



FUCHS MIZRACHI SCHOOL

STARK HIGH SCHOOL
Parent/Student Handbook
2021-22

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INTRODUCTION

Dear Students and Parents,

Welcome to a new school year at the Fuchs Mizrachi Stark High School.

Fuchs Mizrachi is an outstanding institution that gives its students an excellent and holistic Jewish educational experience. We aim to educate the mind as well as the soul in a caring and supportive environment.

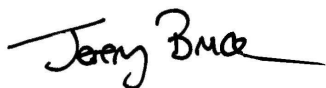
The stakes are high; as Rabbi Lord Jonathan Sacks zt"l, one of the most profound modern Jewish thinkers, puts it: 'To defend a country you need an army, but to defend a civilization you need schools.'

We are in the business of preparing our students for a successful and productive life that equips them to enter the world as proud and knowledgeable Jews who will be the leaders of the next generation.

The Stark High School is a learning community where everyone endeavors to live a successful life based on Halacha. Successful and happy communities are built on a foundation of mutual respect and responsibilities. In the following pages you will find some of our expectations and rules that allow the Stark High School to be a happy and successful place to learn.

Thank you for entrusting us with the privilege and responsibility of educating your children. We will work hard to ensure they get the most out of their education.

This Handbook is intended to clearly communicate our policies, rules, and procedures to allow all of us to focus on this vital endeavor. We appreciate your support in implementing them.



Rabbi Jeremy Bruce
Principal
Stark High School



Rabbi David Teller
Dean of Students
Stark High School

GENERAL SCHOOL INFORMATION

Fuchs Mizrachi Stark High School
26600 Shaker Blvd
Beachwood OH, 44122
(216) 932-0220
www.fuchsmizrachi.org

SCHOOL HOURS

Mon, Wed, Thur:	8:00 am - 4:35 pm
Tue:	8:00 am - 4:35 pm
Friday:	8:00 am - 2:30 pm

INCLEMENT WEATHER

In the event of inclement weather, the school voice mail will be changed to inform those calling of any school closure, late starts or early dismissals. Additionally, parents are urged to visit www.remind.com/join/854ee to sign up to receive text messages regarding school status. Alternatively, parents and students can check the Fuchs Mizrachi High School Facebook page for announcements.

EMERGENCY DRILLS

The safety of all members of the Fuchs Mizrachi community is our top priority. We will have periodic training and drilling to prepare for possible emergency situations. We continuously communicate with Beachwood emergency services, the Jewish Federation of Cleveland, and other safety experts to ensure our procedures enable us to provide the highest degree of safety we can. For questions about the specifics of the policies, please contact the school office.

REQUIREMENTS FOR GRADUATION

All students who satisfactorily complete the Ohio State graduation requirements, as well as the Stark High School requirements, will receive a state recognized diploma at graduation. The following are the requirements to receive a diploma*:

English:

4 years (8 semesters)

Social Studies:

4 years (3 years of History, 1 year of Government and Financial Literacy)

Math:

4 years (8 semesters including 2 semesters of Algebra II)

Science:

4 years (including 1 year of Biology and 1 year of a Physical Science course)

Health:

1 year (Usually taken in 10th grade as an independent study.)

Physical Ed:

2 semesters of a PE-based Enrichment Course (see page 24)

or

2 seasons of a team sport

Please Note: In the 21- 22 academic year, because of the impact of Covid-19, the following allowances will be made:

11th graders are required to take 1 semester or 1 season of a team sport.

12th graders are exempt from PE requirements.

Hebrew Language:

2 years

Talmud/Halacha:

4 years

Tanach:

4 years

Jewish History:

2 years

Judaic Electives:

2 years (11th and 12th grade)

Enrichments:

4 years

*If a student has a diagnosed learning disability or medical issue that directly affects his or her ability to complete the requirements above, there may be allowances made to the courses required to graduate from Fuchs Mizrachi. Questions or concerns should be addressed to Rabbi Teller.

CLASS PLACEMENT

The High School Leadership Team works hard to place students in the classes where each student can be most successful. Previous performance, teacher reports and student/parent input are considered when making a class placement decision. Course choices will be made available to students towards the end of the first and second semester in preparation for the upcoming semester.

In the event that a student feels that a change in class placement is necessary, he or she should complete the Change of Class Request Google form through an online form. Requests for changes can be made anytime during the first two weeks of each semester.

GRADING SYSTEM

The High School utilizes two methods for grading students' work. Assignments and tests are given number and/or letter grades and those letter grades are then averaged into a Grade Point Average (GPA) that is continuously updated during the course of each of our two semesters. Each semester stands on its own and students earn a final grade in both Semester 1 and Semester 2, that are independent of one another.

While teachers are free to develop their own grading systems during each semester, grades are typically reported as numbers during the semester. Final semester grades, however, are reported on a range of A, B, C, D, F.

Our courses are weighted so that any Honors level class earns a 0.5-point addition to the earned GPA and an Advanced Placement (AP) class earns a 1.0-point addition to the earned GPA. For example, a 3.0 GPA for Honors English would be calculated as a 3.5 GPA. Therefore, our cumulative GPAs range from 0.0 through 5.0.

VERACROSS FOR STUDENTS AND PARENTS

Veracross is the Upper School of Fuchs Mizrachi's Learning Management System (LMS) and is used by teachers to share course materials, post assignments, maintain course calendars and facilitate online discussion amongst students. Teachers are expected to post all assignments and course materials on the site and students are encouraged to check the site regularly. Teachers may also make use of Google Classroom as an additional resource to share materials and collect assignments.

Veracross should be a student's first source of information to find assignments and materials they may have missed during an absence. Parents are provided access to Veracross, allowing them to see course materials, upcoming assignments and whether assignments have been submitted.

Any questions regarding how to use Veracross should be directed to Rabbi Akiva Fleischmann at akiva@fuchsmizrachi.org.

PARENT/TEACHER COMMUNICATION

Partnership between the school and families is critical for the ongoing success of our students, and we believe that clear and open communication is at the heart of this partnership. Parents and students are encouraged to reach out at any time with any questions, concerns, or ideas. In general, communication about individual classes should be directed to the classroom teacher. If further communication is required, please contact a member of the High School Leadership Team.

VERACROSS

The primary way for parents to obtain information about their child(ren)'s assignments, grades, and attendance is through the Veracross system described above.

BACK TO SCHOOL NIGHT

Parents are invited to our Back to School Night which is scheduled within the first month of school. This is the opportunity to meet teachers, experience the classes that students are taking and get a sense of each student's school day. While there is typically not enough time to have private conferences with teachers during this event, it is an opportunity to make contact and set up times to speak later in the year.

STUDENT GROWTH NOTES (STUGROWS)

In addition to Veracross, the Stark High School will be utilizing a system through our new fmsstudentgrowth@fuchsmizrachi.org account that will help teachers share, with both parents and students, the successes or concerns they may have. Any Stugrows that are sent to parents will also be sent to the student. This enables the student to be clear about what teachers are communicating, and play an active role in the discussion and solutions to issues that emerge.

We urge parents to discuss with their children the content of any e-mail communication, whether complimentary or growth oriented. Additionally, parents are encouraged to be in touch with either the teacher or the appropriate administrator should there be a need for clarification or planning.

PARENT - TEACHER CONFERENCES

As a supplement to communication through technology, we offer parent-teacher conferences approximately mid-way through the 1st semester. These brief conferences are the chance for parents and teachers to get to know each other, for parents to hear about their children's progress, and to collaborate on developing strategies for student success. Conferences are scheduled through an online reservation system and parents will receive an email with instructions well in advance of conferences.

REPORT CARDS

Report cards will be issued to parents twice a year through the Veracross system.

These are typically issued approximately two weeks after the end of each semester to allow time for the grading of finals and other end of semester assessments.

HOMWORK AND ASSESSMENTS

HOMWORK

There has been much research in the field of education, pertaining to homework. It is almost universally acknowledged that learning happens primarily in the classroom and not through work done at home. To that end, our teachers are very thoughtful about the homework they assign and make sure that it is aimed at helping students solidify what they have learned and prepare for the coming information, rather than filling the need for "busy work" or endless review.

Therefore, homework that is assigned should be taken seriously by students as an important component of their overall education and time should be spent scheduling their work and dedicating focus and attention to their assignments and studying.

LATE OR INCOMPLETE WORK

The **1st time** and **2nd time** a student is late or fails to submit a homework assignment in a particular class, the teacher will speak with the student to better understand the reason for the lateness and to discuss strategies to complete homework in a timely fashion in the future. This may also result in a student losing points on individual assignments that are submitted late.

The **3rd time** a student is late or fails to submit a homework assignment in a particular class, the student will meet with a member of the school leadership team to discuss the broader trends and ways to address it. Students may be placed in a mandated study hall period during lunch 1-2 times for up to two weeks to help stay organized and on top of their workload. This will be monitored closely by a member of the school leadership team. If the situation improves, the study hall will resume as optional.

If the situation does not improve, additional interventions will be put into place including a conversation together with parents to better understand the situation and consider additional structures of support.

EXTRA TIME FOR EXCUSED ABSENCES

The school recognizes that students who are unwell or are absent with an excused absence will need a little extra time to complete assignments. Nevertheless, students are responsible for checking Veracross to see what assignments have been set during their absence. Students with an excused absence will be given an additional two days following their return to school to make up missed assignments. Students who are absent due to school events or a shabbaton will be given an additional two days to complete assignments that are due on Monday.

The High School Leadership Team will work with students who have experienced a long term absence or have other extenuating circumstances to create an agreed plan of action. This may include the use of Incompletes (see below).

PROJECTS AND ASSESSMENTS

We believe that feedback and communication are crucial to the growth of our students. Teachers use a range of assessments to accomplish this - often in the form of quizzes, tests and projects.

Simultaneously, we recognize that our students are balancing a significant amount of work during the course of the school year. While striving for academic excellence, we recognize the challenges of a dual curriculum and value students' involvement in community service, sports teams or other extracurricular activities.

In recognition of their workload and to achieve the proper balance, the following guidelines are in place:

- a. No student will have more than two tests or projects due on the same day. In the event a third is scheduled, the High School Leadership Team will work with the teacher to reschedule the last one added to the Veracross calendar.
- b. As a school, we work to ensure that student workload on the whole is as balanced as possible, recognizing that there is an ebb and flow to the school year. There will be times when work is lighter and others when it is heavier, but we will work to ensure it is always manageable.
- c. The High School Leadership Team and the entire educational staff is always available to discuss any challenges that workload may present to a particular student and will work with the student to assist him or her in managing the work.

FAILING GRADES

At Fuchs Mizrahi, we collaborate with students and parents to facilitate academic success and create a positive learning atmosphere. We utilize systems that ensure that students can experience positive feedback, both through grades and teacher comments. Our policies are aimed at ensuring that all students are able to graduate with the knowledge and skills required by Fuchs Mizrahi and the State of Ohio. Unfortunately, not all students achieve passing grades throughout their time at Mizrahi.

In the unfortunate event that a student fails a class, he or she will still need to pass the class in order to graduate. If the student earned a grade between 55 - 59, that student will be assigned a summer project that, when satisfactorily completed, can earn him or her a grade of 60 (passing) in the class.

If the student failed with a grade below 55, that student will have to make up the class, at the family's expense, by either taking a Fuchs Mizrahi approved summer school course or an approved online course that parallels the course he or she failed. Once the student passes the make-up course, the failing grade will be replaced with a passing grade of 60 on his or her transcript.

Due to the limited summer school options available for Judaic studies, we will consider the option of a school-approved tutor to make up the course. Typically, courses will require 20 hours of tutoring, per semester, and may include a summative assignment that allows the student to reflect on what he or she has learned.

INCOMPLETES

Teachers have the option of granting an "Incomplete" (INC) to a student under extenuating circumstances (including lengthy illnesses, a student who needs extra time despite having made a serious and concerted effort to complete work, or other situations beyond the student's control). To remove an INC, the student must meet with his or her teacher and develop a plan and a timetable for completing the missing work. Upon satisfactory completion of requirements as agreed upon between student and teacher, the INC will be replaced with a grade. Any INC not resolved satisfactorily within the designated period will be replaced with an "F".

GRADING AND FEEDBACK

The main purpose of homework, tests, and other assignments is to further embed knowledge and skills as well as to provide an opportunity for teachers to establish how much progress students are making. Therefore we have set the following grading and feedback policy:

1. Assignments should be graded within 7 calendar days or 5 school days except for extended papers or projects which should be graded within 10 calendar days.
2. All grades must be entered to Veracross within 7 calendar days (or 10 calendar days for extended papers or projects).

ACADEMIC INTEGRITY

Fuchs Mizrahi takes academic integrity very seriously. Firstly, it is an ethical issue. Submitting work that is not one's own is dishonest, misleading and unfair to those students who work to create their own products. Secondly, it is an academic issue. One's grade must be an assessment of his or her abilities, effort and skills and not those of someone else. In addition, schools of higher education often have a zero tolerance policy for plagiarized work and just as we educate our students to be academically prepared for college, we consider it our responsibility to prepare students to work within the acceptable guidelines of academic honesty.

To that end, teachers spend a lot of time defining and giving examples of plagiarism so that students can learn what is and is not considered plagiarizing, and to recognize when they have crossed that line. Additionally, many of our classes utilize Turn-It-In (www.turnitin.com) for major written assignments to provide an "originality check". The program allows students to submit written work for analysis ahead of turning in a finished product to his or her teacher. This analysis will let the student know what percentage of the paper seems to contain identical writing to something that has previously been written. Additionally, it will highlight those passages of concern, so students can make appropriate changes or citations and ultimately turn in an original assignment to their teacher.

All students must adhere to the following policy on plagiarism and falsification or fabrication of information. **This policy will be applied across grade levels and subject areas.**

The following acts all constitute plagiarism/academic dishonesty and are prohibited:

1. Submitting someone else's work as your own, either in part or in its entirety
2. Not giving credit to the original author when referencing their work
3. Resubmitting your own work from a different class and/or a previous year
4. Putting your name on an assignment that you did not contribute to creating
5. Providing other people with your work in order for them to plagiarize or cheat
6. Using unapproved outside sources on assignments and assessments (i.e. Googling answers, using forbidden applications, accessing texts, etc)

The consequences for engaging in plagiarism are as follows:

First occurrence

1. The student receives a "0" on that assignment
2. The assignment cannot be made up

Second occurrence

1. The student receives a "0" on that assignment
2. The episode will be recorded in their permanent school record which may have implications for academic recognition and college recommendations.
3. Parents will be informed and a discussion will be held between the High School Leadership Team, student, and parents.

Third occurrence

1. The student will fail the course for that Semester.
2. The student will be placed on academic probation and have a behaviour plan.

UNIFORM AND DRESS CODE

Fuchs Mizrachi is committed to the holistic education of each child as a unique individual, with an emphasis on growth in all spheres: social, emotional, academic and spiritual. Our dress code helps to create an atmosphere rooted in a thoughtful commitment to halacha (Jewish law) with consideration of the values of dignity and modesty. Respectful interactions between all members of our community are fundamental to the pursuit of these goals.

It is expected that adherence to the dress code will continue throughout the entire school day, in all parts of the building, unless a student is at physical education class or his or her lunch break in the gym. Please see the uniform policy below.

While students are not required to wear school uniform after normal school hours, we expect that, in keeping with our mission and ethos, students will come to all school functions dressed appropriately. This includes dress down days, retreat, trips, shabbatonim, Purim costumes, and athletic events. Specific guidelines will be issued for each event and may vary depending on the activity.

In the event that a student is not in dress code, the following procedures are in place (and each student's "record" will be reset at the start of each semester):

First and Second Day Occurrence

1. Students will be marked out of uniform. This notation is reflected in that student's Veracross records. The teacher will inform the student of the dress code infringement. If practical, students will be asked to return home to change.

Third Day Occurrence

1. At the 3rd occurrence, students will be marked out of uniform on Veracross. They will receive an automatic email informing them that they will serve a lunch reflection.
2. Parents will be notified via email

Further Occurrences

1. Students will continue to serve further lunch reflections
2. A meeting will be set up with the student, parent, and a member of the high school leadership team to make an action plan moving forward.

Please note that for the 2021 - 22 Academic year the senior class only is not required to wear patches on their shirts and sweatshirts. All other uniform guidelines still apply.

Upper School Girls' Uniform

Shirts:

Style	Colors	Vendor	Need a Logo?
Short Sleeve Polo	Navy, White, Light Blue, Black	Parents' Choice	Yes
Long Sleeve Polo	Navy, White, Light Blue, Black	Parents' Choice	Yes
Crew Neck T-Shirt	Navy, White, Light Blue, Black	Head Shoulders Toes & Bows and Land's End School 'Store'	Yes

* The HSTB crew neck t-shirt and Land's End crew neck t-shirt in the FMS school 'store' are the only uniform-approved crew neck t-shirt options.

* Only the top two buttons of the polo shirt may be open.

* Sleeves must come to the middle of the bicep.

* Polos must be solid color and free of other logos.

* Students may layer a crew neck t-shirt (solid navy or solid white) under their uniform polos. These layering shirts do not require logos.

Skirts and Dresses:

Style	Colors	Vendor
Pleated Skirt	Navy, Gray, Plaid	Head Shoulders Toes & Bows

* Skirts must cover the knee when sitting and standing.

* Both the button-and-zipper and elastic waist options are approved for uniform wear.

Sweaters and Sweatshirts:

Style	Colors	Vendor	Need a Logo?
Crew Neck Sweater	Navy, Gray, Black	Head Shoulders Toes & Bows	Yes
Any sweatshirt or layering sweater, i.e. cardigan	Navy, Gray, White, Black (solids only, no brand logo)	Parents' Choice	Yes
Mizrachi Spiritwear	Navy, Gray, White, Black	Mizrachi Spirit Wear Store	No
FMS Club/Sports or School-Provided Sweatshirts	May vary. Requires approval before it can be worn with the uniform	FMS	No

* The HSTB sweater is the only uniform-approved crew neck sweater. Other sweaters and zip-up sweatshirts may be purchased from any vendor but must be worn over a uniform-approved shirt. Crew neck and hoodie sweatshirts from any vendor are acceptable and may be worn without a uniform-approved shirt underneath.

* School club or sports sweatshirts, any sweatshirts provided by the school, or any sweatshirts made by a class before the implementation of the uniform will be approved for uniform wear on a case-by-case basis.

Other:

- Hair may be dyed only natural hair colors.
- Tights and leggings may be worn in navy, black, white, and gray.
- Hats or hoods may not be worn inside during the school day.
- Shoes or sandals must be worn at all times. Socks are not required.
- All shoes must have a back. No flip flops or 'slides'.

Upper School Boys' Uniform

Shirts:

Style	Colors	Vendor	Needs a Logo?
Short Sleeve Polo	Navy, White, Light Blue, Black	Parents' Choice	Yes
Long Sleeve Polo	Navy, White, Light Blue, Black	Parents' Choice	Yes
Button Down Shirt	Navy, White, Light Blue, Black	Parents' Choice	Yes

* Only the top two buttons of the polos and button downs may be open.

* Sleeves must come to the middle of the bicep.

* Boys must wear a collared shirt at all times, even when wearing a sweater or sweatshirt. The shirt collar must be visible at all times.

* Polos and button-downs must be solid color and free of other logos.

* Students may layer a crew neck t-shirt (solid navy or solid white) under their uniform polos or button-downs.

These layering shirts do not require logos.

Pants:

Style	Colors	Vendor
Chino Style Pants	Navy, Dark Gray	Parents' Choice

* Pants may be worn in solid colors only.

* Pants should not be excessively tight or form-fitting.

* No denim or "denim style", track pants, sweatpants, gathered "jogger" cuffs, cargo pockets, drawstring closures, stretchy materials, etc.

Sweaters and Sweatshirts:

Style	Colors	Vendor	Needs a Logo?
Any sweatshirt or sweater	Navy, Gray, White, Black (solids only, no brand logo)	Parents' Choice	Yes
Mizrachi Spiritwear	Navy, Gray, White, Black	Mizrachi Spirit Wear Store	No
FMS Club/Sports or School-Provided Sweatshirts	May vary. Requires approval before it can be worn with the uniform	FMS	No

* School club or sports sweatshirts, any sweatshirts provided by the school, or any sweatshirts made by a class before the implementation of the uniform will be approved for uniform wear on a case-by-case basis.

Other:

- Hair must be a natural hair color and may not be longer than the shirt collar.
- Tzitzit must be worn at all times, except when actively playing sports.
- Kippot must be worn at all times, even when actively playing sports.
- Hats or hoods may not be worn inside during the school day.
- No earrings may be worn.
- Shoes must be worn at all times.
- Closed-toe shoes with a back must be worn. Sneakers are permitted. No flip flops or 'slides'

Athletics requirements will be outlined through the athletics department. Please note that gym clothes MUST be changed prior to leaving the gym. Walking through the halls of school in gym clothes will be considered as being out of dress code.

Note: It is not possible to outline each and every possible clothing concern. We request a commitment to the system outlined here, and questions or concerns about clothing may always be raised to teachers and administrators for guidance. A separate athletics-related dress code policy will be explained to those on team sports

ATTENDANCE

Attendance in school (both for tefillah and for class) is important for a number of reasons. Fundamentally, tefillah, programming, and classes are the primary venues for the teaching and learning of our core religious and educational values. We also take attendance since it is one of a number of safety mechanisms the school uses to make sure we know where the students are during the day. In addition, being present in class is the only way for students to be active participants in lessons, contribute to the learning of the entire group, and to ask for clarifications directly from the teacher when confronting information they don't understand. Attendance in school also means that students will hear important announcements, whether they be related to a particular class, an assignment or to school events. Finally, our school is our community. Being a part of a community means being present to contribute, to raise questions, and to help strengthen the feeling of unity that we are striving to create.

To reflect the values and concern above, the following attendance policies have been developed:

RESIDENCY

In order to receive credit for a particular class, it is necessary for students to be present in that class. Even a student who may be able to teach his or herself some of the material would miss the important educational components of group learning that are part and parcel of our curriculum.

As such, students must be aware of the number of classes they are missing, even for what would be considered "excused absences". We understand that there can be extenuating circumstances leading a student to miss a greater number of classes than would be considered typical. Special accommodations will be made for extended illnesses or on a case-by case basis. However, other than those special circumstances, students and families should be conscious of the number of classes they have missed before scheduling such things as doctor appointments, family vacations or meetings with teachers in school. Excessive absences will be brought to the attention of the High School Leadership Team and discussed with the students as necessary.

Please note that school organized absences such as attendance at sporting events or Model United Nations conferences and the like are excused absences and will not count towards residency.

The following is a list of maximum allowed (excused) absences for each class, per semester:

A class that meets for 4-6 periods per week: **12 absences**

A class that meets for 7-9 periods per week: **15 absences**

E-mail notifications will be sent to parents of students who are at 50% or 75% of the residency threshold, respectively. Parents are also urged to check Veracross regularly, as all absences are listed there, per course, and can easily be tracked.

LATENESS

1. A student is considered late if he or she arrives to class after the bell has rung, signifying that the class has begun. Arriving more than 15 minutes late to class will be considered an absence (either excused - and counting towards Residency - or unexcused).
2. A student's lateness may be excused ONLY if the student brings a note signed by a staff member, administrator or Nicole (for parent or doctor notes). Notes should be given to the teacher upon arrival in class or to notifications sent to Nicole within a week of the lateness.

First and Second occurrence (in same class)

2. Students will be marked tardy. This notation is reflected in that student's Veracross records.
3. At the 2nd occurrence, students will receive an automatic email from Veracross informing them that if they are late a 3rd time they will serve a lunch reflection.

Third occurrence

1. Student will serve a lunch reflection/detention
2. Parents will be notified via email

Absences during class

Students may leave class with the permission of their teacher. Absences of more than 15 minutes will be considered as one of the student's tardies.

UNEXCUSED ABSENCES

First and Second occurrence

1. The student and his or her parents will be notified via email.
2. If absence reflects a "cut" student will serve a lunch reflection/detention

Third occurrence

1. The student and his or her parents will be notified via email.
2. The student and his or her parents will have a conference with a member of the High School Leadership Team to discuss the pattern of behavior and develop a plan together in order to correct the behavior.

Any time a student is marked absent from class, he or she should report to Nicole to verify the absence. At that point, the students will have the opportunity to present a note should the absence, in fact, be excused. All students will have 24 hours from the time that they return to school to clarify the absence

TEFILLAH

We begin our day as a school community, by joining together for tefillah. We endeavor to make tefillah a meaningful and educational opportunity. In order to create the optimal environment for a meaningful communal tefilla, it is essential that all students are at shacharit on time.

Because tefillah b'tzibur (Communal tefilla) is part of our educational program, students are held responsible for being a part of it. Therefore, tefillah attendance is included as a part of the student's academic record.

The policy for grading tefillah attendance is based on a sensitive balance. We believe in the importance of on-time arrival while understanding that, periodically, there are those who may arrive late in the morning due to some unforeseen and/or external factors.

The following is our follow up policy for students who are late for davenning in the morning:

1. School starts at 8:00 am. Shacharit starts at 8:05 am. Students are considered late after 8:10.
2. Students that are late 3 times will receive a full lunch reflection. This is a guided reflection that students have to fill out with an action plan of how they are going to improve. The lunch reflection will take place within 2 days of the infraction.
3. Any time a student arrives after 8:10 it will be counted towards those 3 lates. Lates due to sleeping in or traffic cannot be excused by parents. If a student is late or absent because of a medical appointment or emergency, parents should send an email to Nicole explaining the situation which will then be handled on a case by case basis.
4. If a student is late a 6th time (i.e the second set of 3 lates) students again receive a detention/reflection and parents will be contacted to discuss a plan of improvement moving forward
5. If a student is late 9 times:
 - (a) 11/12 grade students lose their privilege of going out for lunch. They can regain this privilege with 2 consecutive weeks of perfect tefilla attendance
 - (b) 9/10 students who do not have the privilege of leaving for lunch, will have to complete an additional tefilla project and will have two weeks to complete it. Failure to do so will result in lunch time dedicated to completing the project until it is complete.
6. If a student is in school and is found "cutting" tefilla, it will automatically count as a 3rd violation (i.e if they were at 1 late it would be considered as number 3. If 4 it will count as the 6th etc.)

STUDENT BEHAVIOR

As part of educating our students to become positive and contributing members of society and to live lives of *Torah Im Derech Eretz* (Torah combined with proper behavior), we place an emphasis on appropriate student behavior. Students are expected to demonstrate respect for adults, students, and the physical environment so that we can all work together to create and maintain a comfortable environment for all members of our school community.

Instances of any of the behaviors below will be addressed on a case-by-case basis in consultation, when appropriate, with parents, staff members, advisors and administrators. Consequences may range from warnings for less significant or first-time offenses to expulsion from school in more severe or repeated offenses. In keeping with our goal of partnering with families to educate our students, parents will be notified in the event of a violation of student conduct.

1. Any form of bullying or "hazing" will not be tolerated.
2. Every person in school has the right to expect a physically and emotionally safe and respectful environment in which to learn and teach.
3. Vandalism or defacing school property is not permitted. It demonstrates a lack of respect for the physical environment, the school and community resources that go toward upkeep of our building. It further shows a lack of appreciation for the time and energy of our custodial staff who work to maintain the cleanliness and operation of the building.
4. Sexual harassment is a violation of an individual's civil rights and is therefore ethically unacceptable and against the law. Sexual harassment is defined as any conduct or communication of a sexual nature which has the effect of substantially interfering with an individual's self-esteem or sense of personal safety. Complaints of sexual harassment should be made to the High School Leadership Team and will be handled immediately and in accordance with the law.

As part of the Jewish community, we believe in *Kol Yisrael Arevim Ze L'zeh* (everyone is responsible for each other). It is an ethical obligation for each member of our community to report to the High School Leadership Team, any instance of bullying or harassment of which he or she is aware.

The above expectations apply to any time a student is in school, at a school sponsored event or traveling to or from a school activity (including on buses or in private cars).

RESPECT FOR TEACHER REQUESTS

The teachers and staff of Fuchs Mizrachi play a vital role in student development as adults who are tasked with the dual responsibility of educating our students and keeping them safe.

Students are expected to immediately follow the instructions of teachers and other staff. If a student ignores a teacher or other staff member, an email will be sent home notifying the student's parents and the student will have a conference with a member of the High School Leadership Team to discuss the episode and develop a plan to keep the behavior from continuing.

If the behavior continues and a student continues to ignore staff requests, a meeting will be convened together with the students and parents to determine root causes and commit to an action plan of improvement moving forward.

FOOD IN THE CLASSROOM

In recognition that our maintenance staff are not employed to clean up the garbage purposefully and carelessly left by others, and in order to maintain a clean environment conducive to serious learning and study, eating and drinking is not permitted in classrooms (unless specifically allowed as part of the lesson and mandated by the teacher).

During lunch, when students often use the classrooms for meetings and as an opportunity to do group work, food is permitted, assuming that the classrooms are left neat and clean by the end of lunch. In the event that classrooms are not cleaned up, the High School Leadership Team reserves the right to disallow eating in the classrooms altogether.

CELL PHONE USE

Cell phones have become ubiquitous in our society and many families and students rely on them to communicate. However, much research has been published on the detrimental effects cell phones have on students, including poorer school performance, hindering of social development and attentional difficulties. At Fuchs Mizrachi, we respect the different ways in which families use cell phones, but believe in balancing that with the need to create the most appropriate and productive learning environment. We have created the following policies which reflect this balance:

1. Cell phones are welcome in school, to be used before and after class and during "flex time" and lunch periods.
2. Cell phones do not have a place in tefillah, in class or in any special programs (unless specifically called for by the teacher as part of the educational exercise). The beit midrash during tefillah is a "phone free zone" for students to be able to direct their full attention to the tefilla experience. In classrooms, teachers will collect cell phones at the beginning of their classes into special cell phone bins and will return all phones at the end of class.

3. 9th Grade students (and 10th grade as well in 2022-2023) will turn in their cell phones at the beginning of the day to the office. They may retrieve and use them during lunch. Phones must be returned to the office before class 5th period.
4. Cell phones are not to be seen during tefillah or during class. If they are, the following consequences will be enforced:

1st Time: Teachers will take the phone and turn it into the office. If it occurred in a morning class, the phone will be returned at lunch. If it was in the afternoon, the phone will be returned after school.

2nd Time: Teachers will again take the phone and bring it to the office. The phone will be returned at the end of the day and an email will be sent home to parents.

3rd time: The student will no longer be permitted to bring his cell phone to school. A meeting will be set up with the student, a parent, and administrative team to make an action plan moving forward.

UPPERCLASSMEN PRIVILEGE

Juniors and Seniors have the privilege of leaving campus during lunch time. This privilege recognizes the increased level of independence and responsibility afforded to students as they mature and progress through school. The following procedures are in place for this privilege:

1. The Upperclassman must be at tefillah on time in order to be able to leave that day.
2. The upperclassman must check-out AND check-in with Victoria at the front desk prior to and following his or her leaving campus. This way we can verify attendance at tefillah and track who is leaving and returning which is necessary from a safety perspective.
3. If a student leaves without satisfying requirements #1 and #2, he or she will lose this privilege for 10 school days (approximately two weeks).
4. If a student leaves a second time without satisfying requirements #1 and #2, he or she will lose the privilege for 20 school days (approximately 4 weeks) and if it happens 3rd time, the privilege will be revoked for that student for the remainder of the year.

Students who are not upperclassmen may not leave campus during lunch, even with parent permission, unless there are extenuating circumstances, in which case parents should contact Rabbi Bruce or Rabbi Teller to discuss the situation.

SUBSTANCE ABUSE POLICY

At Fuchs Mizrachi, it is a priority to create a safe environment for our students. One way we do that is to maintain a drug and alcohol free school. We are hopeful that with parent support and continued programming in school, along with effective implementation of policies, we can achieve this goal.

We recognize that adolescents need support and guidance to make healthy decisions and to deal with substance-related problems. To that end, we have created a set of policies that reflect these beliefs and goals and strikes a balance between a "zero-tolerance" for substance abuse with a therapeutic and educational approach to the issue as well.

In the event that the school has a credible suspicion that a student has used or is using alcohol or illegal substances, the school reserves the right to administer a drug or alcohol test to the student.

If the student tests positive for substance use:

1. His or her parents will be immediately informed.
2. The student will be suspended from school until he or she undergoes an evaluation by a facility or professional who is approved by the school.
3. The student can return to school following the evaluation, assuming that the evaluation is shared with the school and the student and family agree to comply with any recommendations that result from the evaluation.
4. The student will be on probation, and a second instance of substance abuse will result in expulsion from school.

Vaping - E-cigarettes, vape pens, or JUULs, are electronic devices that emit a vapor that is inhaled by the user. The liquid solutions that are used in these devices often contain various amounts of nicotine or THC oils which is the principal psychoactive chemical of marijuana. As these devices are both easy to conceal and the risks are often less known, the ability for inappropriate use is heightened. As a school we are committed to the health and well-being of our students. We also believe that all students deserve the right to be part of a school environment where they feel safe and comfortable and not see other students engage in behaviors that are clearly not consistent with our school's values.

First Violation

1. 1-Day Out of School Suspension
2. Meeting with the student/parents and school administration to discuss next steps, including potential support from our school social worker or outside therapeutic options.

Second Violation

1. 5-Day Out of School Suspension
2. Student/Parents will be offered an additional support of enrollment in a tobacco/smoking awareness class

Third Violation

1. 10-day suspension with the recommendation for expulsion.

We expect a recognition on the part of our student and parent body, that students always represent our school in particular and yahadut in general, even when outside the physical environs of Mizrachi.

As such, any student who engages in the use of illegal substances during school events, even when not held at Mizrachi, will be subject to expulsion from school. In addition, anyone who enables others to engage in illegal substance use (including supplying substances or hosting an event, outside of school, at which alcohol or drugs are provided) are subject to immediate expulsion from school.

TECHNOLOGY

At Fuchs Mizrachi, we view technology as an essential tool to further our curricular goal of promoting student-centered learning. Through the use of technology, students can communicate and collaborate, research and innovate. They can interact directly with primary sources of information and through the active facilitation of our teachers, become more independent and engaged learners.

As part of our commitment to the proper use of technology in education, the Stark High School has purchased Chromebooks for every student.

Together with a unique user id and password to log into the Fuchs Mizrachi computer network, each student and faculty member has a Fuchs Mizrachi e-mail address (firstname.lastname@g.fuchsmizrachi.org) which is integrated with the **Google Apps for Education** suite so that in addition to email, students can access their academic **Google Drive, Docs, and Calendar** using their Fuchs Mizrachi email address.

Students can access Fuchs Mizrachi email from home by logging in with their Fuchs Mizrachi email address at Gmail.com.

Email and **Veracross** are the primary methods of communication for important class related and school-wide memos and announcements. Therefore, students should check their Fuchs Mizrachi email and **Veracross** accounts every school day.

Needless to say, students are expected to use technology - in school and at home - responsibly, with respect for others and in accordance with school rules. The use of the Fuchs Mizrachi School computer network and the internet is a privilege, not a right, and all students will sign a User Agreement during the first week of school.

Inappropriate use may result in disciplinary action by the High School Leadership Team and could lead to the cancellation of network and internet privileges.

Examples of inappropriate use of computers and the school network include:

1. Accessing profane or obscene material, material suggesting illegal acts and material advocating violence or discrimination.
2. Using the access for illegal acts.
3. Attempts to access any resources that are restricted, confidential or privileged. (e.g. - using a proxy or logging in to someone else's account)
4. Granting internet or network access to unauthorized persons intentionally or unintentionally, or failing to notify a teacher or administrator if you suspect someone of using your password.
5. Agreeing to meet someone met online without parental approval and without the supervision of a teacher or authorized adult.
6. Attempts to disrupt access.
7. Causing damage to, detaching, or changing function, operation or design of the technology.
8. Using obscene, profane, lewd, vulgar, rude, inflammatory, or threatening language.
9. Harassing another person.
10. Recording, either with audio or video, another person or persons without their knowledge or consent.
11. Posting false or defamatory information.
12. Plagiarizing information found on the internet.
13. Disregarding the rights of copyright owners on the internet.
14. Causing or permitting material protected by copyright, trademark, or confidential data to be uploaded, published or broadcast in any way without permission of the school administration.
15. Using the internet for illegal financial or commercial gain (ex. gambling)

Please Note:

Our bandwidth is limited and intended for classroom and educational use. Please do not stream video that is not directly connected to classroom learning.

STUDENT SUPPORT

At Fuchs Mizrachi we are committed to doing all we can to help students succeed. We have created a range of services within the school aimed at assisting students who need help or direction in a number of areas linked to academic and emotional success. The following services are available to all of our students as appropriate.

Academic Support Services - Any student who feels he or she is struggling in class and is not able to succeed based on the support of the teacher or his or her parents can make an appointment to meet with a member of our academic support staff. The staff member will work to help pinpoint the source of the struggle and develop a plan to help the student learn, master and succeed. These plans may include (but are not limited to) finding alternative methods to learn the material, meeting with the support staff on a regular basis, finding time to meet with the teacher, and at times, connecting with a tutor for help outside of school.

College Guidance - The goal of college guidance is to help students make the right college choice, to act as advocates for the students in writing letters of reference for each applicant to college and to reduce the anxiety and confusion associated with college applications. To that end, our college guidance counselor will meet with every student (beginning in 11th grade) to begin conversations about applying to college. Additionally, parents in each grade will have the opportunity for a group presentation during the school year where they will be presented with facts and strategies they can use to help prepare their children to have the best choice available to them upon graduating Mizrachi.

Israel Guidance - All 12th graders will meet with a member of our Israel guidance staff who will offer advice and direction in selecting an appropriate yeshiva or seminary for their year of learning in Israel following graduation from Mizrachi. Parents are urged to be in touch with our Israel Guidance staff if they have any questions, thoughts or concerns that they would like to share.

Academic Coaches - The purpose of the Academic Coaches (AC) program aligns with our larger school mission: to ensure that every student is valued unconditionally and challenged to actualize their G-d given potential. With students interacting with many teachers in a given day, the Academic Coaches program allows one teacher to better understand the totality of each student's school experience. The primary goals of the AC Program are that every student in 9-11th grade is directly connected to at least one caring teacher, that no student "falls through the cracks," and that we are fostering a culture of academic growth by challenging students to actualize their academic potential. The Academic Coach will become an important point person for that student and be able to provide a more personal account of their development to parents, teachers, and administration. Individual sessions will serve as an opportunity for teachers and students to connect; to ensure that each student is managing their academic course load effectively; to teach specific executive functioning skills to help students' better schedule, prioritize and break down large assignments into smaller action steps, and collaboratively establish semester wide academic goals to develop focus and goal-directed persistence.

Students will be placed in small groups with an AC. They will meet individually with their AC at least once every 4 weeks and based on student need as often as once every 2 weeks. Basic expectations of these meetings will be:

- a. Review Veracross and develop a plan of action to stay organized and on top of workload.
- b. Collaboratively set both semester wide and monthly goals.
- c. Check progress of goals and discuss strategies to address challenges

The AC will also facilitate group check-ins and programs approximately once every 6 weeks (a total of 7 times over the course of the school year). Meetings will involve goal checking and introducing an executive functioning strategy or short group activity. In addition to these established meetings, students should see their AC as a primary address for basic student academic concerns. These can include, but are not limited to deliberations about changing a class, struggle with workload, study habits/skills, or developing self-advocacy skills to take ownership/ responsibility for a situation and proactively address it.

AWARDS

Mizrachi values ethical behavior, community involvement, intellectual curiosity and academic excellence. We model these values in our curriculum, our classrooms and in the way faculty and staff interact with students. We seek to recognize those students who share these values and demonstrate them during their time here at Mizrachi, through awards ceremonies at the end of the school year. The awards vary according to grade and include recognition of (among others):

- Community service
- Character
- Academic excellence
- Embodying the Jewish values of our community
- Intellectual and academic curiosity
- Personal and/or religious growth during one's time at Mizrachi

We urge our students to learn about the awards and to use them as a further incentive to strive toward personal growth and excellence.

CO-CURRICULAR ACTIVITIES

Mizrachi places a priority on educating and supporting students who want to pursue subjects, interests, hobbies and life skills that may not necessarily be taught during the regular school day. With that philosophy in mind, we have developed a large number of co-curricular activities - at times in coordination with students who propose, develop and run them.

These clubs and activities include, but are not limited to:

- Art Club
- Chess Club
- Chessed Club
- Chidon HaTanach
- Debate/Global Politics Club
- Entrepreneurship Club
- Investment Club
- Israel Action Club
- Literary Magazine
- Mayhen (girls a cappella)
- Mentoring Club
- Mi'Mizrach Shemesh (Torah publication)
- Mishmar
- Model UN
- Photography Club
- Student Council
- Sunday Morning Learning
- Yearbook

Athletics

Boys

- Baseball
- Basketball (including intramurals)
- Soccer

Girls

- Basketball
- Soccer
- Volleyball
- Softball

If any student has an interest not yet represented on this list, he or she is urged to speak to a member of the Leadership Team to discuss the viability and process for developing a proposal.

ENRICHMENT

We are excited to offer students an opportunity to pursue areas of interest to them that are not formally part of the required curriculum. These Enrichment courses are mandatory for all students and they meet during Enrichment period twice a week and students are able to take these courses either for a grade or as a Pass/Fail.

Enrichment courses are offered on a variety of topics not typically covered in the academic curriculum and can include subjects like Model United Nations, Computer Science, Art, Introduction to Business and Entrepreneurship, Creative Writing Workshop, Robotics, and a number of athletic courses that can count toward the PE requirement.

CHESED / COMMUNITY SERVICE

As Jewish people and as part of a larger society, we believe in the values of: giving back to the community in which we live, helping those in need, and looking out for our society at-large. As a component of educating our students regarding these values, we have a Community Service/Chesed requirement for all students in the high school.

Each student must complete a minimum of 15 hours of service each year. These hours are defined as any volunteering work that is outside of the family and is unpaid. The school hopes to organize one or two Let's Make a Difference Day(s). The volunteering on each of these days will be counted as 3.5 hours towards the Chesed requirement. The rest must be undertaken outside of school.

STUDENT LEADERSHIP TEAMS

Student Council

Student Council (Stuco) is comprised of a male and female student representative in each grade. Students that are interested in running for Stuco complete an enrollment process and are voted in by their peers. Stuco is responsible for working together with the Director of Student Life on creating fun and engaging programs for students, as well as serving as advocates on behalf of their grade to members of the school administration.

Ambassadors

The Fuchs Mizrachi Ambassadors program is a leadership opportunity for all students in 11th and 12th grade. Ambassadors serve as role models, *dugmaot ishiyot*, and mentors for underclassmen, and develop ideas and initiatives to raise the spiritual/religious avirah and the collective sense of contribution in the high school. All 11/12th grade students are eligible to participate in the Ambassadors program. Interested students need to fill out a detailed application and commit to a set of responsibilities including regular meetings, attendance at school programs and a commitment to contribute to different Ambassador-led student committees.