



Est. 1952 as Yavneh Day School
**Rockwern
Academy**
Discover. Believe. Achieve.



FAMILY HANDBOOK 2017-2018

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Purpose, Mission, Vision

Purpose: To maximize potential in Jewish Children

Mission: Rockwern Academy serves its students and the community by promoting a culture of academic excellence, developing a strong Jewish identity, and actively pursuing Tikkun Olam (making a difference in the lives of others).

Vision: Rockwern students are well prepared to achieve success in life and to be leaders in their communities. Our students have a passion for life-long learning, a foundation of Jewish values, and a strong bond to Israel and the Jewish People.

Values: We value creating a nurturing academic environment based on achievement, integrity, enrichment, and connection.

Belief	Value
We believe strong secular academics are a critical part of education.	Achievement
We believe that all Jewish children deserve the opportunity to go to day school regardless of financial means.	Inclusion
We believe Jewish values help set the foundation for success in life.	Integrity
We believe in valuing/teaching/harvesting the lessons of our Jewish history as a launch pad for the success of our children.	Enrichment
We believe that bonds to Jews & Israel lead to a strong Jewish identity which enables long-term viable Jewish community.	Connection



August 2017

Dear Rockwern Families:

B'ruchim Haba'im! Welcome!

I hope you and your family have had a restful and enjoyable summer vacation. It is a pleasure to welcome you to a new school year at Cincinnati's Jewish Community Day School.

This *Family Handbook* contains a great deal of important information about the program at Rockwern Academy. It is meant to provide a clear and visible framework of understanding for students and parents. It provides answers, however brief, to such questions as, "Whom do I call if I have a question or concern?" "What is the school's approach to teaching and learning?" "What are the school's policies regarding kashrut and kippot?" "What responsibilities must we all fulfill as members of a community?" In short, "What is Rockwern Academy all about?"

I encourage you to take a few minutes to familiarize yourself with this important overview of our school, and to then keep it at home for future reference. However, since no handbook can answer every question or cover every possible situation, teachers and administrators are, of course, always willing to help with any questions you might have.

Since 1952, Rockwern Academy (formerly Yavneh Day School) has prided itself on providing an excellent Jewish and general academic education in a warm, nurturing and integrated learning environment. Enabling young Jewish men and women in this community to fulfill their potential as Jews and as citizens of the world continues to be the hallmark of Rockwern Academy, and it is this which sets our school apart.

We look forward to working together with you to provide an exemplary educational environment for your children as they continue to grow and learn in the year to come.

On behalf of the entire faculty and staff, it is my pleasure to welcome you to an exciting new school year!

Shalom,

Elaine Kaplan
Interim Head of School

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General Information

Administrative Team and Support Staff

Since all of Rockwern's administrators have multiple responsibilities, it is not always clear to parents whom they should call with specific concerns. It is our hope that the following guidelines prove useful:

Elaine Kaplan, Interim Head of School	Program Oversight Strategic Plan Judaic Studies Development Budget and Forecasting Admissions Student Relations Supervision of Faculty & Staff Professional Development
Judy Diekmeyer, Assistant Principal/Teacher	General Studies Curriculum Instructional Leadership Discipline Homework Standardized Testing
Toni Brownell, Director of Early Childhood Education Ctr.	All matters pertaining to the ECEC
Jenny Wethington, Business & Operations Manager	Tuition Assistance Tuition Invoice Accounts Payable/Receivables Donations Information Technology Building & Grounds Food Service
Etti Scheier, Coordinator of Jewish Programming and Outreach	Service Learning Community Relations Tzedakah Tikkun Olam Special Events & Jewish Holiday Programs Interfaith Programs Dor L'Dor
Sarah Shmoel, Development Officer	Fund Raising Endowment Donor Recognition & Acknowledgements Alumni
Patty Smith, Athletic Director	Sports Programs

Renee DeBorde, Registrar	Student Records PowerSchool Ordering Office support
Jennifer Rubin, Counselor Suzanne Wick, Speech & Language Pathologist Gail Sperling, Resource Teacher	Student Services & Support Peer Relations Children with Special Needs Parent Education Student Screenings Response to Intervention (Rtl)
Maya Hirsch, Director of Marketing	Marketing Public Relations Alumni Outreach Website Social Media Advertising
Dr. Jennifer Grubbs, Ph.D., Director of Admissions Communications	Admissions Events Community Building <i>Shabbat Shalom</i> Newsletter
Polly Freeman, RN School Nurse Allison Connors, RN School Nurse	Student Health Needs Health Records Sick or Injured Students Screenings & Referrals for Health Conditions Promotion of Healthy School Environment
Rexann Roades, Administrative Assistant	Welcoming Visitors Administrative Support Parent E-mails Student Attendance School Calendar

Non-discrimination Policy

Rockwern Academy admits students of any race, color, national or ethnic origin, or sexual orientation, and guarantees all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin, or sexual orientation in the administration of its education policies, admission policies, scholarship programs, and athletic and other school-administered programs.

The Role of Responsive Classroom

Teachers at Rockwern Academy have been taught the key elements of the *Responsive Classroom*®, an approach to teaching and learning that fosters safe, challenging, and joyful classrooms and schools.

Responsive Classroom® is informed by the work of many great educational theorists as well as the experiences of exemplary classroom teachers. *Responsive Classroom's*® philosophy rests on seven basic principles.

- The social curriculum is as important as the academic curriculum
- How children learn is as important as what they learn; process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction.
- There is a set of social skills children need in order to be successful academically and socially: cooperation, assertion, responsibility, empathy, and self-control.
- Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
- Knowing the families of the children we teach and working with them as partners is essential to children's education.
- How the adults at school work together is as important as individual competence: lasting change begins with the adult community.

The *Responsive Classroom*® approach includes the following main teaching strategies and elements:

- Morning Meeting: A daily routine that builds community, creates a positive climate for learning, and reinforces academic and social skills.
- Rules and Logical Consequences: A clear and consistent approach to discipline that fosters responsibility and self-control.
- Guided Discovery: A format for introducing materials that encourages inquiry, heightens interest, and teaches care of the school environment.
- Academic Choice: An approach to giving children choices in their learning that helps them become invested, self-motivated learners.
- Classroom Organization: Strategies for arranging materials, furniture, and displays to encourage independence, promote caring, and maximize learning.

As a learning community, Rockwern's teachers see themselves as integral and integrated members of a culture of caring, respect, and personal responsibility, and they do all within their power to model and teach these cultural values to each student.

ISACS Accreditation

Rockwern Academy is proud to be an accredited member of ISACS, the Independent Schools Association of the Central States. ISACS follows a rigorous accreditation process and also offers targeted professional development programs and focused support services that meet the needs of independent schools. The seven-year accreditation cycle ensures that Rockwern maintains the highest standards in curriculum, governance, and policies, as exemplified in the ISACS motto, "Excellence, Equity, and Independence."

School Closings

School closings and delays are based on concern for the safety of students, parents and employees, and most school closings occur during winter months. During inclement weather, Rockwern Academy has two plans in place.

Plan A:

- School is closed for day
- After-School programs will not operate.
- All after-school activities will be cancelled, unless otherwise notified.

Plan B:

- School will run on a 60 or 90-minute delay
 - Morning Drop-In will not operate.
- Dismissal times will remain the same.
- Afternoon Preschool and Head Start classes will operate as usual

If school is delayed or closed, Rockwern will inform all media and place an announcement on our website (www.rockwernacademy.org), and the Rockwern's Facebook page (www.facebook.com/rockwernacademy). Please see the "Instant Communication System" section in this handbook on for information on how notification messages regarding school closings or delays due to inclement weather are sent. The use of our instant communication system, **SchoolMessenger**, ensures that an email, text message, and phone call can be activated in the case of a school closing, delay, or early dismissal.

Once school is in session, it is the School's practice to continue to hold classes for the remainder of the school day. Only under extreme circumstances will school be closed once students have arrived. If we find it necessary to close during the day, the same protocol will be followed using our instant communication service. If necessary, we will also start a phone tree so parents, guardians, or those listed as Emergency Contacts will know to come and get their children. Rockwern Academy does not generally close early for weather emergencies (predicted snow, tornado watch, etc.). In all cases, students picked up early from school must be signed out by the parent or by someone the parent has designated on the School's Emergency Medical Authorization form.

Instant Communication System: Positive outreach and interaction are essential elements of a thriving school. With that in mind, Rockwern uses an instant communication system that enables administrators to record a voice message, schedule the message delivery time, and deliver the message via a telephone call or email to parents.

Parents receive notification messages regarding school closings or delays due to inclement weather through our instant communication service, School Messenger. Phone calls will not be made between 10 p.m. and 5 a.m. If a parent does not wish to receive these messages, they must opt out every year by contacting Renee Deborde, Registrar.

For technical assistance, contact Dr. Jennifer Grubbs, Director of Admissions and Communications . Parents who do not wish to receive these messages via telephone can receive them via email and can obtain school closing or delay information via the radio, television, school website, or Rockwern’s social media channels (Facebook, SchoolMessenger app).

The ability to contact parents successfully relies on the school having current parent contact information. To update contact information, parents should speak with Renee Deborde at (513) 513-984-3770 ext. 3114 or redeborde@rockwernacademy.org.

Contact Dr. Jennifer Grubbs, Director of Admissions and Communications, with questions: jegrubbs@rockwernacademy.org.

Social Media

Rockwern Academy uses social media to assist in communication information with parents, students, and community members. While Rockwern will continue to communicate in traditional ways (website, Shabbat Shalom Newsletter, etc.), social media provides a platform for individuals to learn more about our school through exclusive content, videos, a showcase of events, two-way communication, and much more.

The integration of social media into the school’s communication plan is the result of careful planning with the Marketing Committee that is informed by input from teachers, staff, parents, Board of Trustees, businesses, and school districts that use social media. Rockwern utilizes these platforms with a strong commitment to safety and with respect for each student’s right to be excluded from any photographs used on these sites. To protect our school from outside users, all of our social media accounts are password protected, and access is only given to our staff and parents/guardians.

Rockwern social media platforms are:

Facebook: www.facebook.com/rockwernacademy
www.facebook.com/rockwernacademypt

Flickr: www.flickr.com/rockwernacademy

ECEC Weebly: <http://rockwernecec.weebly.com>

Grades K-8: Teachers maintain individual Weebly pages. Each teacher will provide his or her website address and password at the beginning of the school year.

Finally, if for any reason, you do not want your child’s photograph to appear in the media, i.e. *The Enquirer* or the *American Israelite*, please contact Renee DeBorde.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA), states that schools may disclose, without consent, “directory” information such as a student’s name, address, or telephone number. However, schools must inform parents about the release of directory information and allow parents a reasonable amount of time to request that the school not disclose the information about them. Schools must notify parents annually of their rights under FERPA.

If you wish to request that your name not be included in this year’s directory, please contact Renee DeBorde, Registrar, at 513-984-3770 x 3114 by August 26, 2016.

Also, for the safety of our students and families, no staff member of Rockwern Academy is permitted to release phone numbers, class lists, addresses, or email addresses over the phone.

Visitors

All adults who visit the school while children are present must register at the office and receive a visitor badge which must be worn at all times. We realize the inconvenience this creates for parents who come to school frequently, and we sincerely apologize. However, the open nature of the Rockwern Academy campus makes this policy a necessity, for reasons of security.

Rockwern Academy encourages all members of a child’s extended family to take an active part in the child’s life. We ask, however, that parents schedule visits to the classroom with the classroom teacher in advance.

Rockwern Academy adheres to the following rule concerning visitation, custody, and communications:

All communications generated by Rockwern Academy will be distributed to each parent having joint or full legal custody, and upon request of any parent with full legal custody, to any other parent, or step-parent. Rockwern Academy reserves the right to require proof of a parent’s legal status.

No person shall visit a student on school grounds or during school-sponsored trips without the permission of a parent with physical or legal custody.

No person shall remove a student from the school or the custody of the school without written authorization from a parent with legal custody. Without limitation, Rockwern Academy reserves the right to deny any person the right to visit or remove any student from school custody if Rockwern Academy reasonably fears for the safety or the proper custody of the child.

Religious Practices

Tefillah

Rockwern students in grades 3 - 8 participate in prayer services geared to their developmental level. Girls are offered full privileges and are expected to participate fully in all services. Seating is mixed, and girls as well as boys read from Torah. While some students may choose to wear kippot throughout the day, boys will be required, and girls are welcome, to wear a kippah during times set aside for prayer, study of religious texts, and meals.

Two options for davening are available for students in grades 3-8: a Reform/Conservative service which meets in Boymel Chapel and an extended Tefillah and Study service which meets in Wise Chapel. Both services are egalitarian.

Lunch and snacks are accompanied by the appropriate b'rakhot (blessings) i.e. hamotzi and birkat hamazon, which add to the sense of sanctity in the school. All students are expected to participate in these activities and to add to the atmosphere of kedushah (holiness) and joy.

Shabbat

Rockwern strives to create a sense of the sanctity of Shabbat and its place in Jewish tradition. In the classroom, preparations for Shabbat take on special meaning. Students participate in Kabbalat Shabbat services; special prayers are recited, Tzedakah is collected, and there is an added sense of joy that Shabbat will arrive soon.

Kashrut

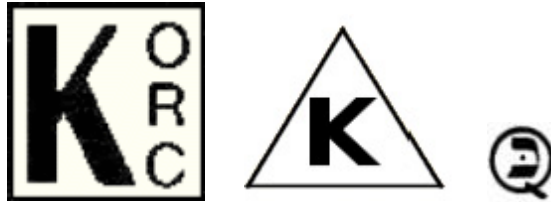
The laws of kashrut represent an important means of transforming the act of eating into a holy act and are unique to the Jewish religion. Jews have differing customs regarding kashrut, based upon their own religious traditions and beliefs, and it is Rockwern's aim to provide an environment that allows students to observe these customs. To that end, our kashrut policy has been created with the support and approval of a committee of rabbis from the Cincinnati community.

Rockwern provides lunches and other snacks which are prepared in our own kitchen. This kitchen is not under rabbinic supervision, but every effort is made to maintain the standards of kashrut. There is a rotation of congregational Rabbis and Judaic faculty that visit the kitchen to encourage transparency and accountability of our Kashrut Policy to our reform, conservative, and modern orthodox communities. Please do not hesitate to ask the Food Service Manager if you have any questions regarding the policies of the kitchen.

While we recognize that many Rockwern families do not practice kashrut at home, we require that all members of the Rockwern community observe the kashrut policy at school events.

When snacks are served outside the lunch room, either by teachers or students, two options are available: Rockwern's food service or approved pre-packaged items with an acceptable heksher that are nut free. Students are welcome to pack a dairy or parve lunch. No meat can be sent.

The Rockwern kitchen recognizes the hekshers approved by the Chicago Rabbinical Council (CRC). The extensive list can be found at http://www.crcweb.org/agency_list.php. The following are the only additional hekshers used in the Rockwern Academy Food Program that are not currently listed on the CRC website:



The following guidelines are followed by the Rockwern kitchen at school and at school-sponsored events:

- Raw, uncut fruits and vegetables do not require a heksher.
- Pre-packaged food must be unopened and have a Board-approved heksher (a kosher symbol).
- No food may be brought into the school which was prepared in private homes, even if the providers keep kosher at home, other than a student's individual lunch.
- Food purchased from businesses which are under reliable rabbinic supervision may be brought into the school, provided it is unopened before entering the school.
- No meat may be brought on to the premises—even kosher meat—by any parent or student, in order to avoid inadvertent mixing of meat and dairy.
- Class-wide snacks will be provided by the Food Services Manager.
- Birthday celebration treats may be purchased outside of school from an approved list of products that carry an acceptable Heksher and adhere to our No Nut Policy

Food supplements/modified diet: In the event that a child needs a special diet, a written plan must be on file in the nurse's office. Dietary supplements, such as Lactaid, require a physician's order per our over-the-counter medication policy. All children's dietary needs will be accommodated in accordance with a physician's order and our kashrut policies.

Birthday Celebrations:

Birthdays are very special days for students; therefore, simple celebrations are held in class. If parents wish to send in birthday treats, they **MUST** be from a school-provided, brand-specific list of acceptable products. Only treats purchased from the list will be served to the students. As a matter of courtesy and respect, we sincerely request (and strongly encourage) the parent body to be mindful of Shabbat when planning birthday parties and other social gatherings. Rockwern students are taught to be inclusive, and it is sometimes difficult and/or hurtful for a child to know that others are at a party and he/she cannot attend.

We encourage Rockwern families to reflect the shared mission of the school by remaining sensitive to the needs of all. When inviting school friends to meals or parties outside of school, please be aware that there may be children in your child's class who keep kosher or have other dietary needs. We encourage you to check with families regarding ways to accommodate children with such needs.

Kippot

Rockwern adheres to the Jewish philosophy that learning is one of the most noble human endeavors. Traditionally, a Jew studying Torah wears a kippah to recognize the holy and special aspects of this sacred activity. Rockwern teaches students that all learning is Torah and therefore special. Consequently, Rockwern's policy is that boys wear kippot during tefillot, Judaic studies, and meals. Girls may do so if they desire.

Rockwern recommends that boys acquire a special personal kippah and that they also keep at least one spare kippah in their locker or back pack. In our Early Childhood Education Center, kippot are provided for boys; they wear them for snack, lunch or when attending any event in the synagogue. For older students, it is important to develop a sense of responsibility about having their kippah with them at necessary times; a continued shirking of this responsibility may be viewed as a disciplinary issue.

Bar/Bat Mitzvah

Rockwern is happy to recognize and celebrate our students becoming Bar and Bat Mitzvah. In addition to sending a book to their synagogue, we honor them at school. Please help us in this endeavor by letting us know your child's date and synagogue as soon as it has been decided.

Holidays

Jewish Holidays

The school year at Rockwern revolves around the Jewish calendar. All festivals and special periods of the year are noted and observed in the school setting. The entire building takes on the ambiance of the approaching holiday. All classes are involved in appropriate learning activities, observances and school assemblies. Classes and school activities are always scheduled with deference to Shabbat and Jewish holidays.

Rosh Hashanah

Rosh Hashanah is best translated as "the beginning of the year." It is celebrated in Israel and throughout the world on the first two days of the Jewish month of Tishrei. Some of the more well-known customs of this High Holiday are the blowing of the Shofar and dipping apples or challah in honey as a symbol of hope for a sweet new year. The Rockwern PTO is instrumental in making this a special time for our students.

Yom Kippur (Day of Atonement)

Yom Kippur is considered by Jews to be the most solemn day of the year, and falls about a week after Rosh Hashanah, on the tenth of Tishrei. The start of Yom Kippur is marked by the well-known Kol Nidrei prayer at the Erev Yom Kippur service in synagogues everywhere. Jews have traditionally observed this holiday with intensive prayer and fasting

from sundown Erev Yom Kippur to the end of the concluding Neilah service at sundown the following day.

Sukkot

Sukkot is one of the three “festivals” identified in the Torah. Sukkot begins at sundown, five days after Yom Kippur. Sukkot is the plural form of the Hebrew word for booth (Sukkah). During the eight days that Sukkot is traditionally celebrated, Jews are to spend their time in their sukkah, eating their meals, receiving guests, and sleeping. Many families build their sukkah at the end of Yom Kippur. The Sukkot synagogue service is noteworthy for the use of the Lulav and Etrog during morning prayers. The seventh day of Sukkot, known as Hashanah Rabbah, is marked by a special procession in the synagogue known as Hakafot. The school’s sukkah is built on the main playground where classes, and sometimes parents, enjoy snacks or meals.

Shemini Atzeret and Simchat Torah

The eighth day of Sukkot is referred to as Shemini Atzeret. Shemini Atzeret prayers include the Yizkor remembrance service and a special prayer for rain (“geshem” in Hebrew) to fall in Israel. The following day is Simchat Torah, when we read the very last portion of the fifth book of the Torah – Devarim (Deuteronomy), and then begin reading the Torah from the very first verse of Bereshit (Genesis). This is one of the most festive of Jewish holidays, marking both the completion and the start of the annual cycle of Torah reading. Simchat Torah services include dancing with the Torah scrolls in the synagogue and dancing with flags (degalmim).

Hanukkah

Hanukkah is an eight-day holiday commemorating the rededication of the Second Temple in Jerusalem and the great military victory of the Maccabees. The festival is observed by lighting candles placed on a menorah, called a Hanukkiah. On the first night, one candle is lit, and an additional candle is lit on each of the following nights. We celebrate Hanukkah with whole-school celebrations and by eating potato pancakes (latkes) and jelly doughnuts (sufganiyot), both during lunch and at our PTO-sponsored party. And of course, we play “Spin the Dreidel.

Tu b’Shvat

Tu b’Shvat is the new year for trees and can be thought of as the Jewish Arbor Day. The Torah teaches that trees may not be destroyed, even during wartime. The renowned passage, from Devarim, states that “you may eat off them, but you must not cut them down.” We celebrate Tu b’Shvat by eating various fruits and nuts associated with trees and Israel.

Purim

Purim is a holiday of gift giving and great fun. It is celebrated on the Jewish calendar on the 14th day of the month of Adar. On Purim, we dress up in costumes, and our students perform skits as other students read the Megillat Esther (the Scroll of Esther).

Passover

Passover (Pesach in Hebrew) is an eight-day celebration and commemoration of our exodus from slavery in Egypt and is another of the three festivals referenced in the Torah. There are many customs and traditions that mark the Passover period. We are prohibited from eating leavened food such as bread during the week of Passover. In its place, we eat unleavened matzah. The festive meal the first two nights, the Seder, reminds us each year of the exodus. The Seder is more than just a meal however; it is a complete service that follows a strict order (seder in Hebrew) around a table full of symbolism, like the seder plate and a cup of wine for the Prophet Elijah. During this meal, the story of the Exodus from Egypt is retold using a special text called the Haggadah. A highlight for children is the reading of the Four Questions and the search for the afikoman. We are honored to teach our students about all aspects of this important tradition.

Lag Ba'Omer

Lag Ba'Omer celebrates the counting of the days from the second day of Passover to the day that Moses received the Torah – Shavuot. Lag Ba'Omer commemorates the 33rd day of the counting of the Omer (“Lag” is the pronunciation of the Hebrew letters lamed and gimmel that together mean 33). Although the counting of the Omer is a solemn and sad period on the Jewish calendar, Lag Ba'Omer is a break from that. The holiday is really a celebration that includes outdoor activities, like picnics and bonfires. Another tradition is for children to play with symbolic bows and arrows.

Yom HaShoah

Yom HaShoah commemorates the six million Jews who perished in the Holocaust.

Yom Hazikaron

Yom Hazikaron is Memorial Day in Israel. This holiday honors veterans and fallen military personnel of the Israel Defense Forces.

Yom Ha'atzmaut

Yom Ha'atzmaut is Israeli Independence Day, commemorating the day in 1948 that David Ben-Gurion declared Israel an independent nation. It is a day of great celebration and pride. At school, we celebrate with singing, dancing, and eating cupcakes.

Shavuot

Shavuot is one of the three biblical festivals and celebrates three things. First is the giving of the Torah on Mt. Sinai; second is the harvest in Israel; third is ripening of the first fruits in Israel. The festival marks the end of the Omer count, and falls on the 50th day after the second day of Passover. We read the Book of Ruth – Megillat Ruth - in the synagogue on Shavuot. It is traditional to eat dairy foods during Shavuot, such as blintzes and cheesecake.

Non-Jewish Holidays

National holidays are marked by special programs and are taught as part of the integrated curriculum.

The School does not acknowledge or celebrate Halloween or Valentine's Day.

Life-cycle Events

Early Childhood Education Center

The ECEC's Shabbat Breakfast is a joyous occasion when students perform Hebrew songs and dances they have learned in their Hebrew class in costumes they made during their general studies time. Then they join family for breakfast, which is followed by classroom visits.

Each grade (K-5) at Rockwern holds a special Jewish ceremony at some point during the year:

Kindergarten

The Shema is the first prayer that the Kindergarten students learn in class. We teach our children that it is one of the most important prayers for the Jewish people throughout history and all over the world. A central experience for the Rockwern Kindergarten is the Shema Pillowcase Program. As part of the program the class shares what they learned about the Shema with their families, and each student decorates his or her own pillowcase to take home.

First Grade

Yom HaSiddur is a highlight of the school year for our first grade class at Rockwern Academy; this is the time when they receive their first prayer book. The students learn the importance of our prayers as a connection with K'lal Yisra'el. As the holiday of Shavuot approaches, the first graders are prepared to lead their families and friends in a service which takes place in Boymel Synagogue. During this ceremony, the students receive a new siddur with a cover specially and personally decorated by their parents.

Second Grade

The study of Torah at Rockwern Academy begins in second grade. This important milestone is marked by an evening event during which the students are presented with a copy of the Five Books of the Torah. The students and their teachers prepare a program for their families and friends reflecting their excitement and their new understanding as they begin a lifetime of the study of Torah.

Third Grade

In addition to their learning about Shabbat, the third grade students are taught the Havdallah service, a ceremony that separates Shabbat from the week ahead. Family and friends are invited to participate in a Saturday evening program during which the students lead us all in a Havdallah service; the ceremony includes grape juice, a braided candle and a beautiful ceramic spice box created individually by each student in art class.

Fourth Grade

The fourth grade class studies the Book of Exodus as part of the Judaic Studies program. Together with their teachers, the fourth grade students prepare a program that celebrates freedom. This program reflects the students' understanding of and appreciation for the freedom gained by the Jewish people during the exodus from Egypt more than three thousand years ago. Integrated into this program are reflections and stories from the more recent struggle for freedom of the African-American community in America.

Fifth Grade

This is the year when our fifth grade students learn Trope, the musical notes for chanting the verses in the Torah. This new skill will be part of their Kedushah (holiness) Program during which they will explore four areas where Kedushah can be found – Kedushat Hamakom – holiness of a space or an object occupying a space; Kedushat Hazman – holiness of time; Kedushah in prayers, songs, and stories; and Kedushat HaAdam – the holiness found in people who are created B'tzelem Elokim, in the image of G-d.

Middle School - 6th / 7th / 8th Grades

Culminating Class Trips

Among the many exceptional life-cycle experiences in middle school at the Rockwern Academy are the culminating class trips that are taken to Washington, D.C. (6th), New York City (7th), and Israel (8th). These class trips provide an opportunity for our students to grow closer together as a community, to explore important sites of Jewish and general interest, and to engage in real-life learning opportunities that apply knowledge and skills they have acquired during their years at Rockwern. These trips are the highlight of one's education at Rockwern and provide memories and learning opportunities that last a lifetime.

At 8th grade graduation each student prepares a presentation about his or her years of Jewish learning at Rockwern, relating it to the experience in Israel on the final class trip, and the solid foundation in Judaism and Jewish awareness and identity that they developed through their studies and experiences at the Rockwern Academy.

Tzedakah

“Blessed be he who considers the poor; the Lord will deliver him in his day of trouble.”
Tehillim 41:2 (Psalms 41:2)

The Jewish concept of Tzedakah (righteous giving to those less fortunate) is an essential element of Jewish life and an integral part of the curriculum. Many Tzedakah projects take place during the school year.

It is traditional to give a donation for Tzedakah on Erev Shabbat. Rockwern follows this custom by encouraging children to contribute to the Tzedakah fund on Fridays and prior to holidays. Of course, money for Tzedakah may be sent with your child at any time. The money collected is then distributed to a number of local, national and Israeli agencies.

Mitzvot

Mitzvot are at the very core of Judaism and, as such, they are at the heart of the daily teaching at Rockwern Academy. Ethical, as well as ritual, Mitzvot are taught as students are challenged to “make the world a better place” through their behavior in the classroom, in their homes, and in our community. The process of studying, understanding and carrying out Mitzvot is integrated with the giving of Tzedakah, and by community service.

Student Services

Guidance Counselor

Rockwern Academy offers a full-service, integrated guidance program. The guidance counselor works with individual students, small groups of students, and classes. Also, the guidance counselor serves as support for parents and classroom teachers, as well as creating programming to educate our stakeholders on a variety of developmental issues as they relate to school and social functioning. While a child's primary adult contact at school will always be the classroom teacher, the guidance counselor serves children in a number of extremely important ways.

Speech/Language Support

Rockwern's Student Support Services include a Speech & Language Pathologist, who provides both diagnostic and direct services to Rockwern students.

The Speech & Language Pathologist (SLP) provides speech and language services to children who qualify for such services to students from the ECEC 4 Year Old Program through Grade 8. Therapy includes, but is not restricted to, articulation, language processing and expression, fluency, voice, and pragmatic therapy.

The referral process is initiated by the child's teacher, who consults with the Response to Intervention (RtI) Team to initiate the RtI process. The SLP then contacts the student's parents/guardians to discuss the team's concerns, as well as any parent/guardian concerns. A speech/language evaluation is performed only if the SLP, parents/guardians, and RtI Team agree a full evaluation is warranted.

Upon completion of the evaluation, a multi-disciplinary meeting involving the parents, the SLP, the child's teacher(s), and the RtI team is held. Results of the evaluation and recommendations are discussed at that time. If the child has been diagnosed with only a mild articulation delay, then the parent may simply request a phone conference with the SLP.

Therapy is generally provided 1-2 days a week for 10-40 minute sessions, individually or in small groups, in a push-in or pull-out environment, depending on the child's needs. The SLP remains in contact with the child's teachers and parents throughout the school year. An initial evaluation and end-of-year summary is provided for each child.

Parents may initiate this process by discussing their concerns with the child's teacher, the SLP, or the Assistant Principal.

Resource Teacher

The Resource Teacher provides ongoing services including remediation or other support for those students identified as needing alternate approaches and accommodations to learning. These students may require direct small group or individual instruction to aid

them in successfully accessing grade level curriculum. The Resource Teacher may also provide academic stimulation for those students who are exceeding grade level expectations. The Academic Team (possibly including the classroom teacher(s), Resource Teacher, School Counselor, and/or Speech Therapist) collects data based on standardized and curricular based assessment, as well as classroom observations, and teacher input to make academic decisions. Student intervention may involve a pull-out or additional assistance in the classroom.

Library/Media Center

Rockwern Academy Library offers students and teachers a variety of resources. During open hours, students are encouraged to make full use of the library, whether it is looking for books, taking Accelerated Reader quizzes, conducting research, or reading quietly.

Students are responsible for returning books on time and in good condition. Overdue notices will be given to the students when a book has not been renewed or returned on schedule. If a book is lost, an invoice with the replacement cost will be sent home.

Students will receive a library card with their personal ID number to renew books from home. They can also search the library catalog from a home computer.

The goal of the Library/Media Center is to foster a love of reading, to provide a space to read alone and with others, and to nurture curiosity in research.

Early Morning Supervision

As a service to our parent body, Rockwern provides free adult supervision of children who must arrive at school prior to 8:00 a.m. An adult is available daily, beginning at 7:00 a.m., in Room 210.

All students who arrive prior to 8:00 a.m. must sign in with the adult in charge in Room 210. ECEC-aged students are escorted to their classrooms and must remain in Room 210 until 8:00 a.m. Primary students are dismissed to their classes at 8:00 a.m.; while older students are allowed to congregate in the hall by their lockers.

Rockwern After-School Program

From 3:30 - 6:00 p.m. (5:00 p.m. on Fridays), After-School at Rockwern will begin the first day of school.

Rockwern's After-School Program features:

- Study Hall/Homework Time
- Art Projects, Story Time & Jewish Holiday Crafts
- Indoor & Outdoor play
- A Healthy Snack

In addition, Rockwern is pleased to offer a variety of enriching (and fun) classes for our students immediately after school. Students and parents can choose from a variety of

offerings that may include art, piano lessons, yoga, rollerblading, violin lessons, Israeli dance, service projects, dance, Lego robotics, jump rope, scrapbooking, and homework support.

For more information and registration, please visit www.rockwernacademy.org.

Curriculum

Philosophy

Rockwern Academy's approach to curriculum is grounded in Jewish values and the school's mission. We promise to integrate Jewish values, history, literacy and culture into a rich general and Judaic curriculum which fosters a passion for life-long learning, a strong Jewish identity, and a connection to Israel. Our goal for each of our students is that they become and remain intellectually engaged, spiritually aware and socially responsible.

Several key processes are employed to ensure we keep our promise.

All curricula are benchmarked against other excellent schools. We research both private ISACS-accredited schools and public schools for general studies guidelines; we use a variety of PRIZMAH member schools when we design Judaic studies curriculum. Our goal is to exceed state standards and to look carefully at other Jewish day schools to determine their curricular scope and sequence.

We use a design process (*Understanding by Design*) in which we think critically about our hopes and goals for Rockwern Academy graduates and identify enduring understandings we hope they have uncovered for themselves during the course of their studies. We never lose our focus on outcomes.

The ECEC program, specifically, is founded upon a play-based approach in which children build knowledge collaboratively with the guidance of teachers in thematic units. Thematic units may be general, such as grocery store or post office, or specific to Jewish holidays, such as the Passover Seder or Sukkot feast. All thematic units are embedded with important learning aims, which teachers assess throughout (for further information see the section on assessment in the ECEC).

We deliberately partner with parents and students to help children create their own Jewish identity, one that has been forged in the fire of thinking critically within the definitions and expectations of Jewish values.

Through Mitzvot and Tikkun Olam activities, we strive to make these values connect through real-world involvement and action.

Specific curricula are available on our website, but each should be seen as a dynamic work-in-progress.

Trips

During the school year, classes may participate in a variety of out-of-school activities and experiences. Parents will be provided with information for all trips and will know departure and return-to-school times, destination, and cost. Parents are encouraged to assist with these trips when asked to drive and/or chaperone.

As with all school activities, the comfort and safety of our students is of paramount importance. Therefore, it is absolutely necessary that parents provide all required signed permission slips, emergency medical authorization forms, medication, doctor's orders, etc. prior to these outings.

If, at any time, the school does not have a required form to accompany a student on a field trip or other out-of-school experience, the student will **NOT** be permitted to go. Because of the complexity of medication administration on field trips, no medications (except for emergency medications like asthma inhalers and Epi-pens) will be sent on daily field trips. For extended trips, like Washington, D.C., medications will be given by a staff member. There are no exceptions to these rules.

It is the tradition of Rockwern Academy to provide an opportunity for our students to participate in unique educational and experiential learning. One of several avenues for this type of learning is a 6th grade class trip to Washington, DC, a 7th grade class trip to New York City, and a culminating 8th grade class trip to Israel. These trips are an important vehicle, not only for hands-on learning, but also for building class unity, understanding, and camaraderie.

While trips are wonderful opportunities both educationally and socially, they are privileges – not rights. The School absolutely reserves the right to exclude any student who is failing a class, has been given a suspension (in-school or out-of-school), or whose behavior causes the administration to be concerned about his/her safety or the safety of others.

Tuition Assistance

Rockwern Academy, with the support of our community partners, is committed to making the exceptional education we offer affordable for any Jewish family

The Tuition Affordability Initiative, made possible through the generous support of The Jewish Foundation of Cincinnati and the Jewish Federation of Cincinnati, consists of the three tiers of support: tuition grants, scholarships, and financial aid. Ohio Ed Choice is funded through the Ohio Department of Education, and eligibility is based on where you live: <https://education.ohio.gov/Topics/Other-Resources/Scholarships/EdChoice-Scholarship-Program/Am-I-Eligible>. *Students receiving Ohio Ed are not eligible for the K-3 Grade Grant.*

1. **Tuition grants** fall in to three categories: Jewish Communal Professional (50% discount), Multi-child discount (requires one child to be in kindergarten or older, 20% discount on each younger students' tuition), and the K-3 Grade are available to students in grades K-3. The grants are as follows:
 - Kindergarten: \$4,500
 - 1st Grade: \$6,000
 - 2nd Grade: \$4,250
 - 3rd Grade: \$2,500
2. **Scholarships** are available, in addition to the tuition grants, for students in grades K-8. Parents are not required to submit a FAST form, and the scholarships are awarded on a case-by-case basis up to \$1000.
3. **Financial aid** is awarded based on financial need determined after the review of a FAST application. If you have indicated you would like to apply for financial aid, please complete the FAST application:
4. <https://www.ismfast.com/FastPage.php?id=7b274e4cd360b4c79dbe5b42d902d6f5>.

With the goal of making high quality Jewish day school education affordable to Jewish families who want it, the Jewish Foundation of Cincinnati is providing generous and multi-leveled funding for Jewish families residing in the area of Cincinnati, Ohio with children attending Rockwern Academy (formerly Yavneh Day School).

While the *actual* cost of providing a top notch Rockwern education is \$18,000 per child, due to the generous support from the Jewish Federation of Cincinnati and The Jewish Foundation, we are able to provide both tuition grants and financial aid.

Families who can afford to donate back to the school all of or a portion of their grant are encouraged to do so. It provides a tax deduction for the family and benefits the school at the same time.

Assessing Student Progress

Each of us has our own unique set of interests and talents, as well as a variety of learning styles. Some of us are Big Picture thinkers who build frameworks that become the infrastructure for new understandings. Others of us need many specific instances of a certain concept in action before we are comfortable with the overarching generalization. And these preferences have nothing to do with whether we are auditory or visual or kinesthetic learners!

In order to be effective, we have to have many ways to assess the students to whom we feel such incredible responsibility. In addition to observation, class discussion, and one-on-one time with students, we also use a range of assessments to inform our understanding of what and how our students are progressing.

Diagnostic Tests

Diagnostic tests assess student knowledge and are used primarily at the beginning of the year for placement purposes. They can also be used to help detect learning gaps that may be impeding student progress.

Timed Tests

Timed tests are used by teachers, grades 1 through 5, as a supplement to their regular instruction in mathematics. In the early stages of learning mathematics, the basic facts are typically presented through concrete materials (counters, colored rods, and the like) with emphasis on understanding. Later the focus changes to rote and rapid recall so students won't stumble unnecessarily when they use the basic facts to find sums, differences, products, and quotients. Through systematic drill and practice on the number facts, students **really** learn their basic facts; they come to know them as well as they know their name.

Standardized Tests

Standardized tests are given to all students, beginning in kindergarten. For reading, in addition to individualized teacher assessments, we may also use Star Reader, which is a computer-based reading test that provides a grade-level range for students' reading ability. We currently use this instrument in grades 1–8 and for kindergarteners who are reading.

For Reading, Math, Language, and Science assessments, we use Northwest Evaluation Association's Measures of Academic Progress (NWEA - MAP). These tests are online and adaptive, which means each student is given questions that are in concert with his/her achievement to date. Feedback is almost instantaneous; teachers and administrators are able to see results for individual students as soon as a test session has been completed.

MAP tests are given up to three times a year, which not only allows staff to track student progress over time, but also enables students to set goals and monitor their progress toward those goals. MAP is administered to students in grades 1-8.

The OLSAT is a test of school ability in both verbal and non-verbal areas. Since this score typically remains relatively stable over time, it is administered in second, fourth and sixth grades only.

Homework

At Rockwern Academy, work done outside of class seeks to always be a meaningful extension and strengthening of the skills and content presented in class. Homework tasks and projects are tied to course benchmarks; they provide opportunities for practice of content area skills and application of knowledge, as well as meaningful assessment data for both the student and the teacher. The aim of homework is greater student understanding and achievement.

Rockwern Academy teachers take the National PTA and National Education Association guidelines seriously. We believe, for children in grades Kindergarten through two, homework is most effective when it does not exceed 10-20 minutes a day. Students in grades three-five can expect 30-60 minutes daily. Grade six can expect to average 1 ½ hours of homework per night; grade seven, 1 ½ hours, and grade eight 2-3 hours.

If your child is routinely spending more time on homework than this recommendation, please contact the teacher. Parent feedback is the most useful data a teacher can receive, and all teachers appreciate knowing when a student is spending too much time on homework.

Assessment in the ECEC

Children are assessed formatively according to what they are able to do independently, what they are able to do with support or what they are not able to do yet on ten main objectives. These objectives are further detailed for each age group into tangible, observable aims that are embedded into the play-based thematic units teachers plan.

10 Objectives for Early Childhood Education at Rockwern Academy	
1. Physical Development: Fine Motor Skills	Use small muscles to manipulate a variety of tools.
2. Physical Developments: Gross Motor Skills	Move large muscles to get around and perform a diversity of movements.
3. Social-Emotional Development: Self	Take care of myself.
4. Social-Emotional Development: Others	Take care of others./Be part of a community.
5. Social-Emotional Development: Environment	Take care of collective space and the things in it.
6. Cognitive Development: Representing and Thinking Symbolically	Use symbols to make meaning of the world.

7. Cognitive Development: Oral Language	Listen attentively to others and speak politely to: express needs, desires, opinions and preferences, as well as (re)tell stories.
8. Cognitive Development: Written Language	Make sense of written language, understanding the purpose of print and how it works.
9. Cognitive Development: Mathematical/Logical Reasoning	Gather and make sense of information by comparing, contrasting, sorting, classifying, counting, measuring and recognizing patterns.
10. Cognitive Development: Scientific Inquiry and Problem Solving	Make inquiries and solve problems by formulating questions, making predictions, making observations, testing possible solutions, recording data and presenting data.

Reporting Student Progress

Every member of the staff is committed to keeping parents informed, and each uses many methods of communication in order to share information. Types of written communication parents can expect to receive include back-and-forth folders, emails or texts, flyers, and newsletters for ECEC and grades K-2. Teachers in grades 3-8 use PowerSchool. Teachers in grades, ECEC – 8, use Weebly as a primary communication tool.

Parents are also encouraged to attend Grade-level Parent Orientations, Parent/Teacher conferences, Life Cycle programs, Maccabiah, Fine Arts evenings, basketball games and other events.

Communication between the home and school helps students, parents, guardians, teachers, and administration work as a team toward a common goal. The following section explains some of the means by which the School attempts to report student progress.

PowerSchool

PowerSchool is our online gradebook. Parents and guardians can see their children's grades and assignments as well as access the School's Daily Bulletin for information about upcoming school events. Teachers in grades 3-8 post assignments and student grades to PowerSchool weekly. By using this valuable tool, parents and guardians can provide close supervision of their children's projects and progress.

Weebly

All teachers use Weebly websites as a primary way to keep parents informed about the activities going on in class. Teachers update their Weebly pages regularly and send parents an email with a notice that it has been updated. Access to Weebly is password protected. We encourage parents to check each child's Weebly website in order to stay in touch with all the wonderful things happening in our classrooms.

Conferences

Our approach to conferences has evolved over the past several years to become highly collaborative events that actively involve parents, teachers, and students. During the first set of conferences teachers will be prepared to "say what they have seen" during the initial weeks of school. They will highlight what they understand to be students' strengths, interests, social maturity, and challenges. Parents will also share their perceptions of their child's relationship to school, including specific subjects, friends, joys and challenges. Together, the teachers and parents will create a plan for moving forward as partners to best serve the needs of the student. They will also agree on the best communication strategy for staying in touch for the remainder of the year.

Students may attend the second set of conferences, and, again, the goal is for students, parents, and teachers to work together to better understand how each student's educational experience can be optimized.

In order to have time to meet with everyone, we ask parents of ECEC and Lower School children to set times with teachers that fit their schedule. These appointments are scheduled online through Pick a Time at: <https://pickatime.com/client?page=education>. Parents of 4th–8th graders will meet with teachers in Mayerson and will follow a “Round Robin” format.

Report Cards

Kindergarten and first grade students are given report cards twice a year, at the end of the second and third trimesters. All other students are given report cards three times a year. It is our firm belief that report cards should never contain surprising information. If at any point in the year a student in grades K-3 is experiencing challenges, either academically or behaviorally, we will contact his or her parents. Parents of students in grades 4-8 can easily keep track of their children’s academic progress by logging on to PowerSchool. In fact, report cards are generated directly from PowerSchool and can be viewed at any time. If an older student is having trouble behaviorally, parents will receive phone calls, copies of demerits, or both.

The last day of each trimester is marked on the Rockwern Academy Calendar. In general, parents can expect a report card to be brought home approximately one week later. End-of-year report cards are mailed home.

The grade scale currently in use for grades 3-8 is as follows:

Letter Grade Earned	Percentage Range
A+	99-100
A	93-98
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D	60-69
F	Below 60

In Kindergarten-Grade 2, teachers report progress using a 3-category grading scale.

Kindergarten Grade Key	
S	— Is making satisfactory progress
L	— Learning the skill
N	— Needs more experience to acquire the skill

1st & 2nd Grading Key	
<u>Subjects</u>	<u>Subheadings</u>
S+ Area of strength	No Mark - Satisfactory
S Satisfactory	+ Area of strength
N Needs additional experience	- Area Needing Improvement

Throughout the year, as students in Kindergarten through Grade 2 complete work or assessments, individual teachers will mark errors, include comments, and indicate satisfaction with checkmarks, stickers, etc. In addition, teachers may write the number of questions answered correctly out of the total number of questions. These students will not receive percentages or letter grades. Our goal is to foster growth and teach children to learn from their mistakes in a developmentally appropriate manner.

Staffings

If, at any time, a teacher has a concern about how a student is functioning in the classroom, they may bring that concern to other staff members during weekly Common Planning Time. That discussion may cause Administration to schedule one or more in-class observations by our Student Support team. Following the observations, staff reconvenes and debriefs.

If testing seems warranted, we call parents and schedule a “staffing.” During that meeting, we share our observations and seek parental permission to investigate further via testing. As soon as the tests have been given and the results have been determined, we, once again, call parents and schedule another staffing. The purpose of this second meeting is to determine the next steps.

Next steps often involve additional classroom interventions, and/or time with the Speech and Language Pathologist, school counselor, and/or Resource Teacher. Next steps may also include parents’ seeking testing and evaluation outside of the school setting. As educators, we are happy to “say what we see.” However, we are not trained to diagnose ADHD, sensory integration issues, autism, and the like.

If parents decide to seek advice from a physician or psychologist, the school is often asked to complete forms about the child’s classroom behaviors. The most common forms are a Vanderbilt or Connors Rating Scale. We will gladly complete these forms and return them to the physician or counselor. We do not give them to parents. All requests for copies of student records should be directed to our Registrar, Renee DeBorde. Paperwork that needs to be completed by teachers needs to be given to our Counselor, Jennifer Rubin. Mrs. Rubin will ensure that copies of the forms are distributed to the appropriate teachers and that completed forms are sent to the doctor or psychologist.

Student Management and Safety

Daily Schedule

The official school day in Grades K-8 is from 8:15 a.m. to 3:30 p.m. Classes and prayers begin **promptly** at 8:15. It is essential that all children be present for their opening activities.

Student Drop-Off Procedures

The goal for establishing student drop-off procedures is twofold: the first goal is to ensure a safe environment for all students, ECEC through grade seven. The second goal is to preserve optimum conditions for instructional time for students and teachers. We ask that you abide by the following guideline: All children must enter through the main entrance. These doors will open at 7:00 a.m. Students who arrive before 8:00 a.m. will be expected to check in with the adult supervising early arrivers in Room 210. ECEC students will be escorted to their classroom at 8:00 a.m.

Student Pick-up Procedures

School dismisses at 3:30 p.m. Parents of students who stay for ECEC Afternoon Program or After Crew may park and pick up their children in Room 1, using the exterior door that leads into that room. Other children who are picked up will be dismissed from Eden Hall. School buses line up in the Sturbridge parking lot; children are dismissed to the buses through the main entrance. In every case, adult supervision is in place.

ECEC students have two enrollment options regarding pickup.

- **Half Day Program dismisses at 12:15 p.m.** Cars line up in the side parking lot and come to the ECEC double doors to meet their children.
- **Full Day Program dismisses at 3:15 p.m.** Students may be picked up from the classroom at any time, if necessary. Please be mindful of the Full Day Program routine so pick-ups do not interrupt scheduled activities.
- **After-School at Rockwern** provides coverage until 6:00 p.m. (until 5:00 p.m. on Fridays in the winter).

Parents picking up their child(ren) may:

- Park their car and enter the building through the main entrance.
- Remain in their car and line up in the side parking lot. Children are escorted to their cars through the Eden Hall exit.

The children's safety is of paramount concern to each of us. It is simply unsafe to allow students to wait outside the building or to wander around inside unsupervised. Therefore, students will not be released to any person other than parents or an **authorized** designee. Nor will they be allowed to leave the building before someone is on-site to pick them up.

If the person coming to pick up your child has not already been listed on the Emergency Medical form, the identity of the new person must be confirmed by written authorization. Telephone authorization will be accepted **only** in the case of an emergency. If a change needs to be made relative to a child's pick-up time or after-school plans, please inform the office by **11:00 a.m.** While this may seem like an arbitrary and unnecessary "rule," it is in place to ensure our students' comfort and safety.

Rockwern's internal attendance process includes accounting for every child, every day. Lower and Middle School teachers take roll at 8:15 a.m.; ECEC staff takes attendance at 9:00 a.m. An Administrative Assistant then listens to voice mail, reads written notes, checks e-mail, verifies tardies, and calls parents to be sure the School knows the whereabouts of every student. She then creates the "Afternoon Announcement" bulletin for teachers and staff. This document contains critical information, not only about absences, but also about which student stays for an activity, which student goes home with a friend, which student rides the bus, etc.

We all rely on this document, which is distributed to teachers and staff prior to lunch, to know what students are to do.

Its effectiveness, along with student safety, are compromised if it is inaccurate. So, please, **do not call to change your child's after-school plans after 11:00 a.m. except in cases of emergency.**

Attendance

Rockwern Academy believes that regular class attendance by all students is an important part of the dynamics of learning. The school's expectations are high, and the faculty and students both need time to meet them. The school takes seriously its responsibility to students and parents to make every school day count. The following policies are designed to support regular attendance.

Absences

Excused

Students will be excused from classes only for illness, emergencies, religious holidays, or very special family circumstances. According to state guidelines, excused absences must be documented as follows:

- Illness or injury: the parent/guardian must provide documentation. If it exceeds three days, it must be certified in writing by a physician or appropriate health professional.
- Illness in the family: the parent/guardian must provide documentation. If the absence exceeds three days, the parent/guardian must provide a note from a doctor or health professional.
- Death: absence due to a death in the family is limited to three days and must be documented by the parent. For students who receive EdChoice scholarships, any absence longer than three days must be approved by the Chief Program Officer of the Ohio EdChoice program.
- Medical or Dental appointment: the parent/guardian must provide documentation to the school. We may require a written note from the physician or dentist.

- Emergency: the Parent/guardian must provide documentation. For students who receive EdChoice scholarships, any absence longer than three days must be approved by the Chief Program Officer of the Ohio EdChoice program.
- Travel: a student who is absent from school for the sole purpose of traveling out of state to participate in an enrichment activity approved by the school or in an extracurricular activity can have up to four days per school year excused. The parent must provide documentation.

If an absence is planned ahead of time, a note from home, prior to the absence, is requested.

In the event of an unplanned absence, parents must phone the school before 9:00 a.m. Such notice confirms our own attendance procedures and helps assure the safety of students. If a child is home with illness, please inform the school nurse what illness or symptoms your child has. This information is especially important during flu season to track absence numbers due to illness.

When a student is absent from school for at least one-half of the day, he or she may not participate in any school functions that day. This policy applies to athletic competitions, play rehearsals and performances, parties, and other school activities. One-half day absence represents a day of school missed.

The school asks that families plan trips to coincide with scheduled days off. If your family is out of town when school is in session, please understand that individual assignments cannot be prepared and evaluated by teachers in these instances, and not all material covered can be made up. Students are responsible for meeting with the teacher to determine which of the missed assignments will need to be completed.

If students know in advance they will arrive late, leave school for an appointment and return, or leave early, they are to bring a note from their parents ahead of time. The note should be brought to the office before school begins so the information can be included in our Afternoon Announcements.

Unexcused Absence

If a student is absent without a note or phone call from a parent, that absence will be counted as unexcused. State guidelines for unexcused absence state that students who receive EdChoice scholarships may not have more than **twenty unexcused** absences during a single school year.

Truancy

Any student who has been truant (unexcused absence) for more than ten percent of the required attendance days of the current school year and has failed two or more of the required subject areas in the current grade shall not be promoted to the next grade level unless the Head of School and the student's teachers agree that the student is academically prepared to be promoted.

In addition, any student who has this sort of record may lose the privilege of attending field trips, participating in extra-curricular activities, going on class trips, or even remaining at Rockwern Academy.

Tardiness

School begins at 8:15 a.m. Being on time is a very important habit. If students arrive at school late in the morning, they should first sign in at the office and get a pass before going to their lockers or first class. Students will be considered **tardy** to class if they are not in their seat when class begins or the bell rings. Teachers may issue a warning or demerits to students in grades 4-8 who are frequently tardy.

Of all the many areas with which school administration deals, student tardiness is one of the most frustrating. As adults, we all know children cannot learn if they are not present. We understand our children can feel embarrassed to walk into a classroom in which everyone else is already actively engaged. Still, children count on their parents to get them to school on time. Please, help us instill the proper values and a sense of responsibility. Do whatever is necessary to ensure your child is at school by 8:05 a.m. so they have time to get to class and be ready to start school at 8:15 a.m.

Early Dismissal

Students' scheduled appointments or early departures are put in the School's Afternoon Announcements. Parents must sign students out in the office when students leave during the school day. For safety's sake, parents must meet the child in the office. Students may not meet their parent at their vehicle. In fact, we generally wait until a parent arrives before calling a student out of class. So, we ask that you time your arrival at school with this practice in mind.

Make-up Work

When seeking homework assignments, parents should check online through PowerSchool or Google Classroom for Grades 4-8. Teachers often do not have free time to respond to requests that come in via e-mail or telephone. It is the student's responsibility to keep up with class work and homework missed during absences. Students will be given one day for each day they were absent to make up missed work without penalty.

Dress Code - Grades 4-8

Modesty is an important Jewish value that has implications for both children and the school environment. A student's choice of clothing affects his/her conduct and impacts the climate of the school. The guidelines for student dress are not meant to be oppressive or to stifle individual expression. Instead, they are designed to ensure that the students dress appropriately for the school setting. Loyalty to Rockwern Academy and pride in being a Rockwern student should be reflected in each student's choice of clothing. It is our hope that students will understand and respect the spirit, not simply the letter, of the Dress Code.

- NO hats (other than kippot) allowed, except for Crazy Hat Day or Purim.
- The wearing of sunglasses is not allowed in the building.
- Students should wear modest, neat, clean, comfortable clothing which is in good repair.
- Clothing may not be tight, revealing, or too short.
- Shorts and skirts must be fingertip length or longer when standing.

- Casual tank tops, halter tops, tubes, “muscle shirts,” etc., are not acceptable. Sleeveless tops must be 3 inches or more at the shoulder and may not have oversized arm holes.
- Shirts must be long enough to cover the midriff and to extend below the top of the student’s shorts, skirts or slacks when standing, sitting, raising their hand, and writing on the board.
- Clothing may not contain inappropriate logos, advertising, language, or graphics that are not in keeping with school values.
- Shoes must allow for an active day at school. Gym shoes and shoes with no more than a one-inch heel are allowed. Hazardous foot wear is not allowed; this includes platform and thong-type shoes (no rubber flip flops). Shoes with wheels are absolutely **NOT** allowed in school.
- Boys should bring their own kippah to school and store it in a given location.

If a student comes to school wearing inappropriate clothing, parents will be called to either take the student home and return him/her to school properly dressed or to bring a change of clothing to school.

General Guidelines

Book bags and coats: Students may use book bags or small bags to bring books and contents to school. For safety reasons, bags must be stored in the lockers during the day. Book bags may be no larger than 9 x 10 ½ x 25 (K-2) and 9 x 10 ½ x 31 (3-8). Book bags with wheels are allowed as long as they fit in the student’s locker.

Lower school students will use the hooks and shelves outside their classrooms. Rockwern Academy reserves the right to inspect the content of students’ book bags.

Technology

Students in grades 2-8 will have access to a personal laptop computer, tablet, or Chromebook for their use during the school day. Students are expected to take proper care of this equipment, which may include carrying it in a provided case from class to class, shutting it down at night to provide an opportunity for updates to be installed, and plugging it daily into the classroom laptop cart so that it is always fully charged and ready for use in class. In addition, students are expected to observe the following guidelines:

- Students are expected to use proper online etiquette in all academic situations.
- Access to all social media is prohibited during the school day unless explicit permission is given by a teacher or administrator.
- Students may not use school computers for emailing, messaging, or chatting online with their parents or friends during the school day for any non-academic reason.
- All rules regarding plagiarism and proper acknowledgement of sources apply to electronic information as well as hard copy sources.
- If a student loses or breaks technology equipment (beyond ordinary wear and tear), the student’s family will be expected to pay for a replacement.
- If a student intentionally downloads material that is harmful to a computer, the student’s family will be expected to pay for the cost of the repair.

Cell phones, iPods, cameras, and other electronics: Rockwern staff understands the allure of electronics and the pressure children can exert when they attempt to convince their parents of the necessity of carrying a cell phone or having music or games at-the-ready for entertainment on the bus or while waiting for pick-up.

Even within this framework of understanding, however, none of the devices can be used, or even visible, during the school day, unless explicit permission is given by a teacher. Rockwern absolutely cannot guarantee that electronics will be safe at school. Therefore, they are best left at home. However, if they are brought to school, all cell phones and other electronics are to be stored in book bags, purses, or lockers throughout the entire school day. If students disregard this rule, the electronics will be confiscated and held until the end of the day. If a student becomes a “repeat offender,” the device will be held in the office until a parent comes to school to recover it.

Coming into the office: Students who come to the office during class time must have a note signed by the teacher stating the reason for the visit. Any student without specific permission to be in the office will be asked to return to the classroom.

Lockers: Students in grades 4-8 will be assigned at least one locker at the beginning of the year. Students are not permitted to switch lockers without permission of the administration. All lockers within the school building are considered school property and are subject to administrative search at any time a search is deemed reasonable and necessary for the safety and wellbeing of the students. Students are strongly advised to refrain from jamming the locks on their lockers.

Breaks: Students in grades K-3 have one regular, scheduled recess in the middle of the school day and may also have shorter recess periods at other times during the day, at their teacher’s discretion. Student in grades 5, 6, 7 and 8 have a scheduled recess during the school day. They may congregate in the Gym or they may also go outside, weather permitting, with adult supervision. Other recess options such as library, art, or Makerspace, are offered on a rotating schedule.

Snacks: Some teachers, especially in the Lower School, allow students to have kosher snacks during a designated class time. Healthy snacks are encouraged. All snacks must be consumed in designated areas. All ECEC and Afternoon Program students are provided with a kosher morning and afternoon snack. Neither food nor drink is permitted in the hallways or gym.

Solicitations: While we recognize the legitimacy of many worthy causes, students may not sell goods or solicit money or support for non-school organizations or events on school property without the express permission of the Head of School. Rockwern’s past practice has allowed the sale of Girl Scout cookies and the posting and/or distribution of flyers describing Jewish agencies’ events. Parents who wish Rockwern to assist with this sort of publicity must also have permission from the Head of School. This way, everyone is treated fairly, and children’s book bags don’t end up stuffed with marketing materials.

Code of Conduct

Context

The Code of Conduct provides a structure by which the School manages its day-to-day operations. The code reflects our commitment to academic standards and the right of every student to learn in a safe and productive educational environment. The administration and faculty encourage students to respect themselves and others, to be kind, and to have the courage to do what is right. Students are expected to follow behavioral guidelines during school hours, on school-sponsored trips, and during all other school activities.

Jewish values are reinforced through Rockwern's Judaic Studies curricula, our commitment to Responsive Classroom, and our approach to education. We specifically target the following:

- personal reflection, awareness, responsibility, and accountability
- kindness, caring, compassion, and charity
- appreciation and gratitude
- cooperation, fairness, and justice
- respect for others and the environment
- honesty and integrity
- commitment to community
- being a life-long learner

Rockwern's administration and faculty strive to model these values and to use them as "touchstones" when speaking to students about inappropriate behavior.

Goals

Our hope is to work with parents and students to

- ensure that all students have the opportunity to learn
- guarantee the rights of all students and staff by establishing rules and regulations that define safe, non-disruptive speech and action
- guarantee fair and reasonable treatment of all members of the Rockwern community
- teach self-discipline
- comply with federal, state and local laws
- protect and maintain school property
- reduce the occurrence of discipline problems by providing an atmosphere of mutual respect and productive interdependence, as well as a support program to address issues of children at risk socially, emotionally, and academically.

One overarching principle is that no student has the right to interfere with the education of another. Another is that Rockwern, along with parents, has the responsibility to prepare students to be socially appropriate.

Rockwern Academy is a Responsive Classroom school. Responsive Classroom is an approach to teaching that emphasizes social, emotional and academic growth in a strong and safe school community. Its core principle is that every child deserves a warm, safe and joyful learning environment where they are supported to take risks, to learn and to reach their full potential. Research has shown that Responsive Classroom has reduced

disciplinary issues and has demonstrated exemplary success in dealing with them when they arise.

ECEC Discipline Policy

A key feature of the Responsive Classroom approach is to build up rules with students. In the ECEC we set up 3 basic rules in all classrooms with students (so there may be some slight language variation):

1. Take care of ourselves.
2. Take care of each other.
3. Take care of our things (and our environment).

When a child does not act according to these rules, the teacher calmly speaks with the child, describing what the child is doing, explaining how what they are doing relates to the rules and giving the child a choice about how to act in the future. An example would be, “You hit your friend and that hurt. In our class we take care of each other, so we don’t hit our friends.” A teacher might ask the child what he/she thinks he/she should do next or offer options of what he/she might do. The teacher might say, “Would you like to give your friend a hug or say you are sorry?” In some cases, and especially with older children, a fuller conversation might need to happen, which involves what anticipated the hitting and how we can resolve such questions in ways that don’t involve hitting in the future.

There are some cases in which a child is just having a difficult time keeping himself/herself and others safe through repeated actions that are not in accordance with the agreed upon rules. In such scenarios, teachers usually offer tools to support children to increasingly self-regulate. At times, a child needs to get control and may need a calm, quiet place to get centered. All ECEC classrooms have what is typically called a “peace corner” with items inside to help children recompose themselves (board books about feelings, feeling charts, pillows, a glitter bottle timer, stress ball and/or other sensory items). At other times, a child may need to get out of the situation to just take a walk and breathe, or perhaps get out some built up energy in the muscle room, with an accompanying teacher. For more consistent issues, a child may self-reflect with a teacher utilizing a chart that relates actions with feelings and/or with the classroom rules. This may also be complemented with action plans for future situations that can be referred to when needed.

In general and specific terms, children are put in situations in which they need to think about their actions and the implications of their actions. Teacher use stories to help bring about discussions on issues that arise in the classroom and sometimes even play out scenarios with children to equip them with tools to deal with the situations when they actually come up. All ECEC children are also taught mindfulness exercises, such as breathing, visualizing and yoga. In specific situations, when there is an ongoing issue or an urgent one, parents may be called in immediately to consider how the school and family can work together to best address the social and emotional needs of a child. When a child is putting himself/herself in danger or endangering others’ safety, security, or well-being parents are called right away. It is our greatest hope that moments of interpersonal conflict can be opportunities to advance children’s social and emotional growth, with the support and guidance of teachers and parents.

Expectations and Consequences – Kindergarten-Grade 3

Rockwern regards the Social Curriculum as being equally important as the Academic Curriculum. Children are encouraged to develop age-appropriate social skills that allow them to make friends, work and play with peers, and interact appropriately and politely with teachers and other adults. We emphasize positive reinforcement and mutual respect in teaching these skills. When children are unable to follow rules, treat others with respect, or engage in healthy and safe social interactions, teachers try to encourage better behavior by intervening with logical consequences that make sense for the situation. In most situations, teachers use the following system to encourage more appropriate behavior:

1. Students are given a warning.
2. The teacher helps the student by removing a distraction, such as changing the student's seat, moving their desk to another part of the room, or otherwise allowing him or her some time to cool down, reconsider their actions, and think.
3. Students may be given an opportunity to write about what they did and what other choices could be made.
4. If a student continues to struggle with behavior, he or she may be sent to a "buddy teacher" in a different classroom for more extended time out. In certain situations, a child may lose a few minutes of recess or be given a "silent lunch." Typically, lost recess time would be a logical consequence for misbehavior during recess and could involve sitting out for a few minutes to think about his or her behavior. Silent lunch could range from simply moving a child away from his or her class for some settling-down time to spending all of lunch time in the office (for a more severe offense). Silent lunch is not used in kindergarten.
5. In certain situations, such as when a student hurts someone's feelings, bothers another student, or damages someone's property, an "apology of action" may be required. This is a constructive action going beyond a simple verbal apology, such as writing an apology note, giving the student three compliments, or inviting the student to join a game or play together.
6. If the student and teacher are still not able to solve the problem, or the problem is severe, the teacher and/or school counselor will contact the parents. Parents and teachers will meet to determine how best to help this student succeed.
7. A repeated difficult behavior may result in a student being sent to the office. If this happens, an administrator or the teacher will contact the student's parents.

A severe infraction, such as physical fighting, hitting, biting, etc., represents a more serious situation. In such cases, a student will be immediately removed from the classroom, sent to the office, and possibly suspended (in school or out of school) for up to three days. Parents will be contacted immediately.

Expectations and Consequences –Grades 4-8

The Code of Conduct that appears below governs the most frequent, serious, and obvious types of student misconduct. In no way are these lists all-inclusive. Rather, they are provided in this handbook to act as benchmarks and to facilitate understanding:

Category I Behaviors

Students shall

- refrain from interfering with the education of another student, the orderly operation of the school, or a school function
- speak in a respectful way, one that does not tease, hurt, or harass others
- follow all classroom rules
- leave electronic equipment at home or in lockers, purses, or back packs
- obey adult directions
- be on time to school or class
- dress in a manner that conforms to the school dress code
- use appropriate language
- eat inside the cafeteria
- use technology appropriately
- walk, rather than run, in the building, at all times, including lunch, recess, and after-school activities

Consequences of misbehavior at this level may include any of the following:

- classroom warning or appropriate logical consequence
- a demerit
- classroom detention
- silent lunch
- parent notification/conference
- administrative warning or reprimand

If a student accumulates 3 demerits, he/she will be required to serve an after-school detention. Detentions last from 3:40-4:30 p.m. and are held in the main office conference room. Repeated offenses can lead directly to 1-3 days of after-school detention.

Category II Behaviors

Students shall

- act in a respectful manner toward school personnel
- speak and act honestly, in and outside of class
- refrain from physical fights or harassment of another student
- use school facilities or property only with permission and leave it in the same condition in which it was found
- leave other people's belongings alone
- refrain from any gambling activity
- refrain from bringing dangerous objects to school
- avoid endangering others
- use appropriate language, avoiding profanity, as well as racial, ethnic, religious, or sexually derogatory terms

- avoid all obscene gestures
- refrain from bullying

Regarding bullying, it is our firm conviction that each and every student who attends Rockwern Academy should feel he/she is attending a school that is a safe environment, one free of threats and harassment. Therefore, threats are taken seriously by this administration. A threat is defined as a verbal, physical or written statement of intent to harm another person. Bullying is further defined as any form of verbal, physical, or sexual harassment, and this may include online behavior or cyber-bullying. Bullying will not be tolerated. Those students who are identified as engaging in bullying behavior will be held responsible and will be dealt with accordingly.

Consequences of misbehavior in this category always include parent notification and can also include 3-5 days of detention, a 1-3 day suspension, and/or restitution.

Category III Behaviors

Students shall **NOT**

- threaten or strike a staff member or student
- endanger the safety of others with a bomb threat, threatening or illegal phone calls, or unauthorized use of fire alarm equipment
- vandalize school or personal property
- possess or use tobacco products on school grounds or at school functions
- possess or use controlled or illegal substances such as alcohol or other drugs on school grounds or at school functions
- perform or attempt to perform arson
- exhibit lewd behavior and/or indecent exposure
- break into the school building

In addition to parent notification, restitution and suspension, students who engage in any of these behaviors face expulsion and/or being referred to law enforcement personnel.

Cheating

Any of the following actions will be considered cheating:

1. Any form of plagiarism.
2. Use of someone else's work as your own.
3. Copying homework, quiz or test answers from someone else's paper.
4. Allowing someone else to copy your work.
5. Theft of an answer key for a test, quiz or assignment.
6. Use of cheat sheets.
7. Communicating to students the questions that were on a test, quiz or assignment that you have taken but they have not.
8. Allowing someone else to access your work online if it is work that is supposed to be completed independently.
9. Working online under someone else's name in an attempt to mislead the teacher.

If a student cheats, parents will be called. In-school consequences can vary, but may include failure on the assignment, test or quiz. Repeat offenders will be suspended.

Safety Drills

One way to ensure the safety of the children and staff is to have well-thought-out and fully documented emergency procedures. The School continually reviews and updates procedures for emergencies such as fire, tornado, earthquake, and unwanted intruder. Teachers are taught how to communicate difficulties without causing volatile situations to escalate.

In addition, staff and students regularly practice safety procedures, such as fire, tornado, and lockdown drills.

In accordance with guidelines issued by the State of Ohio, Rockwern conducts the following safety drills each year:

- Tornado drills monthly during tornado season (April-June).
- Fire Exit drills once during the first two weeks of the school year and six additional times during the course of the school year
- Lockdown drills typically occur twice a year.
- Full evacuation drill to an alternate location once a year.

Asbestos

We are required to report that all classes and rooms have been cleared of all asbestos products since the 1999 build-out. All records are available to view in the Business Office.

Food Service

Lunch Program

At the request of parents, students may now purchase lunches for individual days, instead of an entire month. The hot lunch program offers a wide variety of meals to appeal to every child. Every lunch includes a serving of protein, starch, vegetables and fruit. Milk is also provided on a daily basis and is free of charge to all children. Menus are distributed via email and are available in the office by the 20th of each month.

Nut & Allergy Policy

The Rockwern kitchen is Food Allergen Sensitive, as well as kosher, of course.

- The kitchen may serve products that contain nuts or traces of nuts, and will clearly indicate these items.
- Children's packed lunches may contain any dairy or parve items, including those that contain nuts.
- There is a designated table in the cafeteria that is nut free.
- Lunches will not be checked. Students may sit together, regardless of whether they pack or not.
- Students who pack must use disposable trays and cutlery.
- All students will be encouraged to wash their hands before and after lunch.
- Snacks provided by the school may contain nuts, and accommodations will be made for students with a documented allergy.
- Snacks sold in the Shuk and by students for fundraisers may contain nuts or traces of nuts.
- All ECEC students will have a personal placement with their picture and any food allergies/sensitivities on it so they can be easily identified by all teachers and staff.
- There is absolutely NO SHARING OF FOOD between students at school.

Food and Insect Allergy Policy

Keeping our children safe is of utmost importance here at Rockwern. Allergies to food and insects can be life-threatening and are taken seriously. Since allergies and reactions differ from person to person, it is important to treat every child individually. In order to keep children with life-threatening allergies safe, an Individualized Healthcare Plan (IHP) and Emergency Care Plan (ECP) will be developed using a collaborative and multidisciplinary team approach with the student (if appropriate), parents, the nurse, teachers and administration/staff. This plan will be consistent with federal and state laws and safe practices in accordance with evidence-based information.

Please follow these guidelines so we can keep your child safe:

- As soon as a student is determined to have a significant insect or food allergy, "Medication Administration Record-General form" and the Emergency Care Plan-Allergy should be sent to the parents for completion by the physician and parents. These completed forms are to be on file at the school. Appropriate medication (usually an EpiPen) as ordered by the physician is to be supplied by the parents

and available at the school. The location of the student's emergency medication is listed on the Emergency Care Plan, as this may depend on the location of the student's classroom and the severity of the allergy. There are two undesignated EpiPens (adult and pediatric doses) located in Eden Hall. The School Nurse, Administrators, and Administrative Assistants have access to medications in the nurse's office. Emergency medication will be sent on all field trips that take place during the school week.

- A meeting must be initiated by the parents with the School Nurse as soon as possible and before the beginning of school to discuss the student's needs and care during the school day. All faculty are to be notified as soon as possible regarding students with allergies. Copies of the completed "Emergency Care Plan-Allergy" are to be given to each teacher in the student's grade. Copies are also kept in the office, in the EpiPen box in Eden Hall as well as in each student's health file. All teachers are to be trained by the school nurse at the beginning of each year in the use of the EpiPen as well as other first aid procedures.
- A child who has had an allergic reaction, however minor it may appear, will be sent home with a parent or a guardian for the remainder of the school day and needs to return with a physician's note and treatment plan (when necessary) in order to resume school activities.

For Students with Food Allergies:

According to a student's Individualized Healthcare Plan, the following accommodations can be made:

- Most families whose children have significant food allergies prefer to pack their child's lunch. Lunch is available for purchase but it will be the parent's responsibility to discuss their child's food allergy with the School Nurse and Food Services provider (noted in the Food and Insect Allergy Protocol) and check the ingredients of food items. Parents of an allergic child are responsible for informing the school staff of all precautions to be taken at lunchtime.
- Ingredients of school-provided food must be checked by the parent for safety. The school lunch menu will indicate when nuts, eggs, dairy, and gluten are being used.
- During lunch, a child with a documented allergy will have the option to sit at the "Nut-Free table."
- Students will be instructed to wash their hands before and after meals to reduce allergens in the classroom.
- Students with life-threatening food allergies should wear a medical identification bracelet or necklace.
- Other accommodations can be made based on the student's age, type of allergic reaction and safe practices based on evidence-based information.

Packed Lunch Guidelines

To conform to the school's kashrut policy, we require that **only dairy or vegetarian items** be brought in packed lunches. Some suggestions are tuna, cheese, pasta, bagel and cream cheese, yogurt. Any type of fruit or vegetable is fine. **Students may not bring meat at any time.**

We do not require a kashrut certification for packed lunch items. For this reason, items from

packed lunches cannot be shared with other students. Whereas we do want to encourage caring behavior in the school, students should not give classmates anything from their packed lunches. This practice reduces concerns, not only about kashrut but also food allergies.

Creative Kosher Dairy/Nut Free Lunch Ideas

- Pack dinner leftovers in a thermos: mac & cheese, cheese ravioli & sauce, vegetarian baked beans, dairy/veggie soup, fish sticks
- Sandwich creations: veggie wraps with hummus or cheese, egg salad or egg omelet sandwiches, tuna salad, whitefish salad, gefilte fish, falafel, soy butter, sunflower butter, Israeli chocolate spread, bagels & cream cheese
- Salads: any kind of veggies, greens & dressing; sprinkle chickpeas, kidney beans, black beans, or soy beans on salad for protein, fruit salad and yogurt, potato salad; raw veggies and dipping sauce

Please see the attached list of “Approved Kosher Certifications and Suggested Snacks.”

Suggested Snacks

The acceptable symbols for use in the Rockwern Academy building are included in the Kashrut section. Fresh fruits and vegetables never require a kosher certification or “heksher” (in Hebrew).

Please remember that in addition to being a kosher facility we are nut sensitive. See nut policy for more details.

Suggested snacks/brands

- Whole wheat crackers
- Whole grain cereal bars
- Organic Greek yogurt
- Dried fruit
- Sliced fruit
- Brown rice cakes
- Pretzels
- Organic string cheese

**Do not hesitate to ask if you have a question –
New Kosher products appear in supermarkets every day!**

Activities

Athletics

As part of the mission of providing an outstanding general and Judaic studies education, Rockwern offers a comprehensive set of after-school extracurricular activities. Athletics is an extracurricular opportunity for athletes of all ability levels—from novice to the most competitive.

The facilities at Rockwern are among the best in the area, offering a superb place for current and former Rockwern student athletes to practice and compete. Our facilities include a gorgeous multi-sport gymnasium with full-length bleachers, state-of-the-art scoreboard, retractable baskets, Olympic volleyball net, and a well-stocked dairy concession stand. Rockwern is committed to offering an unparalleled home court experience. Our other facilities include the adjoining Bob Meyer Park, complete with baseball fields and ample room for other outdoor sports!

Rockwern currently offers boys' and girls' basketball and soccer as well as girls' volleyball, and competes as "The Lions." Rockwern is always looking to add sports or find local teams and experiences at the JCC or other community agencies for our students and their sporting needs.

Rockwern athletes continue to set records and win championships. In past years our 4th grade boys' basketball team was league champion, and our 6th grade boys won the league tournament.

Anyone interested in learning more about these exciting sporting experiences may contact Patty Smith at 513-984-3770 x 4300 or pasmith@rockwernacademy.org. Go, Lions!

Bigs/Littles in School

Rockwern Academy is proud of our *Bigs and Littles* Program, in which our older students, (usually in middle school), are matched with our Kindergarten students.

The "Bigs" provide friendship, support, role modeling, and academic support. Matched pairs enjoy working and playing together monthly on a variety of activities including games, sports, arts and crafts, and homework. *Bigs and Littles* is fun and rewarding for both participants. Caring mentors improve children's self-esteem, help children get along better with their peers, and enhance their academic performance. *Bigs and Littles* often form strong and close relationships and come to care for each other as friends.

Student Health

Keeping children safe and healthy is a shared responsibility which we take very seriously, as does the State of Ohio. Please read the following section carefully. It reflects the laws we are all obliged to follow.

Moses Maimonides (Rambam) once wrote: *“By keeping the body in health and vigor one walks in the ways of Adonai. It is a person’s duty to avoid whatever is harmful to the body and cultivate habits conducive to health and vigor.”*

Rockwern Academy has kept this in mind, as well as the State of Ohio’s laws, while establishing policies regarding health screenings, illnesses, emergencies, and medication administration.

Medical Records

Immunizations

The State of Ohio requires that all children K-8 have received the recommended immunizations. The school must receive proof of immunization by September 15th, 2016.

Failure to comply with these laws will result in school suspension until the requirements are met. Updated immunization and health records for children in K-8 should be submitted after a change in health status such as receiving a new vaccine, medication change, or allergy alert. The following vaccines are required for 2016 Kindergarten entry in Ohio: 4-5 doses of DTP, 3 doses of IPV (Polio), 2 doses MMR, 2 doses of Varicella (chicken pox), and 3 doses of Hepatitis B. For 7th & 8th grades, 1 dose of Tdap vaccine.

Vaccines required for 2016 Preschool entry in Ohio are: 4 doses of DTP, 3 doses of IPV (Polio), 1 dose of MMR, 1 dose of Varicella, 3 doses of Hepatitis B, and 4 doses of HIB.

Health History

It important that parents fully disclose students’ medical conditions and treatments in order to provide the safest environment for them. Even if medications are administered outside of the school setting, the possibility of side effects, allergic reactions or drug interactions in an emergency situation makes full disclosure in the child’s best interest.

A health history must be completed upon admission to school. This information needs to be updated annually on the Emergency Authorization form. Any changes in medication or medical condition made during the year require an updated form be submitted to the nurse. **Any child for whom required medical forms have not been submitted to the nurse by September 15 will not be allowed to attend school. This is a state-mandated requirement.**

Emergency Medical Authorization Form

We are required to have an Emergency Medical Authorization form completed **by the first day of school annually**. Any changes in medication or medical made during the year

require an updated emergency medical form to be submitted to the nurse. A complete form must be filled out for each individual child. These forms will be stored in the nurse's office and sent on field trips. In the event of a true emergency, 911 will be contacted and the paramedics will assume authority upon arrival. The nurse or principal will accompany the child to the Emergency Department with his/her emergency medical form. Parents will be notified immediately.

Administration of Medication

Only those medications necessary to maintain a student in school that must be given during school hours or school activities may be administered to a student. School policy requires consent of the parent/legal guardian and a written statement (order) from an Ohio licensed M.D., dentist, or advanced practice R.N. with prescriptive authority before school personnel can give any medication.

Certain over-the-counter medications (oral and topical) may be given with parental signature/consent using the form "Medication Administration Record – Over-the-Counter." Medications on this form include: Acetaminophen (Tylenol), Ibuprofen (Advil or Motrin), Polysporin antibiotic ointment, Caladryl Clear, Diaper cream, Calamine lotion, sunscreen and kosher cough drops/throat lozenges. Diaper cream or sunscreen must be supplied by parent or guardian. We will not stock this at school. We would appreciate if diaper cream and sunscreen be applied in the morning before arriving at school. If needed, we will reapply diaper cream for diaper changes and sunscreen during afternoon play. The school strongly suggests consulting your child's physician when filling out this form. Any over-the-counter medication that is not mentioned on this form will require the "Medication Administration Record," which requires parental consent and a signature from a physician, dentist or advanced practice R.N.

Parents and physicians must complete an "Administration of Medication" form in full for every medication (prescription or over-the-counter not mentioned above). This form can be obtained in the main office. Prescription medication must come to school in the original container with the affixed label from the pharmacist. The label must show the student's name, name of medication, dosage directions and the licensed prescriber's name and prescription number. The "Administration of Medication Form" is only good for one school year.

The parent or legal guardian must hand deliver the medication to the office. All medications will be locked in a secure cabinet.

Students are not allowed to carry medications, except for inhalers or Epi-pens, with prior approval by the child's physician and the school's nurse. Please see the nurse for additional forms if you wish your child to self-carry and self-administer an inhaler or Epi-pen.

The School Nurse is responsible for establishing the medication administration system and all communication with parents and physicians. **As of July 2011, only a licensed health professional, or non-health professionals designated by the board who have completed an appropriate medication training program, may administer medication with the exception of emergency medications (like epi-pens and asthma inhalers). Therefore, unless a parent accompanies a child on a field trip, no medications (except for emergency medications like epi-pens and asthma inhalers) will be sent on daily field trips. Medication will still be administered on the Washington, D.C./New York City trips per the above policies.**

Schedule II Medication Policy:

In addition to the above, Schedule II medications (stimulants, ADHD medications, or narcotics) will be governed by these additional steps:

1. All medication must be delivered from the parent to the Nurse or the Registrar. No one else may accept it.
2. All medication will be counted immediately with the parent present and placed directly into a locked cabinet. The number will be recorded on the child's medication log.
3. A pill count will be conducted every day for all Schedule II medications. The number will be recorded on the student's individual log sheet.
4. The Nurse will contact the student's parent when more medication is needed.
5. The keys to the medication cabinet will be handled only by the Nurse, Registrar, or authorized authority during school hours.

Illness

Children coming to school in the morning are assumed to be well. If a child feels sick during the day and is unable to continue in classroom activities, his/her teacher will send the child to the nurse who will conduct an assessment and take appropriate measures.

Rockwern Academy follows the policies of the Ohio Department of Health's guidelines for specific communicable diseases. Our policy asks that you keep a contagious child at home to recover until symptoms have subsided and the student is feeling better. If a child has any of the following, please keep the child home: fever, cough, sore throat, runny nose, body aches, chills, headaches, unusual tiredness, vomiting or diarrhea.

If a child comes to school with two or more of the above symptoms, he/she will be sent to the nurse's office. A child with severe symptoms may be sent home even if they are fever free. The following guidelines represent the more common childhood illnesses and the usual recommendations of the Hamilton County Health Department.

Chicken Pox: A skin rash consisting of small blisters, which leave scabs. A slight fever may or may not be present. There may be blisters and scabs present at the same time. Your child should remain home until all blisters have scabbed over, usually 5-7 days after the appearance of the first crop of blisters.

Common Cold: Irritated throat, watery discharge from the nose and eyes, sneezing, chilliness, and general body discomfort. Your child should remain home if symptoms are serious enough to interfere with your child's ability to learn. Medical care should be obtained if symptoms persist beyond 7-10 days or fever develops.

Fever: If your child's temperature is 100 degrees F or greater (or 1 or 2 degrees above the child's normal temperature), he/she should **remain home until he/she has been without fever for a full 24 hours (without taking medication)**. Remember, fever is a symptom indicating the presence of an illness.

Flu: Abrupt onset of fever, chills, headache and sore muscles. Runny nose, sore throat, and cough are common. Your child should remain home from school until symptoms are gone and is **without fever for 24 hours**.

Head Lice: Lice are small grayish-tan, wingless insects. Lice do not jump or fly and do not cause disease. Nits (the eggs) firmly attached to the hair shafts, close to the scalp. Nits are much easier to see and detect than lice. They are small white specks which are usually found at the nape of the neck and behind the ears. Following lice infestation, your child may return to school after receiving treatment with a pediculicide shampoo, and after nits have been removed. The child will be re-checked for live lice upon return to school. If lice are discovered during the school day, the child's parent will be notified so that the child can receive appropriate treatment.

Impetigo: Blister-like lesions, caused by bacteria, which later develop into crusted yellowish sores. Your child should remain home from school until he/she has received antibiotic therapy for 24 hours and sores are no longer draining.

Pain: If your child complains, or behavior indicates, that he/she is experiencing persistent pain, he/she should be evaluated by a physician before being sent to school.

Pinkeye: Redness and swelling of the membranes of the eye with burning or itching matter coming from one or both eyes or crusts on the eyelids. Your child should remain home from school until he/she has received 24 hours of antibiotic therapy and discharge from the eyes has stopped. Spread of infection can be minimized by keeping the hands away from the face, using good hand washing practice, using individual washcloths and towels, and **NOT** touching any part of the eyes with the tip of the medication applicator while administering the antibiotic ointment.

Ringworm: **Scalp:** Scaly patches of temporary baldness, with brittle infected hairs which break easily. **Skin:** flat, ring-like rash, inflamed, may itch or burn. **Feet:** scaling and cracking of skin especially between toes, blisters filled with watery fluid may be present. Children who have scalp or skin lesions must be kept home until 24 hours of anti-fungal treatment has been completed.

Skin Rashes: Skin rashes of unknown origin should be evaluated by a physician before your child is sent to school.

Strep Throat and Scarlet Fever: Strep throat begins with fever, sore and red throat, pus spots on the back of the throat, tender swollen glands of the neck. With scarlet fever there are all the symptoms of strep throat, as well as a strawberry appearance to the tongue and rash of the skin. High fever, nausea and vomiting may also occur. Your child should remain home from school until receiving a full 24 hours of antibiotic therapy and has been without fever or vomiting for 24 hours. Most physicians will advise rest at home 1-2 days with a strep infection. Antibiotics ordered for strep infections are to be taken for 10 days or until all medication is gone. Only when these directions are followed correctly is the strep bacteria completely eliminated from the body, no matter how well the child feels after the first few days of receiving medication.

Vomiting and Diarrhea (Intestinal Viral Infections): Stomachache, cramping, nausea and/or diarrhea, possible fever, headache, and body aches. Your child should remain at home until he/she is without vomiting, diarrhea or fever for a full 24 hours. If your child has had any of these symptoms during the night, he/she should not be sent to school the following day.

Parent Notification of Injuries

- a) In the event of an injury to a child, the nurse (or in her absence, the classroom teacher and the administrative assistant) will determine the severity of the injury. If the injury is deemed mild, the child will be treated and returned to class.
- b) If the injury is more severe, the nurse (or in her absence, the classroom teacher and/or the administrative assistant) will call the parents/guardians to inform them of the nature of the injury, treatment provided, and determine whether the child will be immediately released to a parent for further treatment by the child's own doctor. A detailed written injury report will be filled out and filed in the child's health record. A copy may be provided to the parents/guardian at the time of the event if requested or otherwise after completion of the report, usually within 24 hours.
- c) In the event of a life-threatening emergency, the nurse (or in her absence, the classroom teacher and/or the administrative assistant) will call 911 to summon advanced medical professionals and then notify the parent that an ambulance has been called. A detailed written report will be completed and filed in the child's health record. A copy may be provided to the parents/guardians after completion.

Health Screenings

According to the Ohio Revised Code, yearly vision and hearing screenings are to be conducted in schools for children in preschool (PS2 is exempt), kindergarten, 1st grade, 3rd grade, 5th grade and 7th grade as well as any students new to Rockwern, regardless of grade level. The vision and hearing screenings will be administered during the fall.

Why is it important to have your child's vision screened?

It is necessary to identify if your child has vision problems or might be at risk for vision problems. The vision of students is a vital part of classroom learning. Therefore, it is important to identify early any barriers to learning that can be corrected. Improved vision may help your child do better in her or her school work.

Vision screening will consist of any of the following tests:

1. Observation (all grades).
2. Monocular Distance Visual Acuity (all grades).
3. Ocular Muscle Balance Test (1st grade, new students).
4. Stereopsis Test (kindergarten and 1st grade, new students).
5. Color Deficit Test (males only, in kindergarten or 1st grade).

Why is it important to have your child's hearing screened?

1. Hearing is important for speech, language development, reading and learning.
2. A hearing screening can detect if your child needs further hearing testing.
3. Even if your child has passed a hearing screening previously, their hearing can change.
4. Hearing problems can be related to medical problems.

Hearing screening will consist of the following test:

Audiometry: Screening of hearing acuity.

Vision and hearing screenings provide only a snapshot of how your child performs on the day the test was administered and are not a substitute for an ear exam by an audiologist and a complete eye exam by an optometrist or ophthalmologist. If your child passes the vision screening, you will not be contacted by the school nurse. However, if your child fails the screening, you will be informed of test results.

In accordance with the law, if you do not wish to have your child screened for hearing and/or vision, you are required to notify the school.

Parent Involvement

PTO

The Rockwern Academy Parent/Teacher Organization (PTO) seeks to enrich the school by developing and implementing educational, religious, and cultural programs that enhance the students' educational experience and furthers their development of positive Jewish identities, while also forming connections between parents, students, and teachers.

The PTO also endeavors to meet the school's needs through raising and allocating money for programs, materials, and equipment that further the school's educational and religious objectives.

The PTO works to foster a strong sense of community within the school and among the Rockwern families, while also helping to develop a positive image of Rockwern Academy in the community at large.

Rockwern's Parent/Teacher Organization is always looking for volunteers. Help is always welcomed and needed for projects both big and small. For more information please contact PTO Co-Chairwomen: Rotem Greniman, rotemgreniman@gmail.com, 859-866-8895) or Jessica Kuresman, jakuresman@yahoo.com, 513-479-4866.

Dor L'Dor Program

The Dor L'Dor (Generation to Generation) Program was started by Rockwern's PTO in 1999 and has since become a very important part of our children's education. Once a week, senior volunteers come into the classrooms and work with students. The Program teaches our children about the Jewish value of Respect for the Elderly (*Hidur P'nai Zaken*) and gives different generations the opportunity to enjoy each other's company.

Volunteers are needed to help with transportation and to spend lunch time with our seniors. Come and meet the people your children are talking about! Please contact Etti Scheier (etscheier@rockwernacademy.org) for more information.

Birthday Book Club K-8

Rockwern Academy is excited to announce the sixth year of the Library Birthday Book Club. Parents may honor their son/daughter's birthday by purchasing a book for \$18. This will enhance the library collection with recent and highly recommended titles. Students will be called to the library to choose a book. A bookplate with the child's name and birth date will be inserted, and the "birthday person" will be the first to check the book out. A party with kosher treats and a special gift from the library are part of this fun experience. Parties generally occur every three months. Please contact Julia Weinstein (juweinstein@rockwernacademy.org) for more information.

Lost and Found

Rockwern Academy recommends the labeling of children's outdoor clothing, gym clothes, and other items that could be lost or misplaced during the course of a school day or extra-curricular activity. All unlabeled items found in school or on the playground will be placed on the Lost and Found rack. Children and parents are encouraged to look there for missing articles. Unclaimed items are donated to a charitable organization several times a year.

Box Tops for Education

Box Tops for Education is a fundraising program for schools across the United States. It has three separate program components—Clip, Shop and Charge.

The **Clip Program** allows us to earn cash for Rockwern by clipping Box Tops for Education coupons from hundreds of participating General Mills products. The **Shop Program** allows us to earn cash by shopping online through the Box Tops for Education Marketplace accessed at www.boxtops4education.com. The **Charge Program** allows us to earn cash by using the Box Tops for Education Visa card issued by Chase.

Each participating school is eligible to earn up to \$20,000 cash per year from *each* of the three program components.

Please look for the Box Tops coupons on food/non-food items you purchase and send them to school. Every little bit helps. If you would like to help with our collection drive, or would like to volunteer to clip coupons, please contact Rexann Rodes, rerodes@rockwernacademy.org or 513-984-3770 x 3215.

Important Phone Numbers

The following is provided for your convenience:

Main Office	984-3770
Fax	984-3974
Elaine Kaplan Interim Head of School	984-3770 ext. 3119
Judy Diekmeyer Assistant Principal/Teacher	984-3770 ext. 3120
Toni Brownell Director of ECEC	984-3770 ext. 3112
Jenny Wethington Business & Operations Manager	984-3770 ext. 3130
Jennifer Rubin Guidance Counselor	984-3770, ext. 3202
Suzanne Wick Speech & Language Pathologist	984-3770, ext. 3204
Gail Sperling Resource Teacher	984-3770, ext. 3220
Polly Freeman, RN Allison Connor, RN	984-3770, ext. 3135 School Nurses
Maya Hirsch Director of Marketing	984-3770, ext. 4096
Dr. Jennifer Grubbs Director of Admissions & Communications	984-3770, ext. 3230
Sarah Shmoel Development Officer	984-3770, ext. 3115
Renee DeBorde Registrar	984-3770, ext. 3114
CHHE (Center for Holocaust & Humanity Education)	487-3055

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