



2023 – 2024

5784

Jane Fishman Grinberg Religious School of Har Zion Temple

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***THE JANE FISHMAN GRINBERG
RELIGIOUS SCHOOL
OF
HAR ZION TEMPLE***

MISSION STATEMENT

We strive to nurture excellence in Jewish education and a lifelong love of Jewish learning, to impart to our students and their families the skills to be practicing Conservative Jews and to enrich their understanding of Judaism.

All of these efforts are guided by

TORAH, AVODAH & GEMILUT HASADIM

AIMS & GOALS

Our goals are to produce:

- ☆ Jews who express pride in their heritage, who are excited about being Jewish and who observe and practice Jewish traditions.
- ☆ Jews who enthusiastically support and participate in the life of the synagogue, their Jewish community and their community at large.
- ☆ Jews who are familiar with the rituals and customs associated with Shabbat and the Holidays.
- ☆ Jews who see themselves as an important link in the chain of Am Yisrael.
- ☆ Jews who have a clear understanding of the nature of prayer and are comfortable with the prayer book, and who, themselves, participate in Tefilah with Kavanah.
- ☆ Jews who can explain and live by the important values/mitzvot which have guided Jews for centuries.
- ☆ Jews who understand the place of Hebrew in Jewish tradition.
- ☆ Jews who affirm their historic bond to the Land of Israel, who visit Israel and who work for its well-being.

THE JANE FISHMAN GRINBERG RELIGIOUS SCHOOL

SCHEDULE AND POLICY

**Gan/Aleph
Grades K-1**

**Sunday Only
9:00 AM-12:00 PM**

**Bet-Zayin
Grades 2-7**

**Sunday and Tuesday
Sunday-9:00 AM-12:00 PM
Tuesday - 4:15 PM-6:15 PM**

Hay, Vav and Zayin are part of Gesher on Tuesdays, 4:15-6:15 PM

EDUCATIONAL PROGRAM

Our religious school prides itself on maintaining a research-based, well-developed curriculum that incorporates many kinds of learning activities, addressing the needs of different types of learners, in formal and informal settings. We function as a K-7 school in three “departments”- a “Mechina” (preparatory) Gan-Aleph for Kindergarten and first grade, a “Yesodi” (elementary) Bet-Gimel-Dalet for second-fourth graders, and a Middle School Hay-Vav- and Zayin for fifth, sixth and seventh graders.

Each class engages with various aspects of Jewish learning, Hebrew reading and prayer knowledge, synagogue skills, Israel, Shabbat, Judaic Arts, *Chesed* (kindness), and includes family learning and education and service-oriented trips.

As a synagogue and tefillah-based program, all elementary students study prayer, *tefillah*, for reading, chanting, understanding, and making personal connections through prayer to G-d and the synagogue community. They will have the opportunity to participate in meaningful, experiential prayer services during school each week. This allows them to build their skills as well as develop their spiritual selves as part of a praying community.

Students are assigned to small group Hebrew reading levels based on their decoding skills as assessed periodically over the course of the year.

This guide is intended as a primer for parents and interested parties to see an overview of the

curriculum. Teachers are provided with detailed, in-depth resources and continuous support from our Principal, Dr. Michael Schatz, whose Ed.D. in Jewish Education focused on curriculum for the Jewish school and Rabbi Shawn who holds Jewish education credentials in addition to rabbinic ordination.

PRIMARY GRADES

Gan/Aleph (Kindergarten, first grade)

This foundations program for our youngest students is a Sunday morning program. Alongside the warm, nurturing environment of our teachers, we incorporate movement, art, and music into the educational program to enrich and enliven the learning. The main educational goals of this program are Hebrew language acquisition, synagogue skills as well as beginning prayer competence and Shabbat and holiday home rituals and observances. In some years we have separate Gan and Aleph classes. In other years, as many children attend the full day Gan in the NCCECE, our kindergarteners who attend public school join with the Aleph students in a combined setting. Activities are rotated so children do not repeat the same project for two years.

Gan-Aleph children have a general introduction to Jewish holidays, that follows the learning that happened in the NCCECE. They are introduced to the letters of the Aleph-bet, and participate in an interactive Hebrew language immersion program where a basic vocabulary is presented. Children learn simple prayers of the synagogue and blessings of the Shabbat table, Hanukkah, and the Pesach seder, including mastery of the first of the Four Questions. They are introduced to Israel as the ancient and modern homeland of the Jewish People through Jewish holiday connections, the flag of Israel and an understanding of Jerusalem as the eternal capital. Children begin their study of Jewish classical text with Torah stories of Genesis and Exodus. With their families they are invited to participate in Family Friendly Friday Shabbat programs. They create Challah covers, Kiddush cups, and Havdalah spice boxes through the Abiri Arts program, and participate in a model Shabbat Dinner. They go on an enrichment trip to either the Philadelphia Zoo or a local nature site/ arboretum, where they reinforce their Hebrew language learning and consider the mitzvot of *tzaar baalei Chayim*-treatment of animals, and *Shemirat Adamah*- guarding the earth.

ELEMENTARY DEPARTMENT

Bet-Dalet (grades 2-4)

Students attend both Sunday and Tuesday sessions each week and Hebrew reading is taught both days.

Bet

Bet begins our Jewish Studies curriculum called Etgar Yesodi. The first year of this program focuses thematically on Holidays and Values. The curriculum was developed by the Jewish Theological Seminary and has the goals of building on students' prior knowledge and current experiences, empowering students to articulate positive Jewish identities, building breadth and depth in students'

understanding and observance of Judaism, and incorporating findings of research in Jewish education. Teachers participate in training and ongoing professional development with other educators from around the country who also teach this curriculum. Bet students begin to learn to decode the Aleph-Bet and build on the Hebrew vocabulary for Jewish life introduced in previous years. They learn Hebrew reading in smaller groups, using the text *Shalom Aleph-Bet*. Bet students participate in daily *tefillot*, or experiential prayer services, that allow them to build their skills as well as develop their spiritual selves as part of a praying community. As they learn more tefillot, they receive a special gift of a siddur in a special Kabbalat Siddurim ceremony in the spring.

In addition to the above, they master the Four Questions for the Pesach Seder, and learn about Israel through its geography, cities, places and people. They have an annual theme of The Jewish Home where they learn more about holiday celebrations. As part of the Shabbat learning, they make candlesticks, a tray, and a Havdalah candle through the Abiri Arts program. In their Chesed curriculum they create Hanukkah cards for Israeli soldiers and participate in the Jewish Relief Agency's food distribution. Their trip is usually to a museum in Philadelphia, depending on current exhibits, but might be the National Liberty Museum, National Museum of American Jewish History, or the University of Pennsylvania Museum.

Gimel

Gimel students continue their studies in the Etgar Yesodi curriculum, completing the Holidays and Values units begun last year, and while cycling through the year-long Jewish calendar, they experience more in-depth learning and new activities in each unit.

In addition to this, Gimel students continue their Hebrew decoding and begin to read prayers. They are grouped by Hebrew reading level in small learning groups and their textbook is dependent on their level, but most students use *Shalom Uvracha*, the primer level that provides the foundation into the prayer curriculum used in future years. They continue participating in school wide tefillah and add to the repertoire of prayers learned in previous years. For the Pesach seder, they learn *Dayenu* and lead it at the Model Seder. Gimel students also receive their own Haggadah to use at home. Their annual theme of The Synagogue exposes them to the next level of Jewish community beyond the home and they spend time exploring Har Zion and learning about the elements of a synagogue. One special activity in Gimel is that after learning the first *bracha* of *Birkat HaMazon*, the grace after meals, they have a special Birkat HaMazon dinner at which they are able to recite this special blessing with an engaging melody. This is a prayer that they will hear at Jewish communal events, youth group and Jewish camp, and perhaps among their families into the future. At the dinner they receive the gift of a *Birkon*, a book of blessings and songs for the shabbat and holiday table. At the Model Seder, they receive the gift of a Haggadah. In the Abiri arts program they create unique *Hanukkiot*, and a special book of holidays and blessings created with the presentation of a local artist. For a chesed project they participate with Har Zion's social action committee on a Thanksgiving food drive, and for their trip visit another synagogue to compare/ contrast with Har Zion.

Dalet

Dalet studies the Year 2 of Etgar Yesodi, titled "My Story", through units on *Zikaron*: My roots, my memories, *Brit*: my beginnings and my name, *Berakhot*: my blessings, *Tokhehah*: improving my friendships, as well as sharing my talents with others, and developing my relationship with G-d. This

material ties in with their annual theme of The Jewish Family. Another part of that tie in is the creation of the Dalet Museum of Jewish Ritual Objects. Students create an exhibit in a “museum” by identifying and displaying an object from their home, learning about the object in general and theirs in particular. There is not a formal Jewish Holiday curriculum moving forward in the religious school, but of course holidays are celebrated as they come, and Dalet participates in the Model Seder by learning *Avadim Hayinu*, and *Ha Lachma Anya*, and they receive a gift of a Haggadah, the Seder prayer book, from Har Zion (2024 only). They continue in the Hebrew reading program on appropriate levels, most students completing the *Hineni Level I* Hebrew through Prayer program. The Dalet class makes a special Mezuzah as part of the Abiri Arts program and participates in a clothing related tzedakah activity in order to fulfill the mitzvah of *Malbish Arumim*, clothing the naked. Dalet studies Israel through heroes and places. Dalet has a unit on Kashrut, the Jewish dietary laws, and they visit a local Kosher supermarket for a fun field trip. Dalet students receive a gift of a Tikkun, which will be used as they begin to learn the skill of Torah chanting next year.

MIDDLE SCHOOL

Hay-Vav-Zayin (5th-7th grade)

Hay, Vav and Zayin spend Sundays in religious school in grade appropriate classes, and on Tuesdays participate in Gesher, Har Zion’s bar and bat mitzvah preparatory program.

On Sundays, they have their Jewish Studies and Hebrew curriculum as detailed below. Students also participate in Middle School tefillah each week, and special trips during certain days. In 2023-24, both Hay and Vav participate in 8 Better Together intergenerational programs, each with their own cohort of adult Har Zion members.

Hay

The Jewish Studies curriculum of the Hay year focuses on three areas: Jewish Life Cycle, Jews around the world, and the Better Together intergenerational program. There is not a formal Jewish Holiday curriculum moving forward in the religious school, but of course holidays are celebrated as they come, and Hay participates in the Model Seder by learning Kiddush.

They continue in the Hebrew reading program on appropriate levels, most students completing the *Hineni Level II* Hebrew through Prayer program. Their Abiri Arts projects include the creation of a Tzedakah box, and an introduction to Hebrew calligraphy, and have a session with a visiting local artist. This might include papercutting or other, more sophisticated projects. The hay class fulfills the mitzvah of *Hiddur P’nai Zaken*, honoring the elderly, through participating in Better Together. They learn various topics relating to the elderly in their class, and on eight Sundays they have activities with a group of Har Zion adult congregants to build a bridge across generations in our dynamic congregation. The Hay class spends a day discovering historic Jewish Philadelphia which may also include a visit to the National Museum of American Jewish History. They receive a gift of a Chumash at a special Kabbalat Chumashim ceremony.

Vav

In Jewish Studies, students have a class in Heroes of Jewish History, and another class in *Pirke Avot*, a classical Jewish text from rabbinic literature. They take a trip to historic Jewish Philadelphia as well as a trip to New York's Lower East Side. Vav students receive a gift of a Siddur. They make a Yad through the Abiri arts program, and they have chesed activities of packing candles to be sent to the congregation for Yom HaShoah, and helping to dress the Torahs in white for the high holidays.

In Hebrew, Vav continues the Hineni series that they have been using over the last number of years. Most students will be working in Level 3, which includes the prayers of the Torah service, and connects well with their Gesher curriculum. Vav students receive a gift of their own Siddur, the same one that is used on Shabbat at Har Zion Temple.

Zayin

In Jewish studies, Zayin students have a class in Israel, in Shoah, and a text-based class focusing on Jewish ethics. They take a trip to Washington, DC to the United States Holocaust Memorial Museum. Their Abiri arts project is making a challah board at a local woodworking studio. Zayin students also receive a gift of a Shofar, and a special book about the history of Modern Israel.

In Hebrew, Zayin students refine the siddur skills they have learned over the years and add new elements using the siddur as a text. In some years, this may include learning to lead a weekday service.

Art Projects and Gift Books

	Art Project	Gift Book
Gan	Mizrach, Spice Box	JPS Illustrated Children's Bible
Aleph	Challah Cover, Kiddush Cup	A Day Apart
Bet	Candle Sticks, Havdalah Candle, Tray	Siddur Lev Shalem
Gimel	Rosenthal Hanukkiah, Book of Holidays	Haggadah, Birkon
Dalet	Mezuzah, Calligraphy, Zentangle Name	Tikkun (2024- also Haggadah)
Hay	Tzedakah Box, Micrography , Papercut . 2023-24 Mezuzah	Eitz Chayim Humash

Vav	Yad	Siddur Lev Shalem (2024, 25, 26)
Zayin	Challah board, 2024 Yad	Israel: A Concise History of a Nation Reborn

Madregot

Har Zion Temple is resolutely committed to the idea of educating any and all Jewish students no matter their specific learning needs. We welcome any family who has a child with special needs to be in touch with us to discuss a plan of learning. Any student who requires a one-on-one assistant will receive that service while other children will be assisted by resource teachers in the classroom with other students. The Madregot program is supervised by our Director of Inclusion, special needs trained teachers and the Director of Lifelong Learning.

HEBREW PROGRAM

- ☆ There is 100% accountability for The Jane Fishman Grinberg Religious School of Har Zion Temple in this area. Every child stands before the main congregation to read, in Hebrew, at his/her Bar/Bat Mitzvah.
- ☆ One of our primary goals is for our students to be knowledgeable and feel comfortable as they participate in synagogue services. Therefore, it is incumbent upon us to prepare our students to read fluently.
- ☆ Please prepare motivating, challenging activities to accomplish our objective -- fluent reading of the Hebrew
- ☆ All children are assessed twice per year. Please be sure to follow instructions that are given to you by the Principal.

YOUTH GROUP ACTIVITIES

We believe that socializing and “doing/being Jewish” must be more than the classroom and school experience. To supplement our educational program and family customs Har Zion will also offer to our children - Shabbat and holiday programs, youth group activities in the form of Saturday night or Sunday afternoon “parent night out” programs, and opportunities for social action. We expect our faculty to be supportive of these programs and to promote attendance at them to their students.

CLASS ATTENDANCE:

Our goal is to create a school culture where children want to attend regularly; where they are appropriately engaged and motivated by the learning, activities, and camaraderie with their classmates, and where they feel at home at Har Zion Temple. However, for many of our families we must understand that conflicting schedules and conflicting values exist, and children do not necessarily attend school as regularly as we would hope. We must shift to a guiding principle that we are pleased each time a child comes to school, and when they miss it is not necessarily a reflection on our work or on their motivation. At the same time, we must continue to encourage regular attendance with a positive attitude and warm smile!

- Attendance in school is crucial for successful learning and therefore we strongly recommend that students should not miss more than 25% of the year's learning.
- Attendance must be taken every period. The classroom teacher must have the record in hand of who is in/out of their class. **The Remini check-in system has proven to be difficult to use in terms of maintaining attendance records. Please keep your own attendance records, to report home twice yearly, and to have access whenever requested.**
- At the end of the semester these attendance records are shared with the school office.
- If you see that a child is missing too much school or has missed consecutive classes you must contact the family and report that communication to the school administration.
- If this child continues to miss class, the administration of the school will contact home.
- Teachers should provide the office administrator with work that was covered in class in order to provide students with work to make up when absent.
- If a student has missed more than 25% of the scheduled classes, the family will be notified and requested to contact the DLL.
- Families will receive updates about attendance during the school year.
- If a student's attendance is below the required level, the family/student will be asked to meet with the DLL to discuss how the time missed can be made up.
- Should there be extenuating circumstances affecting a student's ability to meet this requirement, the family is requested to submit a letter to the DLL.

TEACHERS ARRIVAL AT SCHOOL

Please note: the new Kramer Entrance is scheduled to be complete by September 1, 2023. Every

teacher will need a swipe card/ fob, and a Har Zion photo id to enter the building, and enter from the lobby into the school wings. Please inform Dr. Schatz if you need either of these.

- ☆ Please remember that you are required to be at school **15 minutes** prior to the start of the day.
- ☆ Upon arrival each day, teachers sign in on the sheet located in the copy room, with time of arrival and initials. Note that all teachers must arrive in time to meet their students in the Berkowitz at 4:15 on Tuesdays, and greet them in the classroom at 9:00 on Tuesdays.
- ☆ *Please* check your mailbox **daily** for announcements.
- ☆ After collecting your materials, please proceed directly to your classroom or appropriate room to prepare for teaching.

Student attendance procedure

- ☆ Teachers must take attendance in each class, keep the record available during school to know exactly who is in the building during that particular day. Should there be an emergency, or drill, you will be expected to account for each child in your class that day.
- ☆ Upon arrival during regular school hours, children go directly to their classrooms.

TEACHER ABSENCE

- ☆ The number of hours that you teach per week will equal your P.T.O. (personal time off) days. Therefore if you work on Sunday and Tuesday, you are entitled to one Sunday and one Tuesday absent. Any time beyond your allotted PTO will be subtracted from your salary.
- ☆ Lateness **will** also be subtracted from one's pay. This includes the 15 minutes that a teacher is to arrive early which is included in one's salary. If you will not be able to arrive at the appropriate time, your contract will be adjusted accordingly.
- ☆ **P.T.O.'s cannot be used immediately before or after any holiday.**
- ☆ Should you have to be absent ***PLEASE INFORM US AS SOON AS POSSIBLE***, even the night before, so that the school can make adequate arrangements for a substitute. If you must inform us on the morning of your absence, here's what to do:
 - ☆ Email, call or Text Dr. Schatz as soon as you can (215-738-9245).
 - ☆ Call the school office (610-664-5746) as soon as you know that you will be absent. The school office opens officially at 9:00 a.m.
 - ☆ For personal absence days, if at all possible, please notify the school at least 48 hours in advance.
- ☆ If you have a planned absence and the school is closed for some unforeseen reason such

as the weather, the day/s will still count as an absence.

- ☆ you must have two (2) emergency lesson plans on file in the school office by the start of the school year.

TEACHER EVALUATION

- ☆ The administration of a school is vitally concerned with the improvement of teacher performance. Therefore creative supervision will be used. Supervision and evaluation will take place on an ongoing basis. Supervision and evaluation of teachers is an important part of the administrative/ educative process. Its main function is to improve instruction. With administration and teachers working together as a team, our students will benefit. This collaborative effort will produce top results. Sometimes, and hopefully, often, supervision and evaluation will just verify that you are doing a great job. At times, pointing out certain areas of teaching methodology and class management will help to improve instruction. Please look upon this as a helpful, collaborative endeavor.
- ☆ New faculty members will schedule a formal observation within 4 months of the start of school. This will include a pre-observation conference at which time a lesson plan will be presented, the actual observation of about 30 minutes, and a post-observation conference where a written document will be shared, signed, and filed. New faculty members are also requested to submit WEEKLY lesson plans, until such time as the principal informs you that it may no longer be necessary.

FACULTY MEETINGS

All teachers are required to attend faculty and grade level meetings that are **applicable** to your program.

Monday, August 15 Day Camp is over. You can get in your classrooms

Curriculum team meetings to be scheduled between August 15-31

Tuesday, September 5 Opening Faculty Meeting 4-7 PM

First day of school is Sunday, September 12. Classrooms must be ready to greet children!

Sunday, October 22 Faculty In-Service 12:00 PM

Tuesday, October 31

Tuesday, November 7 Faculty In-service 4:15-6:15 PM (professional development- pick one of these 2 weeks)

Sunday, December 17	Faculty Meeting 12:00 PM (review mid-year assessment)
Sunday, January 21	Faculty Meeting 12:00 PM (team meetings)
Sunday, February 25	Faculty Meeting 12:00 PM (prepare Purim/ Pesach)
Sunday, April 7	Faculty Meeting 12:00 PM (prepare Pesach)
Sunday, May 5	Faculty Meeting 12:00 PM (end of year)
Tuesday, June 4	Closing Faculty Meeting and Dinner

OPEN SCHOOL POLICY

No parent will be permitted in any of the school hallways or classrooms without prior approval of Dr. Schatz or Rabbi Shawn.

COMMUNICATION WITH THE HOME

- ☆ Please keep in touch with parents. The best public relations you can establish is by telling a parent, when it is true, how well his/her child is doing.
- ☆ **Elementary grade level teachers will be expected to email their families periodically with a summary of what is happening in the classroom and what will take place as well as several occasions to remind them of upcoming events and programs.**
- ☆ You are welcome to use the Remini system for messaging all parents in a class, and sending photos to the class. Please do not use it for individual notes- email with cc to Dr. Schatz is much more effective in these cases.
- ☆ Don't save contact with the home for complaints only. A good word goes a long way. However, when children are not responding well, coming late, not doing homework when applicable, not participating in class, successively absent, the home should be notified and discussion of the situation should take place. ***It is the teacher's responsibility to initiate such discussion when necessary. Please CC Dr. Schatz in writing of any such communication home.***
- ☆ **Student Evaluations notations should never come as a surprise.** Ongoing contact with the home is essential. Please discuss any such situation with Dr. Schatz before you call the home.

- ☆ “Be friendly, but firm” is an old, reliable adage. Establish your authority immediately, but always be ready with a friendly smile and sincere concern. Children know when you really care for them and if you do, you will be successful.

Schedule of regular emails home:

Dates are deadlines by which time an email is to go home to the parents in each of your classes.

September 8	Welcome and introduction
September 15	Update, LeShanah Tovah
October 20	Update
November 17	Update, Happy Hanukkah
	December 15 Update, remind to practice Hebrew during winter break, see them after break
January 19	Update
February 16	Update, no school reminder for President's day
March 15	Update, reminder for Purim, spring break
April 12	Update, Model Seder and Pesach break reminder
May 3	Update, Mother's day reminder
May 30 services	Thanks for a great year, remember to practice and join us for summer

STUDENT EVALUATIONS

- ☆ Student Evaluations are issued twice a year for Elementary and Middle School, in late January and at the close of the academic year. You will submit a narrative of each child's progress as well as his/her attendance when requested.

PARENT-TEACHER CONFERENCES

- ☆ Parent teacher conferences will take place when requested and upon appointment.

DISCIPLINE

- ☆ Students' respect for one another, the faculty, the school, and the physical plant should be stressed. Students must be encouraged to exercise self-control and to limit undue noise or rowdiness in classes, halls, assemblies, services, etc.
- ☆ This is an important part of the educational process. Students who do not comply with your requests or are repeatedly disrespectful should be sent to the office where they will be held accountable. If this happens, you must communicate with home to inform them of the incident and what your expectations are for the future. (CC Dr. Schatz)

Zoom Etiquette

In the event that we hold classes on zoom on occasion, this is a reminder of Zoom Etiquette that we established during the pandemic.

This is a working list of expectations for our online classrooms, in order that our zoom classes will be safe learning spaces for all of our students. Parents are requested to discuss this with their child and help partner with the teachers to assure a conducive learning environment for all children.

- ☆ Join your class on time. Talk to your friends politely until the teacher is ready to begin. Teachers will give time for students to reflect on their days and share what is going on in their stay at home lives.
- ☆ Students should work in a quiet part of the house, free from distractions
- ☆ Students are expected to have cameras on during the zoom class.
- ☆ Teachers may mute students who are verbally disruptive. Just like in person, students are to be respectful of teachers and fellow students.
- ☆ Students may not graffiti on the shared screen with annotations. Teachers will disable this feature if it is abused.
- ☆ Attendance will be taken and submitted.
- ☆ Teachers reserve the right to remove a disruptive student from the zoom call if they fail to be respectful when requested repeatedly. Such cases will be shared with Dr. Schatz and Rabbi Shawn and parents will be notified.

☆ (Just for teachers): All professional standards of in-person classes apply on zoom as well. Please dress and conduct yourself professionally. Watch your background and work in a quiet and professional looking space in your home. If we require students to have cameras on, teachers MUST keep cameras on. You must start the zoom on time (which means a few minutes early). Any questions- just think what it would be if a student walked into the room where you are in person.

STUDENT SUPPLIES

- ☆ Please try to anticipate extra supplies that you will be asking children to bring to school. In many instances, both parents of the child work and it is difficult for them to buy something with just one night's notice.
- ☆ General classroom type supplies are kept in cabinets in room **216**. You may take from here, and return non-disposables so that others can use as well. If you need something that is either used up or not in the cabinets, please inform Dr. Schatz and we will order.
- ☆ Teachers may purchase materials for special classroom activities, items to be used as prizes, and so forth, to a maximum of **\$350** per class per year. If you need something that exceeds this amount you must acquire advanced permission. Receipts are required for reimbursement. Please submit to Dr. Schatz.

HOMEWORK

- ☆ Teachers may choose to assign Hebrew reading practice at home as extra credit- to be rewarded for doing, not to be penalized for not doing. There are online games from the publisher Behrman House that students can access that reinforce decoding skills.
- ☆ All of our students are over-programmed and spend long hours in secular school each day. Please be understanding and judicious. Try to cover as much as possible within our school time.
- ☆ When you see that your children want and will do a creative project at home please give it. Also, family activities will be welcomed by the parents. Create them and use them. It is an excellent tool for motivating families Jewishly. (For example: Send home questions/activities to be discussed by the family at their Shabbat/holiday dinner table).

CLOSE OF SCHOOL DUE TO INCLEMENT WEATHER

- ☆ If serious, adverse weather conditions make it too dangerous for car travel, The Jane Fishman Grinberg Religious School of Har Zion Temple will close.
- ☆ If the Lower Merion District Schools close or dismiss early on a Tuesday due to bad weather conditions, our school will be closed. Check your email or text messages for these announcements.
- ☆ We will use Remini and email to notify you of school closings.
- ☆ If the school is closed, we will also utilize our constant contact emailing system to notify you and the students.

EMERGENCY SITUATIONS

- ☆ In all cases of emergency use your phone extension to the school office or send two children directly to the school office. Someone will always be on duty.
- ☆ **Do not leave your class alone at any time.**
- ☆ Emergency drill regulations are to be posted in your rooms. Please study them and know exactly what you must do when the emergency bell rings.
- ☆ You must have a current list of the children with you and who has left with you at each drill.

HOUSEKEEPING

- ☆ Good housekeeping is essential to the success of our classroom programs and the attitude about school which we project to our children. We are housed in a building which has been beautifully maintained and we have a responsibility to cooperate in this area. Please maintain an atmosphere of order and neatness in the classrooms.
- ☆ Remind the children to pick up after themselves and to be as neat as possible in all their work. Establish respect for physical property. At the end of each day have the children clean the room, pick up the paper from the floor and put the furniture in order.
- ☆ When using paints, brushes, or other art materials, please be sure that furniture in the room is adequately protected. All brushes, paint containers, utensils and other art materials must be cleaned in the janitorial sink -- NOT in the lavatory sink. The key to the janitorial sink is in the office. Brushes should be carried in a bucket. Please be careful!
- ☆ IN DECORATING THE ROOM, DISPLAY OF CHILDREN'S WORK IN BRIGHT, COLORFUL SETTINGS MOTIVATES THEM. IT INSTILLS A SENSE OF PRIDE WITHIN THE CHILDREN FOR THEIR WORK AND THEIR ROOMS. IT ALSO SHOWS HOW GOOD YOU ARE!
- ☆ Some rooms will be shared with The Noreen Cook Center. Please cooperate with the teacher who shares your room. Be sure that your blackboard is erased and clean, just as you would want to find it.
- ☆ At the end of the session, be sure your room is put into good order, please turn off the

lights, heat or air conditioning and close the windows.

- ☆ No food or food wrappers can be left in the rooms or in any of the desks. If you find food, candy wrappers, vandalism of any kind, theft, or any disarray in your room when you come in, please note it with your room number, date, time, etc., and leave it with the school assistant or speak to Dr. Schatz about it. It will be taken care of immediately.

BULLETIN BOARDS

- ☆ There are large bulletin boards in the corridor near the office and upstairs. We would like each teacher in the Elementary and Middle School to participate in designing the bulletin boards
- ☆ Student work will make a good display.
- ☆ Please use the hallway space outside of your room, as well as the space within your room, to display children's work and/or pictures and posters. The hallway, as well as the classroom, should reflect the creative learning happening weekly in your classrooms.

Holiday/ Special Activities

- ☆ There is a calendar of special activities for holidays and other programs. Sometimes we add programs and will inform you in advance as much as possible.

Teacher Expectations in all school programming

- ☆ Our JFGRS Faculty is among the most experienced and credentialed of any religious school in the Philadelphia area. We are masters of pedagogy and content and are able to execute new curricula in our classrooms with confidence. Our roles as Jewish Educators extend beyond our own lessons, however, and include our attention to student success in whole school or large group settings. To that end, please be diligent in your own personal role modeling during these programs.
- ☆ Escort your class to the location of the activity. You must bring your fob/ swipe card with you in order to re-access the school wings.
- ☆ Sit among students, whether at tables or in rows of seats. If needed, move a child to another seat so that you have maximum reach. Take particular notice of those students who need to be closer to you!
- ☆ Participate in the activity with full attention. The children are watching you for cues! This is not the time to speak to other teachers (even about school related subjects), or catch up on your own work or be on your cell phone.

- ☆ During tefillot, sing louder than you might otherwise. Help focus the children's attention, showing them the page and place as needed. Model the behavior that you expect from them!
- ☆ Help assure that the activity is cleaned up after. Remember the adage from the Boy Scouts- leave the space cleaner than you found it.

COPYING and OTHER OFFICE USAGE

- ☆ Please plan ahead and make time to do your own material gathering, preparation of materials, and so forth. If you need a resource ask Dr. Schatz well in advance and he will try to find it for you. See note above about purchasing supplies.
- ☆ The Copy machine for school use is in the small room opposite the library, with the mailboxes and sign-in book. Sometimes it breaks down. Please plan ahead.
- ☆ Please use the copier properly. Make sure you know how to use it. If it should jam or not be working please call one of the administrators to help you. ***DON'T TRY TO FIX IT YOURSELF***. Watch the code word on the face of the machine; it will tell you what to do.
- ☆ Our copy code is **2525**
- ☆ **Do not leave your copying to do directly before class. There is no office staff here to do it for you. Try to schedule your copying well in advance of when you will need that material.**
- ☆ We do have occasional use of the laminating machine but you are NOT allowed to use it on your own. Only Ariela or Sharon Kenworthy, the NCC administrator, is allowed to use it. You need to give the office staff at least a week or longer depending on the amount to be laminated.
- ☆ Anything else needed, please ask Dr. Schatz.

TECHNOLOGY EQUIPMENT, Supplies and Resources

- ☆ All equipment is stored in room **216**.
- ☆ We have a tech cart with Ipads. If you would like to use the IPADS please reserve with Dr. Schatz in advance. If you do not, they may be available but they may not. You must set the Ipads up and **return** them to room 216 when complete.
- ☆ Rooms 207, 209, 211, and 213 have built in projectors. We also have one or two projectors on carts. If you need this one, please request in advance.

- ☆ **EQUIPMENT MUST BE RETURNED THE SAME DAY IT IS BORROWED.** You will be held personally responsible for these machines. You, and not the student, must do all the handling of the equipment as it is *VERY COSTLY*.
- ☆ **No Equipment is to be left in your closet overnight.** *It must be returned to the office at the end of the session before you leave.*
- ☆ All teacher resources, including books, classroom posters, general school supplies, and so forth, are housed in Room 216. Please try to keep this space orderly.
- ☆ All Hebrew resources including books, games, flashcards, and so forth are housed in Room 201.

Shared Space/ School Building

We are fortunate to have such a large and well-appointed facility at Har Zion Temple. Many of our classes do not share space with the Noreen Cook Center (early childhood), though some do share space. That being said, there will be times when others may use your classrooms. We are always respectful of other teachers' materials and classroom spaces.

PERSONAL TECHNOLOGY

At The Jane Fishman Grinberg Religious School the safety and well-being of our children is our priority. The following policies will help to ensure that we keep our children safe and protected from potential problems associated with modern technology.

JFGRS prohibits staff from using cell phones or any other mobile devices at school for any purpose (including, but not limited to: calling, texting, emailing, surfing the web, playing games, playing or listening to music, viewing and taking pictures or recording videos/movies) **except for classroom and school purposes. For example, calling the office, when you take your class outside or to another part of the building, during dismissal procedures.**

Violation of this policy is grounds for disciplinary action. If you are observed using your cell phone or mobile device, you will be asked to turn it off until the end of the day. Additionally, violators of this policy may be subject to the following action:

First Violation – Written warning

Second Violation – a one day suspension without pay

Third Violation – Termination of employment

You should be advised that these steps are only guidelines and the DLL retains the right to administer any or all of these steps at any time depending on the gravity of the violation. In addition, a memo will be placed in your personnel file.

E-Mail

All email communication to JFGRS parents or posts on social media should be limited to matters involving the school. Email communications should be proofread for accuracy and clarity of substance as well as correct grammar and syntax. They are a reflection of your professionalism as well as reflecting on Har Zion Temple. Transmission of personal emails during work hours is prohibited, unless approved by the DLL.

Facebook and other social media websites

Facebook and other social media websites are sensitive public tools. While many of us use it to create and maintain connections with friends and family, by working at JFGRS, you are expected to be extremely cautious in your use of social media (i.e. Facebook, Twitter, Instagram, etc.). Inappropriate photos, comments, jokes etc. can be seen by thousands. Innocent comments can be misconstrued and gossip may ensue. The potential damage done by Facebook comments to schools, camps, families and staff is enormous and we are asking that all staff be responsible and aware of their own postings. **You should not post any pictures of students or mention**

their names or publish any non-public JFGRS information on Facebook, Twitter, Instagram, blogs or any other social media website. For further explanation of undesirable behavior, please refer to the section **Behavior of Employees** in this Handbook.

SAFETY RULES FOR DROP-OFF AND PICK-UP OF STUDENTS

Teachers are to be in their classrooms fifteen minutes prior to the start of school in anticipation of early arrivals. At dismissal, teachers remain with their class until all students have been picked up.

At dismissal time, bring your class to the lawn area outside the Kramer Entrance. Children watch for their cars. Remain with your class until all children are picked up or the Principal dismisses you.

In case of bad weather, dismissal will be from inside. Wait with your class in the main floor hallways, and watch for texts of the child's last name. Then send the child out.

Teachers may then return to clean up their classrooms.

☆ *These are the instructions sent to all parents.*

☆ *You should be familiar with them.*

In order to safely manage the orderly drop-off and pick-up of your child/children at school, it is necessary to follow the procedures described below:

When dropping off a student

Drive down the center aisle of the school parking lot. Turn left and stay in a single lane, keeping to the right side of the driveway. Pull up to the entrance/exit and allow your child/children to exit the vehicle. Pull back into the center of the driveway (to the left) and exit.

When picking up a student

Drive down the center aisle of the school parking lot. Turn left and stay in a single lane, keeping to the right side of the driveway. Pull up as far as possible to the right side of the driveway and form a single lane of traffic. Please leave just enough space between your car and the car in front of you so that you can pull out to the left and exit when your child/children enter your car. Please stay in this single lane and move your car ahead when the space in front of you becomes vacated or when directed to by the teachers. Once your child/children are in your car, pull out to

the left and follow the driveway to the right and the main exit.

- **Please Drive slowly!**
- **Pick-up will not be allowed within the 15 minutes before official dismissal on Sundays (11:45-12:00) and Tuesdays (6:00-6:15).**
- **Dismissal is at the school doors in the Kramer Entrance.**
- **This rule must be followed to maintain a safe dismissal and to guarantee the security and well being of our children.**

No child is ever to walk onto the parking lot alone

JFGRS SCHOOL FOOD AND ALLERGY POLICY

At The Jane Fishman Grinberg Religious School, we recognize that food is an important and enriching part of our Jewish tradition and can play an exciting role in creative teaching. We try to honor this positive role of food in our curriculum and community celebrations, while maintaining as our top priority the need to keep our students safe. With the proliferation of allergies and food sensitivities this becomes a task requiring our utmost attention.

We therefore ask that parents, faculty and students **adhere strictly to the following food policy:**

Parents are responsible for ensuring that our records on food allergies and other important medical issues are updated, both when registering students annually for school, and throughout the year, as they become aware of any changes in a student's medical status.

Parents of students with food allergies are asked to provide an allergy action plan, with two copies of your student's photo to the school office at the start of the school year, or as soon as possible after the condition is diagnosed. Parents are also encouraged to personally notify their children's teachers of the food allergy.

If medication is needed as part of the allergy plan, parents must supply us with that medication, the prescription, and a signed permission to administer the treatment.

If your son or daughter has a known food allergy, which you have indicated on his/her medical form, the teacher will contact you in advance of any class activity involving food.

In a classroom where there is a child with a life-threatening food allergy, there must be no food containing that allergen in the classroom.

Aside from regular snack provided by the school, food may be offered in the K-7 classroom in conjunction with curriculum, or used selectively for celebrations. Teachers must have the advance approval of the Principal in order to serve any food.

When a food label states “may contain..” or “processed in a facility that also processes...”, it is assumed that the allergen is present.

Teachers will be trained in the use of an epi-pen and have an action plan to implement if they suspect a possible allergic reaction.

Parents please do not send in snacks/treats to be shared. If there is a special occasion please contact Dr. Schatz.

Parents should assume that food may be present at school and family education events where parents are expected to be in attendance with their kids. On such occasions the event sponsor will make every effort to create a safe environment (making food labels available when possible, asking for food providers to avoid nuts and nut oils), however, ultimately, the nature of our vibrant and well-used space means that we can't prevent all exposures. We ask for the support of our community, but parents are responsible for the safety of their children at such events.

Behavior of Employees

Employees are expected to conduct themselves in a responsible, professional and positive manner in accordance with our philosophy, policies, and procedures. Examples of specific behaviors and conduct in violation of acceptable practices which may result in immediate termination of employment include, but are not limited to, any of the following that occur on or off-site while conducting Har Zion Temple (“HZT”) business:

- Stealing - including misappropriating HZT property or the property of other employees, campers/students, or visitors.
- Falsification/Misrepresentation of Records - Providing false or incomplete information when applying for employment, promotion, transfer, or when participating in an investigation or corrective action process.
- Falsifying own or another employee's time record.
- Gross Neglect - Sleeping on the job; intentionally failing or recklessly performing job responsibilities; physical or verbal confrontations with children, parents, caregivers or other employees.
- Insubordination - Refusing or willfully failing to follow administrative directions including carrying out a work assignment, using inappropriate language or rudeness.
- Illegal Drug Use or Possession – Reporting for work under the influence; using or selling any illegal drugs or alcohol; using legal drugs in an illegal manner during work hours or any other illegal activity or refusal to take a drug test.
- Possessing or using explosives, firearms or weapons on premises or while performing job responsibilities off premises.

- Violence – Engaging in fighting, assaulting, threatening, and intimidating behavior.
- Engaging in abusive language toward other employees, children, parents, caregivers or general public during work hours.
- Destruction – Causing and/or contributing to the destruction/defacing of HZT property or the property of other employees, children, parents, caregivers or general public.
- Excessive lateness, absenteeism, or unauthorized absences.
- Engaging in any form of harassment including sexual harassment.
- Engaging in personal business, unless approved by supervisor.
- Breach of Confidentiality - Willful disclosure of confidential information.
- Unauthorized use or misuse of company or personal communications systems, including e-mail, computers, Internet access, telephones (land lines and wireless), etc.
- Violation of safety rules, procedures, and expectations.
- Conviction of any summary offense or an arrest or conviction of a misdemeanor or felony.

These examples are not intended to be an all-inclusive list, nor are the examples listed in a specific order of importance. Every employee is expected to ask questions of their supervisors if additional clarification is needed. Remember, as an “at-will” employee, you or HZT may terminate your employment at any time, with or without cause.

Confidentiality and Non-Disclosure

Any information that a synagogue employee learns about HZT, its employees, students, campers, members of the synagogue or anyone else as a result of working for HZT, that is not otherwise publicly available, constitutes confidential information. Employees and former employees may not disclose confidential/proprietary information to anyone who is not employed at HZT or to other employees who do not need to know such information to provide services.

The disclosure, distribution, electronic transmission or copying of HZT confidential or proprietary information is prohibited. Any employee who discloses confidential information will be subject to corrective action up to and including termination of employment and may also be subject to legal action. This confidentiality and non-disclosure obligation continues after any separation from employment.

Grievance Procedure

HZT strives to maintain an environment where any problem, complaint, or misunderstanding can be addressed and resolved in a timely and satisfactory manner. HZT employees who have a job-related issue, question, complaint or grievance or who observe, learn of, or, in good faith, suspect a violation of the behaviors defined in Behavior of Employees of HZT should first discuss it with their immediate supervisor. If the issue cannot be resolved with your immediate supervisor, then HZT encourages employees to contact the Education Vice President.

To the extent feasible, every attempt will be made to protect the privacy and confidentiality of the employee and any additional employee that is part of an investigation to resolve a grievance. However, to thoroughly address and resolve the grievance, confidentiality cannot be guaranteed. Anyone involved in the investigation should not be disclosing information to others who are not part of the grievance procedure. Retaliation towards any individual who submits a grievance or complaint will not be tolerated. Any employee who violates this policy may be subject to disciplinary action.

Corrective Procedure

It is HZT's policy that unacceptable behavior may be dealt with in any of the following manners: (a) Written Warning, (b) Suspension or (c) Termination. In addition, a memo will be placed in your personnel file. It is not necessary to progress through each of these corrective steps prior to terminating an employee. An employee who commits a serious violation of HZT policies may be suspended with or without pay pending an investigation of the situation. Following the investigation, the employee may be terminated without any previous disciplinary action having been taken. This policy does not modify employment "at-will" or in any way restrict HZT's right to bypass any or all of the corrective action listed.

Acknowledging Receipt of The Jane Fishman Grinberg Religious School Faculty Handbook

I have received a copy of The Jane Fishman Grinberg Religious School Faculty Handbook specifying policies, practices, and regulations, which I agree to observe and follow during my employment with Har Zion Temple. I understand that it is my responsibility to be familiar with its contents and to ask questions on any matters I don't understand.

Since the information in this handbook is necessarily subject to change as situations warrant, it is understood that changes in the manual may supersede, revise, or eliminate one or more of the policies in this handbook. These changes will be communicated to me by my supervisor or through official notices. I accept responsibility for keeping informed of these changes.

I further acknowledge my understanding that my employment with Har Zion Temple may be terminated at any time with or without cause.

Employee's Signature

Date

Name [Please Print]