinator of Engagement Programs.....x 304, ameltzer@LanderGrinspoon.org

Missie Godwin, School Nurse.....x 100, health@LanderGrinspoon.org

Danielle Barbibay, 2, 3, 4, 5/6 Hebrew;x 307, dbarbibay@LanderGrinspoon.org

Tamar Fields, Reading Specialist.....x326, tfields@LanderGrinspoon.org

Hilary Gollis, 4, 5, General Studiesx 315, hgollis@LanderGrinspoon.org

Cindy Kassell, Gan, General Studies.....x 316, ckassell@LanderGrinspoon.org

Nancy Yahman, 3, General Studies.....x 314, jkearns@LanderGrinspoon.org

Becky Lederman, 6, General Studies.....x312,

blederman@LanderGrinspoon.org

Kitty Marshall, Art Specialist.....x 325, kmarshall@LanderGrinspoon.org

Rana Morrissey, 1, General Studies.....x 313, rmorrissey@LanderGrinspoon.org

Andrea Olkin, K; K, 3 Judaic Studies, Ed Tech Managerx 317, aolkin@LanderGrinspoon.org

Kasey Schmitt, Physical Education.....x 324, pe@LanderGrinspoon.org

Felicia Sloin, Music Specialist.....x 311, fsloin@LanderGrinspoon.org

Lauren Yamilkoski, 2, General Studies.....x 318, lyamilkoski@LanderGrinspoon.org

Elanit Weisbaum, 1, Hebrew, Judaic Studiesx 300, eweisbaum@Landergrinspoon.org

Laurie White, 4, General Studies.....x301, lwhite@LanderGrinspoon.org

Neil Zagorin, 5/6 Hebrew; 4, 5, 6 Judaic Studies.....x 302, nzagorin@LanderGrinspoon.org

Attendance Line.....x 312, office@LanderGrinspoon.org

THE CHILD AND SCHOOL

School Hours

8:00 AM	Classrooms are open to students
8:15 AM	Classroom instruction begins
Recess	1/2-hour morning recess for each grade
12:30 PM	Lunch (1/2 hour)
Recess	(20 minute afternoon recess for Kindergarten; a short break for grades 1-3)
3:15 PM	Dismissal; Monday – Thursday
2:30 PM	Dismissal; Fridays

Students should arrive at school by 8:00 AM in order to be in their seats by 8:15 AM

Students must be picked up by 3:30 PM* or 2:45 PM, depending on the dismissal schedule above.**

Dismissal on half-days is at 12:15 PM.

Arrival

FOR 2020-2021, PLEASE SEE COVID-19 ADDENDUM

Each morning begins with the Principal or another staff member shaking hands with each student and greeting them by name. This fosters one-on-one communication between students and staff, and teaches children the important ritual of shaking hands while looking an adult in the eye.

Children may arrive at school as early as 8:00 AM. Families are encouraged to arrive at school by this time so children may have a chance to visit with friends, unpack their backpacks, and have a smooth start to the day. Classroom programs begin promptly at 8:15 AM. Children may not enter the building before 8:00 AM, as teachers need time to prepare for the day. LGA does not take responsibility for students dropped off before 8:00 AM.

Parents may drop children off at school or accompany them into the building; however, with the exception of Kindergarten, parents are asked to allow their children to go to their classrooms by themselves. Most children enjoy the independence of going to class alone. Parents who need to relay information to a teacher in the morning may contact them through email or voicemail, or leave an urgent message in the office.

Punctuality

The LGA school day is very full and the morning transition is important in order for children to begin their day of learning successfully. Late arrival impacts not only the child who is tardy, but also the entire class. Therefore, we ask that families make every effort to have their children at school on time.

As noted above, the building opens at 8:00 AM. Students should arrive as close to this time as possible to ensure a smooth transition at the beginning of the day. Students must be seated in their classrooms and ready to begin the day at 8:15 AM when classes begin. Students who arrive in their classrooms after 8:15 AM are considered tardy. All students arriving late to school must sign in at the school office and should head to their classrooms independently.

4/12/2021

Families who are chronically tardy will be contacted by the Principal to create an action plan. If such measures do not rectify the problem, a student's enrollment status for the following semester or year may be impacted.

Absences

It is important for children to attend school regularly so they can fully participate in daily life at LGA. Massachusetts State law requires that children attend school regularly except under the following **excused** circumstances:

- Personal illness
- Quarantine
- Death in the family
- Religious holidays
- Emergency dental or medical appointments
- Other necessary reasons **approved** by the Principal

Parents who know ahead of time that their child(ren) will have an **excused** absence or late arrival should email the school at office@LanderGrinspoon.org or call the Attendance Line at 584-6622 x 312, prior to the day or first thing in the morning. If a student is sick, parents must call school by 8:15 AM. If a call is not received by 8:30 AM, parents will be contacted to confirm the absence. If a student's illness extends beyond one day, parents must call the office each day. Arrangements must be made with the student's teacher for missed work.

If a student misses more than 3 consecutive days due to illness, a doctor's note will be required to document the absences as **excused**.

Parents are expected to exercise careful judgment when family plans necessitate a child to miss school. Missed school days affect a child's school success and impact the whole class. Parents must notify their child's teachers as soon as plans are known **with no less than one week's notice** for absences beyond one day.

Students who have more than 3 **unexcused** absences will be contacted by the Principal to create an action plan. If the unexcused absences exceed 7 per semester the student's graduation to the next grade may be in jeopardy, or the student could be asked to withdraw from the school.

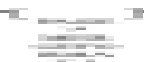
Dismissal

FOR 2020-2021, PLEASE SEE COVID-19 ADDENDUM

Dismissal is at 3:15 PM every day, except on Fridays when dismissal is at 2:30 PM.

Students are dismissed daily from their classrooms only when their name is called from the office loudspeaker. Each day, just before 3:15 PM, an LGA staff member gathers names in the parking lot of students whose parents/caretakers/carpools are present for pick-up. The LGA staff member will communicate those names to a staff person in the office who will announce students to be dismissed starting at 3:15 PM. **For everyone's safety, parents will not be allowed to pick up a child from a classroom. Parents are asked to refrain from entering the building during dismissal.**

Students must be picked up no later than 3:30 PM Mon. – Thurs. / 2:45 PM on Friday early dismissal days. If there are extenuating circumstances that prevent a child from being picked up on time, parents must call the office as soon as possible to notify the school of their arrival time. Please **DO NOT** call the office between 3:15 and 3:30 (or 2:30 and 2:45 on short Fridays) as the phone system is used for dismissal.



4/12/2021

The LGA office should be notified by 2:30 PM about any special pickup arrangements, other adults who will be picking up children such as babysitters or grandparents, or play dates. Parents should also inform the school concerning any adults who should **not** pick up your child. Pick up information should be communicated to the office in writing (email).

If someone other than a parent or guardian is picking up any students, the office must be informed. It is understood that sometimes parents are running late and may ask another parent to be responsible for additional children for a few minutes. However, **students will not be released to any individual if the office has not been informed of the change. Written permission is required for students to walk or bike home by themselves.**

At 3:30 PM, any students who have not been picked up will be brought into the after-care program and parents will be assessed the hourly after-care fee. If a parent knows that they will be late, they must call the office in advance so that the school can let their child(ren) know that they will be joining the after-care program. Parents who are consistently late for pick up will be contacted by the Principal to create an action plan.

Snow Days and School Closings

LGA follows the Northampton Public Schools for all snow closings and delays, but not for closings due to cold. Closings are listed on TV 22 and 40, at www.wwlp.com, and on our Facebook group page. You may sign up for automatic text-messages from wwlp.com. The school voicemail will contain information about closings and delays as soon as the information becomes available. Please do not call staff about school closings.

If there is a one-hour delay, school will be open at 9:00 AM and classes will start at 9:15 AM. If there is a two-hour delay, school will be open at 10:00 AM and classes will start at 10:15 AM, and there will be no morning snack time at school.

Because our students come from a wide geographical area and weather can vary from town to town, parents are encouraged to use their best judgment to decide whether or not to keep their children home from school or bring them in late.

LGA does not make up snow days at the end of the school year.

If Northampton Public Schools call for an early dismissal, LGA will make its own decision when to close.

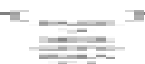
Security/Safety

FOR 2020-2021, PLEASE SEE COVID-19 ADDENDUM

Student and staff security is our highest priority. As such, our policies and procedures are subject to change throughout the year.

In order to keep all of our students safe, anyone arriving at the school (other than during drop-off) will need to be buzzed in. Once visitors have been invited into the building, they must sign in at the office and wear a visitor's badge while they are in the building. **No visitors may be in the building without a visitor's badge.** When visitors are ready to leave the building they are required to stop by the office to sign out and return their visitor's badge.

In order to keep everyone safe, we conduct fire drills and Stay In Place/Lockdown drills periodically throughout the year, as well as other safety protocols, both internally (only with LGA staff) and with the Fire/Police departments. We also occasionally practice our evacuation protocols.



The use of any tobacco or cannabis product within the school building, on school grounds, or in any school vehicle by any individual is strictly prohibited.

LGA, like all schools in Massachusetts, is a dangerous weapons and firearms-free zone. All employees, parents, students, and visitors must follow State law when on campus.

According to Massachusetts State law: “For the purposes of this paragraph, ‘firearm’ shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged.

“Whoever, not being a law enforcement officer and notwithstanding any license obtained by the person pursuant to chapter 140, carries on the person a firearm, loaded or unloaded, or other dangerous weapon in any building or on the grounds of any elementary or secondary school, college or university without the written authorization of the board or officer in charge of the elementary or secondary school, college or university shall be punished by a fine of not more than \$1,000 or by imprisonment for not more than 2 years or both. A law enforcement officer may arrest without a warrant and detain a person found carrying a firearm in violation of this paragraph.

“Any officer in charge of an elementary or secondary school, college or university or any faculty member or administrative officer of an elementary or secondary school, college or university that fails to report a violation of this paragraph shall be guilty of a misdemeanor and punished by a fine of not more than \$500.”

Parking and Traffic Etiquette; Walking; Biking

FOR 2020-2021, PLEASE SEE COVID-19 ADDENDUM

Cars should enter the CBI/LGA parking lot and drive around the circle staying to the right. Drivers will be asked to move ahead when necessary. If a child is not ready to be picked up, the driver will be asked either to park and walk to the school entrance to pick up their child(ren) or drive around the circle again. Students may only enter cars from the sidewalk. The line of cars at pickup may extend into Prospect Street, but cars must keep to the right, allowing traffic to continue. There is no parking in front of the synagogue on Prospect Street during pick-up and drop-off.

Parents may also park in the spaces nearest the Northampton Survival Center and walk to pick up children from the front doors of the school. In this case, parents should inform the staff member on duty who they are here to pick up. **The school is not responsible for supervising children after they have been dismissed, including on the playground.**

Parents should not use pick-up time for conversations with teachers, or block the path of teachers or children who are going to cars. Instead, parents should email or call a teacher to make an appointment.

Parents must also refrain from cell phone use during pick up times while they are behind the wheel of their car.

Parking spaces nearest the Northampton Survival Center (to the left when facing the school) are reserved for LGA families and part-time staff that arrive after 9:30 AM. All parents and students should use the sidewalk to walk from cars to the school. **Under no circumstances should children be allowed to walk unaccompanied across the parking lot to the school.**

The center parking spaces are reserved for the staff of LGA, Congregation B’nai Israel, and Gan Keshet, as well as for Gan Keshet parents and for CBI members. The spaces nearest CBI are reserved for synagogue members and Gan Keshet parents who arrive late. **LGA families should not use the center spaces unless they are also Gan Keshet parents.**



4/12/2021

In the case of morning assemblies, or all school events, parents should drop children off and then park either in LGA designated spaces, on Prospect Street, or on a nearby side street. Do not park in other places in the parking lot, such as at the entrance to the lot or across the sidewalk.

To drop off children by car, enter the parking lot from Prospect Street and keep to the right. Drive around the parking lot, pulling up to allow as many cars as possible to drop off children. Children may only be dropped off or picked up directly in front of the school. Do not park in the spaces between the synagogue and the school during drop-off or pickup times. Cars can exit the circle by pulling around to the left. **No child will be allowed to enter or leave a car that is in the left lane. For their own safety, we request that students only enter and exit cars from the passenger side of vehicles.**

Cars exiting onto Prospect Street may not turn left during drop-off and pickup hours as indicated on the sign.

The school encourages carpooling whenever possible. Families and children who live nearby are also encouraged to bike or walk to school when weather permits. Students arriving or departing via the bike path must use the Adare Place ramp, and not cut through the schoolyard or the adjacent DPW property.

Parents and visitors must use the utmost caution in the parking lot. Despite the school's best efforts, there may be unattended children, including younger siblings and visitors, in the path of cars. DO NOT SPEED upon entering or leaving, no matter how late you are.

Personal Technology

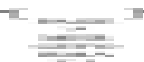
Students are not permitted to use personal electronic devices during school hours. These devices (such as cell phones, iPods, etc.) must remain turned off and in students' book bags; otherwise they will be confiscated and returned to parents. Students may use their own personal computers or e-readers for schoolwork with their teacher's permission. Students who abuse this policy may be barred from bringing their personal devices to school for at least 30 days at the discretion of an administrator. LGA staff and faculty will not be held responsible for lost or missing personal electronic devices. All students will be assigned an LGA owned device for school usage (iPad for grades Gan/K to Bet/2; Chromebook for Gimel/3 to Vav/6). Students must abide by LGA's Technology and Acceptable Use Policy (see page 25).

Homework

Homework is carefully increased as children move up from grade to grade. The school's general homework guideline is 10 minutes of homework multiplied by the grade level (i.e. second grade = 20 minutes of homework). However this will vary night by night and as the year progresses. Children in the Gan (kindergarten) have a few home projects during the year. These are intended to be done cooperatively with parents.

Starting in Kitah Aleph (first grade), students have regular assignments, which reinforce skills in the content areas and help build time management skills. Beginning in Kitah Hey (fifth grade), children use assignment notebooks ("planners") supplied by LGA and are taught to record daily and long-term assignments and to plan their work. **Homework assignments are given only for work that teachers are confident their students can do independently.** However, there are some projects that can or should be done in collaboration with parents. These assignments are clearly indicated by teachers. During Back-to-School-Night, teachers will discuss their guidelines for the amount of time their students should spend on homework.

In addition to the above, students are also assigned independent reading.



4/12/2021

Parents are asked to ensure that each child has a regular, uninterrupted time and place for homework. Children should be able to do homework independently, however parents should be available to answer occasional questions. Parents should inform the teacher if a child is having trouble understanding assignments or completing work in the suggested amount of time. It is important that teachers receive this information in order to be sure that their assignments are clear and appropriate for each individual child.

Meeting the Needs of All Learners

LGA strives to provide opportunities for every child to be successful in school. The classroom teacher and Principal, together with the consulting psychologist and/or reading specialist, will address accommodations for students with special learning needs.

To know as much as possible about how best to serve a student, a classroom teacher or principal may recommend additional testing for that student. Because of the importance of these requests, LGA requires that action be taken to initiate testing within 60 calendar days of the request. When testing is completed, a meeting will be convened and test results will be shared with relevant teachers. LGA reserves the right to withhold enrollment if the recommended testing results are not shared with the school.

Health Policies

FOR 2020-2021, PLEASE SEE COVID-19 ADDENDUM

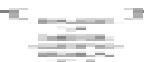
Children coming to school in the morning are assumed to be healthy enough to attend and participate in the full day's program, including recess and physical education. If, due to a medical condition, a child is not able to fully participate, a doctor's note will be required. If a child is ill or injured during the school day, parents will be notified immediately. If a parent or the designated emergency contact person cannot be reached, the Principal or another staff member in charge will contact the family doctor and take appropriate action.

Health forms are required for attendance at school. **All students** must submit new health forms (immunization and physical examination) by the first day of school. Parents are asked to ensure that the medical records and emergency information on file in the school office are kept current. **Students must be immunized in accordance with State and Federal guidelines. In the event of an outbreak of any infectious disease (ie Measles), the school will minimally comply with all DPH (Department of Public Health) requirements. As a Jewish institution, LGA DOES NOT accept religious exemptions.**

School personnel cannot assume responsibility for administering medication to children. If a child requires any medicine during the day, parents must fill out a Medicine Authorization Form, which must be approved by the Principal. All medication must be brought to school by a parent/legal guardian in its original labeled container, stating the child's name, drug, dosage, and time to be administered. A doctor's order is also required for the medication. Children are never permitted to administer their own medication.

When a child contracts a contagious disease, the school must be notified as soon as possible. As appropriate, this information may be shared with the parents of other children. Children must remain at home until they are no longer contagious.

Further, we ask that in the case of illness, even a virus or a cold, parents be conservative about returning their child to school. **If a child has a fever, is nauseated or vomiting, or has diarrhea, they must be symptom free for 24 hours prior to returning to school.**



Outbreaks of head lice can be a common occurrence among children, and elementary school students can be particularly susceptible. The school does periodic lice checks on students' hair. In accordance with policies of the National Association of School Nurses and the American Academy of Pediatrics, if a child is found to have live lice and/or nits (eggs) within ½ inch of the scalp the parent will be notified immediately. The student will be able to complete the school day but is required to have treatment before returning to school the following day. Children may not return as long as lice (i.e., hatched eggs) are present. Full parent participation and vigilance is paramount to preventing the spread of lice within the school community. Whether parents choose to administer a pediculicide or the Nuvo Method for treating head lice, it is vital that parents execute the second treatment and use a nit remover comb to ensure that the lice are gone.

Dr. Jonathan Schwab of Northampton Area Pediatrics is the school's consulting pediatrician.

Allergies

If a child has an allergy that the school needs to be aware of and/or monitor, it is the parents' responsibility to alert the school in careful detail to the nature and severity of the allergy and the steps that school personnel may be required to take to manage a reaction. This information should be listed on the medical information form submitted at the beginning of the school year. In the case of a life-threatening allergy the child's pediatrician must complete the allergy action plan. One version may be downloaded at:

<https://www.foodallergy.org/living-food-allergies/food-allergy-essentials/food-allergy-anaphylaxis-emergency-care-plan>

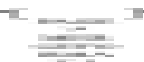
Lander~Grinspoon Academy strives to be as accommodating as possible to keep students with allergies safe. Towards this goal, the Principal may designate some classrooms based on known allergies, as "nut-safe" or "peanut-safe".

For 2020-21, Kitah Hey (5th grade) will be designated as a "tree-nut safe and peanut safe" classroom. In nut-safe classrooms, the school will work with children and their parents to understand nut-safe procedures. These procedures include students not bringing for lunch or snack any item containing any nut product, including butters, oils, extracts and flours.

Dress Code

We respect and encourage the idea that students express individuality through appearance, and also expect that students will wear clothes to school that allow them to participate fully in all aspects of their day. Clothing for school should be chosen for comfort, safety and appropriateness. Clothing should be suited to the weather and support an attitude of respect for others and the educational environment

- Clothing: Students' clothing should allow them a full range of motion—sitting, bending, reaching, and running—without requiring perpetual readjustment; if students need to constantly re-adjust their clothing, they cannot focus on learning. In stating that clothing should be appropriate for school, we look to parents and trust that they are aware of what their student is wearing to school. We will speak with children and families individually if we consider attire unacceptable. Undergarments should not be exposed at any time. Students often get dirty during the school day and, therefore, fancy clothing is not appropriate. In addition, any logos/graphics/language on clothing must be appropriate for a school setting. If a student comes to school in attire that does not abide by these standards, the student and/or the family may be notified.



- Shoes: Students at LGA play outside every day. All shoes must be secure with back straps. Flip-flops are not permitted. Parents of students who arrive at school with inappropriate footwear will be called and asked to bring appropriate footwear. All students must wear sneakers for Physical Education classes on Tuesdays (for 2020-21). Students who do not have proper PE shoes will not be able to participate. During the winter, students must have boots to be able to play in the snow. They should also have indoor footwear to change into after outdoor play. We strongly suggest keeping extra socks at school, as children with wet feet are very uncomfortable.
- Hats: Baseball hats and winter hats may be worn during recess only. Only head coverings designated as *Kippot* can be worn as Kippot; all other forms of hats may not be worn during the school day. (See the section on *Kippot* for more details.)
- Outer Gear:

FOR 2020-2021, PLEASE SEE COVID-19 ADDENDUM

Students have recess outdoors every day unless it is pouring rain or below 17 degrees. Please make sure that students have clothing that is appropriate for the temperature and weather. Students who do not have appropriate winter gear (snow pants, snow boots, winter coat, hat, gloves/mittens) will not be permitted to play in the snow.

- Extra Clothing: Younger students must have a complete change of labeled clothing which will be stored at school, including extra socks, pants, etc. so that if they get wet outdoors they can change. It is strongly recommended that older students also keep extra pants and socks at school.
- Shabbat (Fridays): In celebration of Shabbat, we ask that students dress in a manner that sets Friday apart as a day of special anticipation of Shabbat by wearing either an LGA school top or by dressing nicer for the day. Official LGA clothing may be purchased at http://www.landsend.com/shop/school-uniforms/-/N-g54?cm_re=nav--schooluniform--main, through the link on the school website, or periodically through LGA.

Lost and Found

Parents are asked to label all clothing. All unlabeled items found in school will be placed in a container in the school foyer. Children and parents should look there for missing articles. The contents of the container will be donated to a charitable organization from time to time.

After School Programs

FOR 2020-2021, PLEASE SEE COVID-19 ADDENDUM

There are two options, electives and after-care, for the four sessions of after-school programming at LGA. After school sign-up forms are available in the office and will be sent out via email.

After-care is offered Monday-Friday from 3:30-5:30 (short Fridays until 4 pm) at a rate of \$8 per hour or portion thereof. Students may be signed up in advance or on the day of. If payment is not received by the start of aftercare on any given day, families will be charged \$10 per hour or portion thereof.

Electives are specialty classes that are offered from 3:20-4:30 and are a session-long commitment.

After-School Program policies

- Students must bring their own snack, which must follow school food policies.
- Students who are in aftercare every day may leave packages of food at school for snack.
- **There are no refunds for snow days or absences.**
- Late and/or same day sign-ups: We encourage parents to sign up for after-care in advance. When there is available space, students will be accepted as same day sign-ups. If payment is not received by the time the child enters aftercare, families will be charged \$10 an hour or portion thereof.
- **Electives ONLY:** fees must be paid in full before electives begin in order for students to participate. We ask parents to please abide by sign-up dates, as this helps us assess if electives will be held.
- Parents must pick up students promptly at the end of an elective. **After a five-minute grace period, children will be automatically enrolled in the post-elective after care program and parents will be charged the late fee (\$10/hour).**
- Students must be picked up by the end of aftercare. For every ten minutes period, or portion thereof, after 5:30 that parents are late in picking up their children, they will be charged an additional \$10. If they are 25 minutes late, they will be charged \$30.

Birthday Celebrations in School

FOR 2020-2021, PLEASE SEE COVID-19 ADDENDUM

At LGA, families have the option of having their child's birthday celebrated on or near the day by supplying a special treat in the classroom. Any family wishing to send in a special treat should make arrangements ahead of time with their child's classroom teacher. Parents are asked to send in unopened, packaged goods or frozen treats that carry an appropriate symbol of *kashrut*. (See the section on Kashrut for a list of kashrut symbols.) Families may also arrange to use the school's Kosher Kitchen to prepare fresh fruit or baked items. When selecting a birthday treat, please keep in mind that students may have allergies and that many families strive to limit the amount of sugar and snack food their children have. We do ask that parents communicate with each other about these needs.

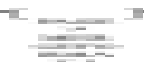
RELIGIOUS GUIDELINES

Introduction

LGA is affiliated with the Schechter Day School Network. As an affiliate, this school, along with the 40 other Schechter-affiliated schools in the country, follows religious guidelines as laid out by the United Synagogue of Conservative Judaism. Most of these guidelines can be adapted as deemed appropriate by each community's rabbinic authority.

The goals for the religious component of the school are for students to develop a sense of awe, reverence, gratitude, and amazement. The school looks to our rich Jewish heritage, through the study of Torah, Hebrew, and prayer, to guide this work. LGA strives to raise children to be good, loving people who truly know the beauty of Jewish culture and religion. Our vision is to imbue them with a love for Torah and the inclination to do good deeds, and see holiness in all people.

LGA recognizes that our families represent a broad range of religious beliefs, religious practices, family structures, political beliefs, etc. In setting policies, our goal is to be as inclusionary as possible. As a Community Day School, we strive to ensure that all students and families are able to participate and feel included. This rationale informs all of our policies, from our religious guidelines to our policies about birthdays and playdates.



Tefillah/Prayer

Of all of the *mitzvot* observed in the school, *tefillah* (prayer) most directly nurtures and promotes children's spiritual growth. To this end, all students participate in a daily service geared to their developmental level. In addition to daily prayers, lunch and snacks are accompanied by appropriate *brachot* (blessings). The religious life of the school, like all other aspects, is fully egalitarian—all genders participate equally.

Shabbat and Jewish Holidays

The school steps to the rhythm of the Jewish calendar. It strives to imbue in children a sense of the sanctity of *Shabbat* and the place of Jewish holidays in Jewish tradition.

The school week builds toward Shabbat as the highlight of the week. In addition to classroom-based learning about Shabbat and *Parashat HaShavua* (the weekly Torah reading) and each Friday's Kabbalat Shabbat celebration, the school sponsors an annual family Shabbaton retreat in the spring, which may happen virtually again in 2020-2021.

All Jewish festivals and special periods of the year are noted and observed in school.

Classes and school activities are never scheduled to conflict with Shabbat or holidays, and the office is closed on these days. Communication about school matters should not occur on these days. The student population is extremely diverse and families have a range of Jewish observance/practice. We therefore ask that birthday parties NOT be scheduled on Shabbat or other Jewish holidays.

Non-Jewish Holidays

National holidays, such as Thanksgiving and Martin Luther King Day, are marked by special programs and are taught as part of the curriculum. The school only teaches and observes holidays listed on the school calendar. The school avoids observance of all holidays with non-Jewish religious origins (such as Halloween and Valentine's Day), regardless of their widespread acceptance.

While we recognize that most of our students participate in Halloween or Valentine's Day events outside of school, they should not come to school in costume or bring any valentines to school. As days such as these are not part of our curriculum, we do not give classroom time to discussing them.

Kippot

LGA strives to create an environment of reverence for sacred texts and for those who engage in the study of these texts. In order to enhance this sense of reverence, we require all children, regardless of gender identity, to wear appropriate head coverings during Torah study, prayer, and when eating. They are not required to cover their heads all day, though some children may wish to do so. This policy reflects a determination to treat all genders with equal respect. New students to the school are given one Bukharian style *kippah*. Additional Bukharian style kippot are available for purchase at school. Bandana-style kippot are also acceptable, but only if used solely as kippot. School kippot must have the child's name clearly written inside, in English and Hebrew. School kippot will be placed in a special place in the classrooms at the end of the day and are not allowed to go home unless it is the family's practice to wear kippot at all times. At LGA, baseball caps are not considered suitable kippot. **In the case of a lost or misplaced kippah, your child will be given a temporary kippah at school to be returned at the end of the day. They may do this for two days, after which if their original kippah has not**

resurfaced, you will be charged \$15.00 for a replacement one. We strongly recommend that students keep at least 2 kippot in school.

Israel

The creation of the State of Israel is one of the seminal events in Jewish history. Recognizing the significance of the State and its national institutions, LGA seeks to instill in students an attachment to the State of Israel and its people as well as a sense of responsibility for their welfare.

Kashrut

The mitzvah of kashrut (Dietary Laws) is the set of observances by which Judaism has made the act of eating special, in order to impart a certain unique character to the Jewish people. The observance and study of kashrut has long been a part of the Jewish tradition. It can serve to strengthen one's Jewish identity. It is a source of unification for the Jewish people, tying us to the past and future generations, as well as to Jews of today. It confronts a basic human need and can serve to sanctify life.

While the laws of kashrut will consistently be observed on the school grounds and at all school-related functions, LGA does not attempt to exert control over the personal lives of school families. When teaching students about Judaism, kashrut is presented as a tradition and as a mitzvah.

The school community is quite diverse, with many forms of Jewish observance represented and welcomed. The kashrut policy reflects the school's affiliation with the Conservative movement (as a Schechter School) as well as the school's commitment to creating a community that is comfortable and respectful of all Jews.

Kashrut Policy

LGA makes a fundamental distinction between food your child brings for personal consumption (e.g. snack, lunch) and food brought for general consumption (e.g. birthday treats).

- **Personal consumption** – Food brought for personal consumption may not be shared among students and must adhere to these guidelines:
 - (1) All food must be dairy or *pareve* (pareve = neither dairy nor meat; vegetarian or scaled/finned fish). By prohibiting meat and poultry, even kosher meats, lunch and snack are simplified by avoiding issues of *basar v'chalav*, mixing milk and meat.
 - (2) Fish is considered pareve and is permitted. However, no foods made of or including shellfish of any kind are permitted.
 - (3) Remember to check for “hidden ingredients” that contain animal products, such as chicken stock and lard.

- **General consumption –**

FOR 2020-2021, PLEASE SEE COVID-19 ADDENDUM

To insure that all members of the school community can comfortably partake in all-school celebrations, food for general consumption is required to follow a stricter interpretation of the laws of kashrut. Food brought to school for general consumption must adhere to these guidelines:

- (1) All processed food must bear a symbol of kashrut certification (see attached list) and must be brought to school in the original packaging.
- (2) Grape juice and grape juice products require a symbol of kashrut certification.



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(3) Baked goods from any family's home kitchen will not be served. Parents who would like to serve a homemade treat, must use the kosher kitchen at LGA or CBI. The school office can provide information about using either kitchen.

The following foods do not require certification: (1) fresh or frozen fruit and (2) fresh or frozen vegetables.

Please do not put the teachers in the uncomfortable position of having to send home a birthday treat or call to inquire about the *kashrut* of a snack. Call the school if you have any questions.

The following are some of the various symbols found on processed food as reliable indicators that the product is kosher.



A single letter of the alphabet may not be copyrighted. Thus, a company that wishes to use a letter "K" on its packages may do so. The presence of the letter "K" on a wrapper indicates that the manufacturer claims that the product is kosher, but there is no independent supervision to substantiate that claim.

When in doubt, you may contact the Massachusetts Kosher Commission (MKC), by emailing Rabbi Yaffe at rabbi@bnaitorahma.org, or go to www.kashrut.com for information about kosher foods and related topics.

PARENTS AND SCHOOL

School Community

FOR 2020-2021, PLEASE SEE COVID-19 ADDENDUM

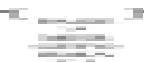
LGA builds community in many ways. Teachers and parents communicate regularly; parents are invited to be actively involved in the school, welcoming new families, raising money, sharing expertise in classrooms, joining in Monday Morning Meeting, Kabbalat Shabbat, celebrations and assemblies. Grandparents and other friends visit often. There are countless opportunities for children to share their work with other grades in an atmosphere of respect. Students also eat lunch in classrooms with their peers, as well as with older and younger grades. Community responsibility is fostered through classroom and all-school jobs and community service projects.

There are many opportunities for parents to volunteer in the school—from reading to the class to driving on field trips. All volunteers must be CORI checked, in accordance with the Massachusetts General Laws Chapter 71, Section 38R. All volunteer drivers must also complete a Driving Volunteer Form each time they drive students on a field trip.

All-School Assemblies

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There are many ways parents, grandparents and special friends can catch a glimpse of what makes LGA such a special place. We are especially proud of moments of community gathering.



- **Monday Morning Meeting** - The entire community is welcome to join the student body on Monday mornings from 8:20 - 8:40 AM, for singing, celebrating, class presentations and much more. Teachers lead the entire faculty in showcasing student work, starting the week off in an exciting way, and sharing school-wide announcements.
- **Kabbalat Shabbat** - The entire community is welcome to join students in celebrating Kabbalat Shabbat - at 2:40 PM on long Fridays and at 1:55 PM on short Fridays in the winter months. Whether gathering school-wide or in smaller groupings, Kabbalat Shabbat is a *ruach* (spirit) filled event led by Judaic studies and music faculty.
- **School Assemblies** - Throughout the year, LGA has a number of assemblies for holidays and class presentations to which parents are invited. Increasingly, we try to make use of technology by live-streaming some events so that extended family and friends may also join us.

Visiting the School

FOR 2020-2021, PLEASE SEE COVID-19 ADDENDUM

Parents are always welcome at school, but we ask that you make an appointment to see a teacher or administrator. Upon arrival, all parents and visitors are required to check in at the office to get a visitor's badge and to check out with the office when leaving to return the visitor's badge.

Parents who wish to discuss concerns with teachers or the administration are asked to make an appointment, ensuring that any discussions are conducted in an organized and confidential manner. Impromptu and unscheduled conferences at the start or end of the school day are difficult for teachers. Parents are advised that meeting in front of a class makes it difficult for teachers to conduct their classroom responsibilities and may result in incomplete communication. When meeting with faculty and/or administration regarding school concerns, parents are accorded the utmost respect; the same is expected from parents when they address school personnel.

Parent Teacher Conferences

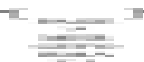
Parents are asked to fill out a questionnaire in September regarding the child's interests and experiences and the parents' goals, concerns and particular needs of their child.

Two Parent Teacher Conferences are scheduled each year: one about 6 weeks into school and the second in the early spring. The first conference allows teachers and parents to articulate questions, concerns, and impressions from the first weeks of class, and to establish goals for the year. The second conference gives an opportunity for a check in, as well as to follow up on goals set earlier in the year and to set goals for the last part of the year. Additional conferences can be arranged at the request of a parent or teacher.

Progress Reports and Standardized Testing

Progress reports are sent home in early February and in June. Reports consist of assessments of skill and knowledge development, and social and personal growth. Progress reports strive to balance information about the child's learning in relation to his or her peer group with insights into the individual and unique abilities of each child.

Stanford Achievement Tests are administered in the spring to students in the older grades. These tests give students practice in taking standardized tests and also serve as one additional source of information on how individual and groups of students are progressing.



Questions regarding your child's progress should be directed to teachers or to the Principal.

Records

Parents have the right to view their child's file upon request. Copies of progress reports are kept in the student's file. The school will not create additional documents for families. Recommendations written by staff for applications to other schools are not part of the child's file. Receiving schools require that those recommendations not be shared with parents, and this procedure is followed in order to protect the integrity of the application process.

Back-to-School Night

Early in the school year, an evening is planned for parents and teachers to meet each other. Teachers describe the year's program, explain general expectations for the year, and answer questions. Parents' attendance at this program is fundamental to children's positive school experience. This is true for returning families as well as for new families as each new grade and teacher presents new expectations and curriculum. Parents are encouraged to bring general questions to teachers or the Principal at Back-to-School Night as well as at any other time.

Home/School Communications

Communication and cooperation between home and school are central to the philosophy of LGA. Teachers communicate weekly through email, blog, photos and/or video about the learning happening in the classroom.

Another important way the school fosters home/school communication is the "home/school folder" which every child carries between home and school daily. Starting in the Gan (Kindergarten), parents are expected to develop the **daily** habit of looking through the folder with their children. Homework, finished work, and notes from teachers are examples of what comes home in folders.

The habit of using the home/school folder helps to develop consistent and successful homework habits early on. LGA teachers help parents and children become comfortable with homework routines by carefully structuring assignments and time requirements; by teaching children how to keep track of both daily and long-term assignments and finished work; and by providing procedures for handling questions and confusion.

We ask that parents communicate with their child's teachers through email. Teachers will not respond to texts.

Office Email Communication

It is the responsibility of families to stay informed of all important dates and deadlines. The office informs and reminds families of important dates and deadlines throughout the year. The full calendar can be found at www.LanderGrinspoon.org. Email reminders are sent at the end of each week and at other times, as required. In addition, teachers send regular updates to parents that may include information about upcoming events.

The primary source of communication between the school and families is email, through an official LGA listserv. Parent's email addresses will be distributed to teachers and families but are otherwise kept confidential and are not available to the outside community.

Parents are requested to check their LGA emails each week to stay abreast of important school

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information, calendar items, deadlines, and events. These emails also contain Jewish community event postings of interest to LGA families and friends.

LGA also uses Facebook to communicate about upcoming or recently passed events. If you have not yet “liked” our page please do so at <https://www.facebook.com/LanderGrinspoon/>. In addition, we maintain a closed Facebook family group to allow families to more easily communicate with each other. If you are not already a member, please contact the office to be added. Guidelines for the closed group are posted on the group’s page.

The bulletin board outside the school office is available for posting flyers and announcements. Please contact the office before posting anything on the bulletin board.

Communicating with Your Student During the Day

During the day, each student’s goal is to be learning and engaged in the classroom. Therefore, students are not permitted to call home from the office phone. In cases of an emergency, school personnel will call home on the student’s behalf. **Please do not call the office during school hours to get a message to your child, unless it is a true emergency.** It is disruptive to the class environment to have frequent interruptions. A bit of advance planning will go a long way in helping to maintain the instructional momentum for our students.

Birthday Celebrations Out of School

We are a small and welcoming community, and ask you to be cognizant of whom you are inviting when you are planning a birthday party for your child. Just as students are not permitted to be exclusionary during school, we ask that you support this when planning parties.

Invitations may only be handed out in school if the entire class is invited.

The student population is extremely diverse and families have a range of Jewish observance/practice. We therefore ask that birthday parties NOT be scheduled on Shabbat or other Jewish holidays. Children are also asked not discuss out-of-school birthday parties in school.

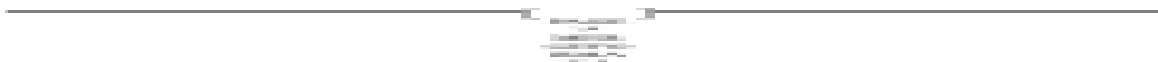
Parent Involvement

Parents are invited to be active in our school community. Parents can help at school in many ways including as class parents for each grade, planning community building activities throughout the year, and helping implement holiday and other celebrations throughout the year. We invite you to share your ideas with us.

Family Education

Through the support of the Harold Grinspoon Foundation, the Family Education program includes at least one grade specific shared experience for families per class. The dates for these events, which link directly to the grade’s curriculum, can be found on the school calendar. In addition, there is a school wide family Shabbaton retreat in the spring and other special events.

Parent Concerns



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LGA is dedicated to a collaborative educational process, inclusive of parents, teachers, and administrators. Parents are urged to communicate regularly with teachers about their child's education. Teachers and the Principal are available to discuss curriculum, learning and behavioral ideas, or other issues relating to students.

In the event that an issue between parents/legal guardian and teachers about curriculum, pedagogy or other school matters is not able to be resolved, parents who wish to pursue the issue must follow the procedure below. Decisions about curriculum are the responsibility of the Principal.

1. In a formal meeting, speak to the teacher directly, detail the concern, and attempt to establish recommendations for resolving the issue.
2. If necessary, arrange a second meeting within two weeks' time or within a time frame established by the two parties, and assess the status of the complaint.
3. If the issue remains unresolved, then the parent(s)/legal guardian should schedule a formal meeting with the Principal to discuss the complaint.
4. If necessary, parent(s) and Principal will schedule a second meeting to discuss the status of the complaint (see below for unresolved issues).

In the event that an issue about school related matters cannot be resolved, and if parents wish to pursue the issue, they must follow the steps below:

1. If parent has not done so already, meet directly with the Principal to discuss the complaint and seek resolution.
2. Meet with the Principal a second time, if parent has not done so already, to assess the status of the complaint.
3. If after two meetings, the parent is unable to reach a satisfactory conclusion, they may present a detailed complaint, including meeting dates and a list of what happened in each step of the process, to the President of the Board. No later than two weeks after its receipt, the President of the Board will communicate the process, which may include mediation, for handling the complaint to the parties involved.

After-School Playground Policies

Many families enjoy being on the playground after the school day has ended. When school is out we ask that you kindly observe the same playground rules that are in effect during the school day.

General Playground Rules:

Our goal in setting rules for playground play is to ensure that all students are able to have safe fun. Therefore,

- No organized sport-team games on the side field (the field closest to the playground). Students can use balls with a partner or small groups in the side field to play catch or keep-away on the side field.
- No rough play. Rough play is defined as any physical contact that involves pushing, ramming, wrestling, grabbing, tackling.
- No gun/shooting play, including packs/gangs running around 'attacking' other students.
- No pretend violence/fighting, whether in-group or against a pretend group is allowed.
- No flip-flops on the playground. Secure shoes must be worn on the playground.
- No collecting and claiming ownership over items naturally occurring on the playground.
- No playing hidden inside the bushes on the hill or by the school.



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- All playground materials (including the play structure) are to be used only for the purposes for which they are intended i.e., tetherball should only be used for tetherball, students should only go down the slide, not up.
- No double swinging on the swings.
- No students are permitted on the back field unless an adult is present and supervising.
- The gate in the back field is for emergencies only. This gate should not be used for entrance or exit for any other purpose.

After school hours, the shed remains locked and, therefore families should bring their own balls and equipment. Anyone riding a bike or scooter must wear a helmet.

No dogs, with the exception of service dogs, are allowed anywhere on the playground.

Once students have been picked up, LGA no longer takes responsibility for your children. Caretakers must be present and actively supervising students at all times, as described above.

After-School Sledding Protocol

(* This also applies to sliding on "super-icy" days*)

Again, we ask that families support our playground policies by reinforcing them in the after-school hours:

- Students should line up at the top of the sledding routes.
- Sleds should go down staggered, not all at once.
- 1 or 2 children on a sled. NO threesomes!
- 1 child can lie down on the sled. If there are 2 children, they must both be seated.
- Students must wait for those in front to get up and move out of the way before sledding down.
- Students must return their sled to the line, walking up the side of the sledding hill.
- When sledding without a sled, students must go down on bottoms, not on bellies.

ACCEPTABLE USE OF TECHNOLOGY AT LGA POLICY

General

Lander Grinspoon Academy provides students with access to an LGA-owned iPad or Chromebook device in a one-to-one environment as well as access to the school's network. All students must have on file a copy of the Acceptable Use of Technology Agreements signed by themselves and a guardian.

The use of such resources should be limited to those activities that support LGA's educational objectives. Use of any school electronic device for any inappropriate surfing, downloading, or game playing is unacceptable. The failure of the Student or the Parent/Guardian(s) to abide by the terms contained in this policy or the Technology Acceptable Use Agreement can result in a student's being prohibited from using the LGA network or computers, suspension from school, or even in expulsion of the student from the school.

Internet

Internet Safety

Students are not allowed to post personal contact information about themselves or others on the Internet. Examples of personal contact information are home addresses, telephone numbers, school name, and email addresses. Students should not meet with someone they have contacted online without parental approval. The school is not liable in any way for irresponsible acts on the part of the student or parent/guardian.

Unauthorized Use or Accessing of Materials

While the school takes steps to prevent unauthorized use of the Internet, it is understood that such measures are not 100% foolproof. Users of the Internet may encounter material that is inappropriate because it is impossible to control the content of data. Users, parents/guardians, teachers, or administrators may deem such material inappropriate or offensive.

It is every user's personal responsibility not to initiate access to such inappropriate material, to use their best effort to preclude access to these materials, and to report to the teacher or an administrator any inadvertent accessing of inappropriate materials. If a search of the school's system reflects intentional or accidental access of such inappropriate materials and the student did not first report it, the student will be subject to discipline.

Pirated Software

The term "pirated software" refers to the use and transfer of stolen software. Commercial software is copyrighted, and each purchaser must abide by the licensing agreement published with the software. There is no justification for the use of illegally obtained software. The school will not, in any way, be held responsible for a student's own software.

Email, Chat Rooms, Instant Messaging, and Social Networking Sites

Email may not be used to harass or threaten others. The school reserves the right to randomly check email. Email messages must not include personal attacks and should follow the normal rules of appropriate public language. They should not contain any language or content, which the author would

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not be willing to share from the podium at a school meeting. Students should be made aware that deleted emails can be undeleted.

Student participation in “chat rooms,” instant messaging, sexting, posting messages, public blogs, or browsing social networking sites (such as Facebook, Instagram, Snapchat, or any others similar sites) on campus or using school equipment (including school email addresses) is prohibited. In addition, any person who believes that they have been harassed or threatened by any of these methods of communications should immediately report the concern in accordance with the school’s Bullying Prevention and Intervention Plan. Students should also be aware that teachers and administrators periodically check such sites and may determine that out of school behavior violates the school conduct code by making disparaging or negative comments about the school, administration, or faculty members in a manner that is disruptive to the school’s educational mission or activities.

Students are expected to participate in Zoom sessions following classroom norms as established by their teachers. Students who are unable to participate appropriately will be subject to appropriate discipline.

Faculty will only respond to students who contact them through LGA email, Google Suite, Seesaw, or other LGA approved application. Faculty will not respond to emails or messages sent through students’ personal email addresses.

Students may not use their school email addresses to open or log into online gaming, or to sign up for any memberships or listservs without explicit permission from teachers.

Network Access

Accessing the accounts and files of others is prohibited. Attempting to impair the network, to bypass restrictions set by the network administrator, or to create links to the school’s web page is prohibited.

Obtaining another’s password or rights to another’s directory or email on the network is a violation of school rules as well as a form of theft. Taking advantage of anyone who inadvertently leaves a computer without logging out is not appropriate. Using someone else’s password or posting a message using another’s log-in name is a form of dishonesty, just as is plagiarism or lying, and will be treated as a violation.

While LGA works to ensure the security of electronic communication, account users must assume that privacy cannot be guaranteed. The user and parents/guardians specifically agree to indemnify LGA for any losses, costs or damages, including reasonable attorney’s fees incurred by the school related to or arising out of any breach of the above guidelines.

Passwords

It is students’ responsibility to not share their passwords. All students will be responsible for any activity on their user account. It is very important that students do not give out their password.

Any student who accidentally views the password of another student or staff member should report the incident immediately to the student/staff member or an appropriate authority. Failure to do so is considered a violation of the technology use policy.

Printing

Students should not plan on printing homework at school. School printing resources are intended for class work only. In order to print work, a student must obtain permission from a faculty or staff member. Any student discovered to be printing without proper authorization will have their student account suspended for a specified period.

School’s Right to Inspect

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LGA reserves the right to inspect user directories, school computers, personal laptops, other personal devices, and the school's system for inappropriate files, emails, and other materials. LGA reserves the right to remove any inappropriate materials found and to take other appropriate action if deemed necessary, including notification of parents. Account users must assume that the privacy of any messages or materials on school devices or devices using LGA's network cannot be guaranteed.

Viruses

Every effort is made by the school to keep our system virus-free. Even with the best techniques, however, computer viruses can be transmitted to and from any computer. The school is not responsible for the transmission of any virus or for damage suffered from a virus.

Computer Care

Members of the school community will not modify, abuse, tamper with, or willfully damage any computer equipment, use the computer for other than appropriate work, or bring food or drink into any computer area. Any intentional acts of vandalism will result in discipline and families will be held responsible for the cost of replacement or repairs.

Requirements/Discipline Reporting

Any student who accesses inappropriate material on the Internet, passes or makes public any material that is sexually-explicit or violent, receives harassing, threatening, bullying, or inappropriate materials via email or on the Internet, must immediately report the concern to the teacher who is supervising the activity or to the Principal so that the situation can be investigated and addressed appropriately. Students who violate any aspect of the Technology Policy will be subject to appropriate discipline and loss of computer or Internet privileges.

ACCEPTABLE USE OF TECHNOLOGY AGREEMENT

Student Name _____ Grade _____

We have read and agree to follow the Lander-Grinspoon Academy Acceptable Use of Technology Policy. We understand that violation of the rules may result in account restrictions, the loss of the student account, and/or disciplinary consequences.

We agree to allow our child to use school-owned electronic devices for use at home and at school, and take full financial responsibility for any damage or loss incurred while the equipment is in our child's possession.

We understand and consent to having our child participate in group and one-on-one video conferences (Zoom or equivalent) with school personnel.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

I UNDERSTAND THAT IT IS MY RESPONSIBILITY TO CARE FOR THE DEVICES THAT HAVE BEEN LENT TO ME BY LGA, AND I WILL ONLY USE THE ACCOUNT INFORMATION THAT HAS BEEN PROVIDED TO ME BY LGA -

I will make sure my equipment is safely carried, used only when permitted by a teacher, and used only for purposes approved by the school. I recognize there are times when using my equipment is inappropriate, and may be used only when approved by my teachers and parents/guardians. I will make sure my device is in my possession or stored safely in a place such as my desk or my backpack. There will be no times that my device is left out or unattended. It is my responsibility to ensure that my device is fully charged when I arrive at school each day. I will observe all network security practices as described by the teachers. (such as not opening spam or accepting unknown emails from outside the LGA domain.)

I WILL NEVER RESPOND TO ANY ONLINE COMMUNICATION THAT MAKES ME FEEL HARASSED, UNCOMFORTABLE OR THREATENED -

I will tell a trusted adult if I come across anything that makes me feel scared, uncomfortable, or confused, or that I otherwise know to be inappropriate. I will never respond to any messages that are rude or offensive in any way. I will show the message to a parent, guardian or teacher right away. I understand that the adults at LGA have my safety at heart and that they will respect my feelings and help me.

I WILL BE KIND AND RESPECT OTHER PEOPLE'S RIGHTS WHILE ONLINE AND WHILE USING DIGITAL DEVICES -

The Internet is a large community and digital devices have broad capabilities; my behavior on the Internet and my use of digital devices affects others. Integrity is a concept of consistency of actions, values, methods, measures, principles, expectations, and outcomes. I will conduct myself in all realms of digital life with integrity, and realize that I represent my family and community while doing so. I will not use someone else's device without the approval from the device's owner, a teacher or a school administrator. I will value and protect the intellectual property of others, will respect copyrights, and will not plagiarize any material - on or off-line. I will follow my class's video conferencing expectations at all times.

I WILL KEEP IDENTITIES PRIVATE -

I will never share personal information such as names, mailing addresses, telephone numbers, the name of my school, or any other information that could help someone determine an actual identity. I will also not reveal any personal information about my friends,



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family or any person. I will never send or post media (pictures, video, audio etc.) or any personal information, my own or that of others in my community, without first checking with my parents, teachers or guardian. I will never meet in person with anyone I have first “met” online without discussing it with my parents or guardian or teacher.

I WILL TALK WITH MY PARENTS/GUARDIAN AND TEACHERS ABOUT THEIR EXPECTATIONS AND GROUND RULES FOR GOING ONLINE (parents please go over guidelines with your children) - I will talk with my parents or guardians at home, and my teachers at school, so that we can set up rules for going online.

I recognize that my parents/guardians have the right to access my accounts:

Student initial: _____ Parent/Guardian Initial: _____

LGA encourages families to monitor their children’s internet use, and to work out additional digital device guidelines for home, especially surrounding non-school devices, accounts, and services (e.g., texting, or online media and games).

LANDER~GRINSPOON ACADEMY BEHAVIOR POLICY

I. Behavior Policy

LGA is committed to creating a safe, nurturing and positive educational environment embedded in Jewish values that is free from harassment and bullying of any kind, including cyber-bullying. All conduct that constitutes bullying or harassment and/or that breaches the “Guiding Principles and Behavioral Expectations” is prohibited.

II. Guiding principles and behavioral expectations—Derech LGA (LGA way)

“*Learning while learning to care*” and “*Love your neighbor as yourself*” are concepts brought to life at LGA where we foster a positive, nurturing and safe environment for all. In order to enable all students to achieve their potential, LGA has adopted this common set of principles to guide behavior. All students, as well as all members of the LGA community, are expected to learn and abide by these principles:

- *Shalom* (peace) שלום – We strive for harmonious relationships. We actively seek thoughtful and peaceful ways of resolving conflict.
- *Hesed* (kindness) חסד – We treat others the way we want to be treated. We are kind and consider the feelings of others. We give of ourselves without an expectation of anything in return.
- *Kavod* (respect) כבוד – We recognize the value in ourselves, one another, and our surroundings. We treat others fairly and with dignity and respect.
- *B'tichut* (safety) בטיחות – We strive to keep everyone in the school free from harm, danger, or injury.
- *Kenut* (honesty) כנות – We act with integrity and interact with one another in an honest, straightforward manner. We do not cheat, steal or intentionally mislead others.
- *Shituf Penulah* (cooperation) שיתוף פעולה – We support each other in meeting goals. We help, and do not hinder, collaboration.
- *Achrayoot* (responsibility) אחריות – We know what is expected of us and we work hard to fulfill these expectations. We accept responsibility for our choices.

III. Breaches of the behavioral principles

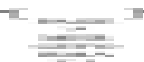
As a school, we pledge to teach students about appropriate behavior and in turn we expect students to take responsibility for themselves and their relationships with others. Our goal is to create a safe and healthy learning environment and to help children change behaviors that are harmful and/or disrespectful to themselves and others.

All students are expected to abide by the school's behavior policy. If a student behaves in a manner contrary to the behavior principles, appropriate disciplinary action, as detailed in the school discipline plan and procedures, will occur. Disciplinary action may include, but is not limited to, an in-school behavior plan, a conference with the parents, in-school suspension, home suspension, or permanent removal from the school. The school reserves the right to expel a student immediately based upon the facts and circumstances. All disciplinary actions taken can become part of a student's permanent record, and that record could eventually be disclosed to third parties.

Growing children often learn by “testing the limits” and experiencing the consequences. Our procedures for dealing with breaches of behavior are structured in a progressive manner to manage violations by the severity of the student's actions with consequences that are developmentally appropriate and specific to the severity of the student's actions.

Some types of behavioral concerns include, but are not limited to:

- | | | |
|-----------|---------------------|----------------|
| o Pushing | o Profanity | o Embarrassing |
| o Kicking | o Defacing property | o Mocking |
| o Hitting | o Spreading rumors | o Taunting |



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- | | | |
|-----------------------|------------------------|----------------------|
| o Teasing | o Physical violence or | an object that is or |
| o Rudeness | threats of physical | could be perceived |
| o Stealing | violence | as a weapon |
| o Vandalism | o Inflicting bodily | |
| o Any act of bullying | harm | |
| or “cyber-bullying”** | o Threatening with | |

****Bullying** is defined by the Code of Massachusetts Regulations (c. 71, sec 370) as “the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.”

****Bullying** occurs in the presence of a power imbalance when someone is cruel or overbearing toward another person who may be or perceived to be weaker physically, mentally, or socially. Bullying can also be repeated teasing and/or humiliation. Bullying is intentional and like other harmful behaviors, is conduct that creates an unsafe environment. Acts of bullying are harmful to the target physically, emotionally and/or psychologically; they disrupt a student’s ability to learn and a school’s ability to educate its students in a safe atmosphere. Behaviors that are considered bullying include intimidation, repeated teasing, taunting, intentional social rejection and repeated unprovoked physical contact.

LGA BULLYING PREVENTION AND INTERVENTION PLAN

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Lander~Grinspoon Academy is committed to the success of its bullying prevention and intervention policy and procedures. LGA has a comprehensive behavior policy, which includes bullying in addition to other unacceptable behaviors. This policy outlines behaviors that will not be tolerated at LGA or any LGA related functions and specifies the consequences of such behavior.

LGA expects that all members of the school community will treat each other in a civil manner and with respect for differences.

LGA is committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. This commitment is an integral part of our efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can interfere with the learning process.

LGA understands that members of certain student groups, such as students with disabilities, may be more vulnerable to becoming targets of bullying, harassment, or teasing. LGA will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

LGA will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. LGA will investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. LGA will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyber-bullying and LGA is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The Principal is responsible for the implementation and oversight of the Plan.

I. PROHIBITION AGAINST BULLYING AND RETALIATION

LGA strongly supports a school culture that teaches and models kind, caring, and respectful behavior

embedded in Jewish values. There is a strong commitment to teaching our students how to be decent empathetic humans and appropriate behavior is pro-actively addressed from the moment all community members set foot on school grounds and throughout the day.

Acts of bullying, which include cyber-bullying, are prohibited:

- (i) on LGA grounds and property immediately adjacent to LGA grounds, at a LGA-sponsored or related activity, function, or program whether on or off LGA grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by LGA; or through the use of technology or an electronic device owned, leased, or used by LGA, and
- (ii) at a location, activity, function, or program that is not LGA-related through the use of technology or an electronic device that is not owned, leased, or used by LGA, if the acts create a hostile environment at LGA for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of LGA.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the school to staff any non-school related activities, functions, or programs.

II. DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below.

Aggressor is a student who engages in bullying, cyber-bullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is “the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

“Cyber-bullying, bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.”

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

Legal definitions and School Policy

Stricter standards of behavior may apply under LGA's policies to prevent verbal or physical misconduct before a student or school personnel have been subject to bullying as defined under the law. For example, although the law defines bullying as "repeated use" of certain expressions, acts, and/or gestures, the school reserves the right to apply disciplinary measures and other corrective action in the case of a single expression, act, or gesture, if the school determines that it is of sufficient severity to warrant disciplinary measures or other remedial action or that the repetition of that expression, act, or gesture might reasonably result in bullying as defined under the law.

III. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. **Annual staff training on the Plan** Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the Principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.
- B. **Ongoing professional development**. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. Professional Development includes the following:
- Review LGA Behavior Policy and Bullying Prevention Plan.
 - Information on specific categories of students at risk for bullying, including cyber-bullying and the use of social media. Assess what is already being done and develop a plan for implementing curriculum and training staff.
 - Augmentation or adjustment of on-going pro-social curriculum.
 - A workshop during staff week to further educate and update staff about bullying prevention.

The content of school wide professional development will be informed by research and will include information on:

- (i) Developmentally appropriate strategies to prevent bullying;
- (ii) Developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
- (iii) Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;

- (iv) Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- (v) Information on the incidence and nature of cyber-bullying; and
- (vi) Internet safety issues as they relate to cyber-bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

LGA's professional development supports:

- Promoting and modeling the use of respectful language;
- Fostering an understanding of and respect for diversity and difference;
- Building relationships and communicating with families;
- Constructively managing classroom behaviors;
- Using positive behavioral intervention strategies;
- Applying constructive disciplinary practices;
- Teaching students skills including positive communication, anger management, and empathy for others;
- Engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

- C. **Written notice to staff.** LGA will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school handbook and the code of conduct.

IV. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. The LGA Plan describes the strategies for providing supports and services necessary to meet these needs. In order to enhance LGA's capacity to prevent, intervene early, and respond effectively to bullying, available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and aggressors. Should an incident of bullying occur, LGA is committed to creating a strategy that provides for counseling or referral to appropriate services for aggressors, targets, and family members of those students.

- A. **Resources for counseling and other services:** LGA will rely on the expertise of the school Case Manager as well as outside resources to provide counseling and other services for targets, aggressors, and their families. This will include early interventions and intensive services as well as developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. LGA will utilize current tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula.
- B. **Students with disabilities:** As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of their disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.
- C. **Referral to outside services:** LGA will establish a referral protocol for referring students and

families to outside services. Clear protocols will help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies

V. ACADEMIC AND NON-ACADEMIC ACTIVITIES

From the earliest grades at LGA, students learn that as members of our community, they have the right to be treated with courtesy and respect and owe courtesy and respect to all others in the school community. Our curriculum and work place practices emphasize respect for differences and teachers are clear in their expectations for student behavior. When necessary, parents are notified and asked to reinforce standards for behavior within our school community.

Families and school personnel receive the Handbook and are asked to read and review it each summer. This Handbook included explicit policies around harassment and acceptable use of technology at LGA.

Morning meetings are utilized to make sure that students are well informed about what is expected of them and to reinforce positive conduct. Age appropriate discussions addressing [prevention, reporting, and identifying bullying, cyber-bullying, and retaliation will be the subject of morning meetings early in each school year. These subjects shall be raised at morning meeting or on other occasions throughout the year as the need arises.

VI. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

- A. **Reporting bullying or retaliation.** Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school staff member is required to report immediately to the Principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously.

Use of an Incident Reporting Form is not required as a condition of making a report. LGA will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office and 3) post it on the LGA website.

At the beginning of each school year, LGA will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. The LGA behavior policy clearly delineates which behaviors are not acceptable at LGA. This includes differing degrees of behaviors as well as considerations taken in addressing them. A description of the reporting procedures and resources will be incorporated in student and staff handbooks and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the Principal, or designee when they witness or become aware of conduct that may be bullying or retaliation. The requirement to report to the Principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with LGA policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

LGA expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Principal or designee.

B. Responding to a report of bullying or retaliation

1. Safety

Before fully investigating the allegations of bullying or retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents and/or retaliation. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or other locations; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the Principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School. If the reported incident involves students from more than one school, the Principal or designee first informed of the incident will promptly notify by telephone the Principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Principal or designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the Principal or designee will, consistent with the Plan and with other applicable LGA policies and procedures, consult with any individuals, the Principal or designee deems appropriate.

C. Investigation. The Principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation, the Principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal, or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited, and will result in disciplinary action.

Interviews may be conducted by the Principal, designee, or other staff members as determined by the Principal, or designee, and in consultation with the school Case Manager, as appropriate. To the extent practicable, and given their obligation to investigate and address the matter, the Principal or designee will maintain confidentiality during the investigative process. The Principal, or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with LGA or district policies and procedures for investigations. If necessary, the Principal or designee will consult with legal counsel about the investigation.

D. Determinations. The Principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the Principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The Principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

E. Responses to Bullying

1. Teaching Appropriate Behavior Through Skills-building

Upon the Principal or designee determining that bullying or retaliation has occurred, LGA will use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the Principal or designee may consider include:

- Offering individualized skill-building sessions based on LGA's anti-bullying curricula;
- Providing relevant educational activities for individual students or groups of students, in consultation with appropriate LGA staff;
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;

- Adopting behavioral plans to include a focus on developing specific social skills; and
- Making a referral for evaluation.

2. Taking Disciplinary Action

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with LGA's behavior policy.

Discipline procedures for students with disabilities are governed by the Federal Individuals with Disabilities Education Improvement Act (IDEA).

If the Principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The Principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the Principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal or designee will work with appropriate school staff to implement them immediately.

VII. COLLABORATION WITH FAMILIES

- A. **Parent Education and Resources.** LGA will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by LGA. The programs will be offered in collaboration with the PTO.
- B. **Notification Requirements.** Each year LGA will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. LGA will send parents written notice each year about the student-related sections of the Plan and the school's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats. LGA will post the Plan and related information on its website.

VIII. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of LGA, nothing in the Plan prevents the school from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of LGA to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers it.

Bullying Incident Report Form

Lander~Grinspoon Academy, Northampton, MA

Reporting Person:

Date:

Name(s) of Target(s):

Name(s) of Aggressor(s):

Name(s) of Witnesses/Bystanders:

Where did the incident occur?

When did the incident occur?

People the Target has spoken to about the bullying incident:

Teacher Other Adult at School Parent/Guardian Sibling Friend Other

Nature of Complaint: I believe that I or someone I know has been subjected to bullying in the following form(s):

Check all spaces below that apply

- ☐ Name calling
- ☐ Demeaning comments
- ☐ Stealing
- ☐ Damaging property
- ☐ Shoving/pushing
- ☐ Threatening
- ☐ Hitting/kicking
- ☐ Taunting/ridiculing
- ☐ Intimidation
- ☐ Excluding/Rejecting
- ☐ Other

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Describe the incident(s) as clearly as possible, including any verbal statements or physical contact that may have occurred:

Parent(s) contacted: Date _____

Administrative response taken:

I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge.

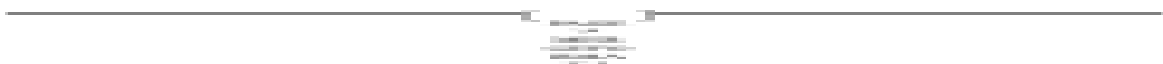
Complainant Name & Signature

Date

Received by

Date Received

4/12/2021



4/12/2021

