SAUL MIROWITZ JEWISH COMMUNITY SCHOOL

Family Handbook

2026-2027

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Words Of Welcome

Dear Mirowitz Families,

Welcome — ברוכים הבאים!

It is my great joy to serve as the Interim Head of School for another year at Saul Mirowitz Jewish Community School. As I continue my time with you, I am filled with gratitude for the trust you place in our faculty, staff, and leadership team to educate, nurture, and inspire your children.

Mirowitz is more than a school; it is a vibrant community where learning is deepened through Jewish values, where curiosity is celebrated, and where each child is known, loved, valued, and encouraged to grow into their fullest self. School communities are not siloes. We gain strength from our core values of safety, community, learning, respect/honor, repair, gratitude, and intentional joy. Together, we will ignite a passion for inquiry, cultivate a sense of responsibility to others, and prepare our students to engage with the world as thoughtful, compassionate, and well-educated citizens.

Your partnership is essential. The commitment you show to raising kind, ethical, and resilient children strengthens our mission and enriches the daily life of our school. Thank you for entrusting us with the sacred work of shaping not just learners, but leaders and *mensches*.

Please read this handbook carefully. It offers a window into the values, expectations, and traditions that shape the Mirowitz experience, as well as the policies that keep our community safe, respectful, and connected.

I look forward to another year of learning, laughter, and shared purpose — one in which we continue to honor our heritage, embrace our present, and prepare our children for a future filled with promise.

L'shalom,

Brian Thomas

Interim Head of School
Saul Mirowitz Jewish Community School

Vision, Mission, Values/Principles

Vision

A vibrant, socially responsible and inspired Jewish community led by educated, capable, energetic, joyous, compassionate, ethical, and inquisitive leaders.

Mission

Provide the highest quality secular and Jewish education, enabling students to become life-long learners and leaders, and to apply Jewish values to all aspects of life.

Values/Principles

We believe in the ultimate potential of each student's intellectual, spiritual, social, emotional, and physical growth, and we bring that potential to life through:

Academic Excellence

We continually seek to identify and implement effective educational practices and curricula. We practice constructivist learning methodologies and principles, thereby:

- providing learning experiences that allow students to acquire knowledge through meaningful interactions, adventures, and explorations
- instilling a love of learning and an eagerness to seek knowledge and understanding
- creating an environment that encourages deep thinking, problem solving, and intellectual risk taking
- graduating students with the strongest possible preparation for success in high school, college, and their adult lives

Meaningful, Pluralistic Jewish Life

Students develop a Jewish way of looking at the world , and understanding of and connection to Israel, and the ability to read, write and speak Hebrew as a living language.

Our program empowers children to participate enthusiastically in diverse expressions of Jewish life today and to be creative builders of Jewish life tomorrow.

Our curriculum:

- includes both direct Jewish learning and artful integration of Jewish and Israel content across the curriculum to support children in engaging the world Jewishly.
- enhances critical and creative thinking about Jewish text and tradition and builds emotional intelligence by developing empathic skills.
- hones and deepens students' skills in close reading of traditional Jewish texts within their languages of origin.

- supports students' development of public speaking skills and skills in leading communal prayer and ritual.
- supports students' development of skill in understanding and engaging in Hebrew as a communicative, heritage language.
- sets as its cornerstone our commitment to pluralism in Judaism –the recognition that there are divergent and even conflicting ways in which to engage in and express Jewish values and identities. We are committed to the autonomy of the individual in belief and practice, egalitarianism, and Jewish inclusion. The Judaisms we practice and teach value engaging across our differences for the sake of spiritual elevation and learning.
- provides students the opportunity to engage thoughtfully, responsibly, ethically, and compassionately with Israel.

Social Responsibility

Students consistently translate their learning into action, knowing that they can play a significant role in repairing the world.

- We foster a community that welcomes students who reflect the diversity of our Jewish community: families with varied forms of Jewish observance, from diverse socioeconomic backgrounds, and from across the full geography of greater St. Louis.
- We create opportunities for students to explore their power to better the world, and to support causes of freedom, democracy, and justice.
- We seek to embody a model for a just and ethical society where members treat one another with kindness, respect, sensitivity, and appreciation of differences.
- We provide tools for a lifetime of leadership, skills to build consensus, collaborate, lead with confidence, and make decisions based on Jewish values.
- We help students develop the moral compasses that will guide them throughout their lives.

Commitment to Israel: Recognizing that Israel is fundamental to Jewish identity, we seek to develop in our students an attachment to Israel and its people, as well as a sense of responsibility for their welfare. We envision life-long learners, inspired and empowered by their deep cultural and historical knowledge, meaningful relationships with Israelis, personal experiences in Israel, Hebrew language proficiency, and nuanced understanding of modern Israel who thoughtfully support and connect to the Jewish State.

Diversity, Equity, And Inclusion Statement

"The Sages taught that the first human was created alone to speak of the greatness of The Sovereign who is The Sovereign of Sovereigns, the Holy Blessed One. For a person stamps several coins with one seal, and they all resemble each other. But the Holy Blessed One stamps all people with the seal of the first human, and not one of them resembles another."

- Sanhedrin 38A

We recognize that the work of diversity, equity, and inclusion is deeply rooted in our work as Jewish educators. We believe in the dignity and worth of every person regardless of race, color, religion, sex, national origin, ancestry, ability, age, sexual orientation, gender identity and expression, socioeconomic status, or any other individual characteristic. Our tradition teaches us that the value of *kevod habriyot* entails respect for the sacred diversity of all of God's creations. Our core Jewish values of *kavod* (respect), *hakarat hatov* (recognition of the good), *limmud* (learning), and *tikkun* (commitment to repair) guide our work in building empathy, promoting sacred diversity of identities, and both studying and committing ourselves to the repair of social inequities that have stemmed from these differences.

The mission, vision, and core values of Mirowitz commit us to being inclusive of faculty and staff members, students, families and community members. We will continue to seek ways to expand

our policies, practices, curriculum, and resources to reflect and honor our diverse school community.

Faculty and Staff: Diverse faculty and staff focus on individual identities and providing professional development to propel our commitment to culturally respectful and inclusive practices and policies.

Families: Our school community represents and values the breadth and depth of the broader St. Louis Jewish community's diverse, sacred identities, seeking to center the identities and voices of those who have historically been marginalized.

Community Partnerships: We partner with organizations of diverse identity expressions and shared values to enhance authentic learning and strengthen bonds of responsibility and justice across the St. Louis region.

Associations And Affiliations

1. Jewish Federation of St. Louis
2. ISACS, Independent School Association of the Central States
3. Prizmah, Center for Jewish Day Schools
4. ISSL, Independent Schools of St. Louis
5. NAIS, National Association of Independent Schools
6. Keshet, For LGBTQ+ equality in Jewish life

Organizational Structure

Mirowitz is managed by a Board of Directors that is responsible for the school's mission, direction, funding, and overall support. The Board also selects, supports, and evaluates the Head of School.

The Head of School has responsibility for all school operations, including administration of all personnel practices and procedures, recruiting students, defining and implementing the curriculum, and the school's financial well-being. The personnel responsibilities include hiring, retaining, terminating, evaluating, promoting, and disciplining staff members, and providing them with the tools to be successful in their roles at Mirowitz. The Interim Head of School, Brian Thomas, is supported by an administrative and leadership team:

Riley Grady - Executive Assistant
Linda Keener - Business Manager
Becky Lerner - Hebrew and Israel Education Coordinator
Andrea Newstead - Director of Enrollment
andMarketing/Communications
Shannon Rohlman - Director of Development
Mary Wagoner - School and Business Offices Manager
Mandi Zola - Director of Support Services

Family Teacher Association (FTA)

The mission of the Family Teacher Association (FTA) of Mirowitz is to strengthen, enhance, and encourage the educational and social environment for each student's school experience. The FTA volunteers for school functions, raises money for some school expenditures and supports our teachers. By encouraging family involvement in the school. The FTA also creates community among school families and supporters. All family members and legal guardians with a child enrolled at Mirowitz, and all current faculty and staff are welcome members of the FTA.

School Hours/Calendar

School Hours: Monday-Friday - 8:30 am – 3:30 pm

Early-release Fridays - 8:30 am – 2:30 pm (dates are noted on the calendar)

All students are expected to arrive at least ten minutes before class to take care of transitional items before academic time begins. If your child is tardy, **you must report to the office upon arrival and sign in your child.**

Calendar Link:

General Information

Arrival And Dismissal Procedure

You are encouraged to park your car and come inside with your child at arrival or dismissal. **Please park at the south end of the lot to do so**. Safety in the parking lot is essential. In order to maintain the safety of our children, cell phone use is not permitted while driving in the school parking lot or actively engaged in picking up/dropping off.

- Arrival: Drop off your child in the front of the building. Enter through the south entrance on Mason Road, turn right and loop around the **perimeter** of the parking lot, pulling up around the curb to the designated area. Please exit from the same entrance. If you walk your children into school, please park in the south parking lot so you do not walk through the carpool line to enter the building. **Please stay in your car when using the drop off line.**

- Dismissal: You may park and enter through the front doors to pick up your child or enter the carline in the back of the building. Parents entering the carline should enter at the north entrance on Mason Road to B'nai Amoona and go straight, looping to the back of the building. You will be directed by a faculty member to pull forward to a designated space where an administrator or teacher will load your child/carpool into your vehicle. You will pull forward and exit either onto Conway or through the front of the building to Mason Road. Children will be supervised until they get in the car. Faculty and staff will assist in the carpool line. Please do not get out of your vehicle.

We encourage you to stay and play on the playground with your children. However, you are responsible for supervising them after school hours.

No children are allowed to enter the parking lots unescorted for safety reasons.

Our faculty members are forbidden to place a child in a car in which the driver is speaking on the phone. If you have an emergency call, please pull out of line into a parking space until it is complete and then reenter the carpool line from the rear.

Sign In/Sign Out Procedure

- Students should arrive no later than 8:20 a.m.
- Morning greeters will be outside from 7:45 until 8:30.

If your student arrives after 8:30, please park and walk them into the building.

If a student must leave before the close of the school day, please notify the teacher and the front office by email or note. The parent must come into the front office on arrival at the school to sign out your child.

School security demands that doors to the building be locked during school hours and access supervised.

Inclement Weather

In the event of snow or inclement weather, cancellation or delayed start information will be sent to you via an automated telephone announcement, text, and email. You can also check news Channel 5-KSDK.

When inclement weather occurs during the school day, you will be notified with dismissal directions from the school. We will not hold dismissal car lines for safety reasons. You will be required to enter the building to collect your child.

Attendance

Regular attendance is vital to success in school. During grade school, students build work habits and habits of mind that will affect them later in life. Regular and prompt daily attendance helps and is an expectation of our school.

According to Missouri School Law parents have both a legal and moral responsibility to require and promote regular daily school attendance. Under the Compulsory School Attendance subsection, the burden of responsibility for school attendance is placed on the parents. Every parent, legal guardian, or other person in this state having charge, control, or custody of a child between the ages of 7 and 16 years shall cause the child to attend regularly some public, private, parochial parish, or home school not less than the entire school term of the school which the child attends…(RSMo 167.031). Nonattendance by such a child shall cause such parent, guardian, or other responsible person to be in violation of the provisions of section 167.061…(RSMo 167.031). Any parent, guardian, or other person having charge, control, or custody of a child, who violates the provisions of section 167.031 is guilty of a class C misdemeanor…(RSMo 167.061).

Absences

Absences due to illness, accident, or death in the family are bound to occur. Please call the office and let office staff inform the faculty of your child's absence. Upon return to school, students should meet with their teachers to determine missed work and assignment due dates. Missed tests should be arranged with the teacher. Completion of make-up work is the responsibility of the student.

Planned Absences/Family Vacations

Consistent attendance is an important part of each student's learning and helps maintain continuity for the entire classroom community. Families are therefore asked to schedule vacations and other planned travel during designated school breaks whenever possible. We also encourage families, when feasible, to schedule medical, dental, and other appointments outside of school hours in order to minimize missed instructional time. When a student is absent for a planned reason, the student and family are responsible for following up on missed learning and completing any necessary make-up work. Teachers will help students understand what they have missed upon their return; however, teachers are not expected to prepare assignments or instructional materials in advance for students who will be away due to family travel or other planned absences. Parents are asked to inform the teacher at least three days in advance of any planned absence.

Tardies

Students are expected to be ready for instruction by the start time of class. This requires arriving ten minutes in advance to organize papers, turn in homework, make necessary restroom visits, ready pencils and check in with classmates and teachers. Academic start time is 8:30, requiring 8:20 arrival. Tardies will be marked at the start of academic time.

School Responsibilities

The school will keep accurate records of student daily attendance as Missouri State Law requires and implement steps for notifying parents/guardians of excessive student absences/tardies. (Ten or more in a semester.)

Communication

Each teacher will be responsible for monitoring student attendance and notifying parents/guardians when a student's academic progress is being adversely affected by excessive absences/tardies.

Although the activity and/or interactions between teacher and student, or student and student, can never exactly be duplicated, whenever possible, teachers will help students to make up for work and learning that they missed.

Before Care/Aftercare

Before Care: Before Care is available from 7:30-8:00 am for a fee. (There is no charge if you have purchased an aftercare option.)

There is no charge for students arriving between 8:00-8:20 am. Students will play in the gym or outside, weather permitting.

Aftercare: Aftercare is available from 3:30-6 pm. There are two yearly options available to purchase and a daily drop-in rate if you need and occasional day:

Precare 7:30 - 8:20 am (included with aftercare plan)

One to two days a week	$275
Three to five days a week	$550
Drop-in rate per day	$15

Full Year Aftercare Fees:

Option 1AC - One or two days a week	$1000
Option 2AC - Three to five days a week	$1950
Drop-in rate per day	$35

Aftercare is not available on days when school dismisses at noon.

There is no refund if your child does not attend. Much like tuition, enrollment pays for the service to be available and for the teachers to be present.

Teachers are hired only until 6 pm. Please pick up before that time. Pick-up after 6 pm will result in a late charge of $15 for the first 15 minutes and $1 per every additional minute after the 6 pm close of the program.

Each day in Aftercare, students will be provided with a kosher snack. Students may certainly pack a healthy snack. When not working on homework, students will have the option to do art projects, play games, read or just spend time with their friends. Students will spend time outside as often as weather permits.

Students are expected to follow all of the rules associated with a normal school day.

Caregivers will pick-up their child and be prepared to show identification for security so accurate records of attendance can be maintained. If the student is being picked up by someone other than the parent or an authorized person, Aftercare staff must be notified. No student will be allowed to leave with anyone unfamiliar to the staff without a phone call to the parents and a photo identification check.

Backpacks

Each child needs a lightweight backpack with a full zipper at the top for daily folders, work, etc. Upon arrival, students will unpack for the day, leaving backpacks in their cubby or locker.

Behavior Code

Mirowitz is a unique learning and spiritual community that maintains ethical expectations for our students. The description that follows outlines the behavioral boundaries for these expectations. When a student oversteps the boundaries, it is our intention to educate and enable a change of direction in behavior.

Mirowitz is a place that embraces the Jewish values of:

1. *Bitachon* - **ביטחון**: We trust others and behave in ways that help others feel safe and build trust.
2. *Limmud* - **לימוד**: We seek to learn and support the learning of others.
3. *Kavod* - **כבוד**: We respect ourselves, others, school property and our learning community.
4. *Kehillah* - **קהילה**: We seek to see and to strengthen the bonds that connect us to each other.
5. *Tikkun* - **תיקון**: When we see something can be improved, we seek to make it better.
6. *Hakarat Hatov* - **הטוב הכרת**: We seek out the good in each other and ourselves and call attention to it in positive ways.
7. *Simchah* - **שמחה**: We seek to be joyful and strengthen the joy of others.

The faculty commits to serving as role models by treating students with dignity, working with families, and focusing on students' growth and development.

Birthdays And Celebrations

Given the diversity of Jewish observance within the Mirowitz community, please be aware that scheduling birthday celebrations on Shabbat or other Jewish holidays can tend to exclude certain classmates/friends from participation and cause hard feelings.

Mirowitz encourages families to include the entire class when sending invitations to a birthday party. If every child in a class is invited, we would happily pass out the invitations at school.

At school we celebrate birthdays creatively, without food, in order to keep our students healthy and protect them from the dangers of food allergies. Please make arrangements directly with the classroom teachers for any in-class birthday celebrations. Please consider sponsoring a Shabbat tribute in honor of birthdays or other celebrations.

Families are also encouraged to include the entire class when planning to invite for B'nai Mitzvah. In order to minimize community-wide scheduling conflicts, the school maintains a calendar of families' b'nai mitzvah celebrations that is made readily available to families. Please be sure to send invitations to faculty who have engaged with your child and would like to be included in your simchah. A staff member will be happy to offer a blessing to your child on behalf of the school during the event. You are welcome to approach the person of your choice, or you may contact the office if you would like assistance in finding someone.

Communication Commitment

Our pluralistic Jewish community school is committed to fostering a positive, respectful, and supportive environment for all members. This Code of Conduct for Communication, including social media posts and interactions between individuals and groups, is grounded in our core values: *Bitachon, Limud, Kavod, Kehillah, Tikkun, Hakarat Hatov, and Simchah*.

Saul Mirowitz Jewish Community School's Core Values

- *Bitachon*: **ביטחון** (Trust)

  We trust each other and behave in ways that help others feel safe and build trust. This includes being honest, transparent, and reliable in our communications.

- *Limud*: **לימוד** (Learning)

  We seek to learn and to support others' learning by engaging in constructive, thoughtful, and meaningful conversations.

- *Kavod*: **כבוד** (Respect)

  We respect ourselves, others, school property, and our learning community. We communicate respectfully, avoiding hurtful or harmful language and considering the impact of our words and actions. Assume a culture of goodwill among the members of our community.

- *Kehillah*: **קהילה** (Community)

  We strengthen the bonds that connect us by communicating in ways that build and support our community, fostering inclusivity, and valuing diverse perspectives.

- *Tikkun*: **תיקון** (Improvement)

  When we see something that can be improved, we seek to make it better. We provide feedback constructively and seek solutions collaboratively.

- *Hakarat Hatov*: **הטוב הכרת** (Gratitude)

  We seek out the good in each other and ourselves and call attention to it in positive ways. We acknowledge and celebrate the efforts and achievements of others.

- *Simchah*: **שמחה** (Joy)

  We seek to be joyful and strengthen the joy of others by sharing positive messages and creating a supportive atmosphere.

Guidelines for Communication

- Respectful Language:
    - Use respectful and considerate language in all forms of communication, whether in person, in writing, or online.
    - Avoid offensive, derogatory, or inflammatory language.

- Constructive Feedback:
    - Provide feedback in a constructive and supportive manner.
    - Focus on solutions and improvements rather than criticism.

- Privacy and Confidentiality:
    - Respect the privacy and confidentiality of others.
    - Do not share personal information or private conversations without consent.

- Positive Engagement:
    - Engage positively with others, celebrating successes and offering support during challenges.
    - Seek to uplift and encourage fellow community members.

- Social Media Conduct:
    - Use social media responsibly, ensuring that posts and comments reflect our core values.
    - Avoid sharing negative or harmful content about the school, its members, or related activities.

- Conflict Resolution:
    - Address conflicts directly and respectfully, seeking resolution through constructive dialogue.
    - Involve appropriate school staff if needed to mediate and resolve issues.

- Inclusivity:
    - Strive to include all members of the community in conversations and activities.
    - Respect and value diverse perspectives and experiences.

- Accountability:
    - Take responsibility for your words and actions.
    - Apologize and make amends if your communication causes harm or
    - misunderstanding.

Expectations for Teachers, Students, Parents, and Board of Trustees

Teachers:

- Model respectful and constructive communication at all times.
- Encourage and facilitate positive interactions among students and parents.
- Respond to written communication (email) within 24 hours during the school week.

Students:

- Follow the guidelines set forth in this Code of Conduct.
- Seek to build positive relationships with peers and teachers through respectful communication.

Parents:

- Support and reinforce these communication guidelines at home. ○ Speak directly with your child's teacher or specialist first to address any question, issue, or concern before bringing the matter to school leadership. We believe that concerns are most effectively resolved when they begin with the person closest to the situation.
- Communicate with teachers, school staff, and one another in a respectful, constructive, and collaborative manner.
- Allow up to 24 hours during the school week for a response to emails and other non-urgent communications.
- Support and reinforce these communication guidelines at home.

Board of Trustees:

- Uphold the core values and communication guidelines in all board activities and communications.
- Foster a positive and supportive relationship with the school community, ensuring transparency and accountability.

By adhering to these Guidelines for Communication, we commit to fostering a community where trust, learning, respect, inclusivity, improvement, gratitude, and joy thrive. Together, we can create a positive and supportive environment for everyone.

Discipline With Dignity

In keeping with the goals and mission of Saul Mirowitz Jewish Community School, we seek to ensure that each person in our community is treated with *kavod (respect)* (to promote personal and community growth. We expect every member of our community to make Mirowitz a place of *bitachon* (safety) for our bodies, feelings, and property; a place of *limmud* (learning and growth); and a place of *kavod* (kindness and respect). In order to meet our goals, the following rules govern our behavior while at school:

- Students will be treated with kavod (respect and dignity) and must show kavod in return to peers and adults.
- Students are expected to contribute to a productive learning environment for themselves and others.

- Students must maintain a physically and emotionally safe environment for peers and adults.
- Individuals may not do anything that causes themselves harm or could potentially cause themselves harm. We define “harm” in a broader sense than merely physical.
- Individuals may not do anything that harms another person or could potentially harm another person.
- Individuals may not do anything that harms property or potentially harms property.
- Aggressive behavior toward another individual, whether physical or verbal, warrants an immediate response and may be grounds for dismissal for that day.

When a teacher notices that one of these rules is not being followed, they will bring the behavior to the attention of the child in a quiet and dignified manner that invites correction, and restorative steps will be taken. In the event that the behavior becomes a continual disruption to the class, the child will be sent to the office to meet with an administrator. The parents will be called to be part of a collaborative problem-solving effort.

If the behavior continues without any progress or resolution, a student may participate in a restorative process, or be sent home. The student may not return until a parent-teacher-student-head of school conference is held.

Despite the good intentions and best efforts of the students and staff, some students will sometimes choose not to participate in the educational process in a productive manner. When a student demonstrates a lack of commitment or inability to modify their behavior, the parent/teacher/student and administration will develop, write, and sign an intervention plan. Continued lack of commitment and any unresolved issues may result in an evaluation to determine whether Mirowitz is the appropriate school for the student.

No person employed or engaged by Saul Mirowitz Jewish Community School may inflict or cause to be inflicted corporal punishment as a means of discipline upon a pupil attending our school. A violation of this policy is grounds for dismissal.

Corporal punishment is defined as the purposeful infliction of bodily pain or discomfort by an adult upon a student as a penalty for disapproved behavior. Physical force or restraint, used by a school employee to protect someone from physical injury, to disarm a student, or to protect property from damage is not considered corporal punishment.

Dress

Students of Mirowitz are expected to wear safe and appropriate clothing that honors their work at school. Athletic shoes and socks must be worn on Physical Education days and for students in Before Care. Students must wear closed-toe shoes with a back strap for outdoor safety. They may leave an extra pair of shoes in their cubby or locker. Students should wear a shirt that can be tucked in to cover their abdomens/backs for safety, and T-shirt messages must be respectful. Please avoid references to drug or alcohol use, violent behavior, weapons, or political messages in clothing or accessories. Students in younger grades are encouraged to leave an extra set of clothing at school. Boots for use in the woods are encouraged.

MIROWITZ MONDAYS: Students are asked to wear their Mirowitz spiritwear on Mondays. T-shirts and sweatshirts are available for purchase from our online school store in youth and adult sizes.

Field Trips

- Saul Mirowitz Jewish Community School offers opportunities throughout the year for students to participate in educational and cultural activities in the community. Parents will often be asked to provide transportation for these special events. The trips are designed for your child and their class. Parent chaperones may not bring siblings. The following are field trip guidelines to help make the trips safe and enjoyable for everyone.
- Each child under the age of 8, weighing less than 80 pounds, or under 4’9” tall must be in a carseat or booster chair, as required by Missouri law.
- Elementary school children may not ride in the front seat of a car unless it is your child doing so in your own car.
- Drivers must abide by all traffic laws, including speed limit.
- Due to students’ allergies and dietary needs, you may not serve food or candy in your car.
- While driving students, you may not talk or text on your cell phone.
- You may not make any unauthorized stops while driving Mirowitz students.
- Please use discretion when selecting music or radio stations. No movies may be shown while driving.
- The number of children permitted in the car shall not exceed the number of shoulder-strap seat belts in the vehicle.
- If there is ever a cause to be concerned about the safety of the car or the people in the car, the driver is encouraged to pull off the road, remind the children of the rules for appropriate field trip and carpool behavior, rearrange the children in the car and/or, if necessary, call for help.
- Each student must have a signed Field Trip Permission Form on file in the office.
- Drivers must provide a copy of their driver’s license and current insurance card prior to each field trip.

Food

With every action, including eating, we each have the power to create holiness. Through consciousness of the way our food is grown and brought to our table, through the practice of kashrut, and through healthy choices, we hope to nourish a commitment to the sacred and an appreciation for the food we eat. Students may be involved in planting, tending, and harvesting some foods in our food garden. They learn about seasonal foods and can articulate how the practice of eating foods with a smaller carbon footprint aligns with Jewish values.

Students at Saul Mirowitz Jewish Community School learn about Jewish food ways and are encouraged to engage in conversations with their teachers and peers about the different ways in which eating reflects both their own values and those of other members of our community.

All School Events

Food served at all major school-led events (e.g. Mirowitz Gala) will be from a kosher kitchen.

Lunch

Each child is responsible for bringing lunch to school daily, including a water bottle. All family choices will be honored in a dignified way, and reflective of our commitment to respecting diverse family definitions of Jewish practice. We ask that students not bring pork, pork products, shellfish, or shellfish products to school. Parents are encouraged to consider not mixing meat and dairy in meals sent from home. To keep students safe and respect diverse families' foodways and kashrut practices, sharing and trading food is never permitted

Lunches sent from home will not be refrigerated and cannot be heated. Please include an ice pack and the necessary utensils and napkins for each lunch.

Snacks

Students are encouraged to bring a healthy snack to eat mid-morning (no candy or chips). Fruit, vegetables, and cheese sticks are popular snacks. The school will not provide snacks for students. We also request that parents send snacks and lunches in a form that the child can eat independently of adult help.

Nut Free, Peanut Free

For the safety of our students, products containing tree nuts or peanuts may not be present at Saul Mirowitz Jewish Community School. This includes personal snacks and lunches that students bring to school.

What to look for on labels:

Not acceptable for school:

- Contains peanuts and/or tree nuts
- May contain peanuts and/or tree nuts

Acceptable for school:

- Made in a facility with peanuts and/or tree nuts
- Made on shared equipment with peanuts and/or tree nuts

Please be sure to remind all your children's caretakers of our nut-free status to ensure that they pack appropriate foods in your child's lunch. If items are included in a child's lunch that are not within school guidelines, a friendly call to the child's family will be made to clarify requirements.

Holidays

Mirowitz will be closed for the Jewish holidays designated as "chag." Please note that Mirowitz does not celebrate Halloween, Valentine's Day, or St. Patrick's Day at school, as all have origins in non-Jewish traditions. Please help by not sending items pertaining to those days to school with your child.

Mirowitz will be closed throughout Pesach (Passover) for Spring Break.

The faculty and staff will not initiate or respond to any communication on these days.

Homework

Homework encourages student initiative, develops independent learning skills, and allows time for practice and application of what has been learned in school. A reasonable amount of homework is expected of all students. At the beginning of each school year, parents will receive a Homework/Partnership Plan from your child's teacher which outlines the responsibilities of parents, teachers, and students. The following are suggestions for parents:

- Provide a clean, well-lit, private space in which to work. Some children learn best if they sit at a desk; others can only concentrate on the floor. Determine what is best for your child.
- Make sure the space is well supplied with paper, pencils, pens and, if needed, references (dictionary, atlas, etc.).
- Make a place for school materials at home and keep them in a clearly visible place.
- Provide time for study.
- Provide a timer that your child can set each study time, if appropriate.
- Be a coach and supporter, not a "doer."

Money At School

If money must be brought to school for any reason, please send a check in a sealed envelope marked with the child's name. Your child's homeroom teacher will collect any money that is brought to school, unless you have been specifically directed to send those monies to the school office.

Parent/Teacher Communication

Conferences

Formal Parent - Teacher conferences are scheduled by the school in the fall and spring at times / dates noted on the school calendar. In addition, teachers are available for scheduled informal meetings to answer parent questions at mutually convenient times before or after school. Please contact the teacher directly to schedule an appointment.

Parental Absences

Parents are asked to inform the teacher and the school office at least three days in advance if they will be out of town. Please send a note indicating how you can be reached, and the name and phone numbers of those in charge of your children in your absence. This information will enable us to help your child continue their routine at school during the parents' absence.

Student Absences

Parents are asked to inform the teacher at least three days in advance of any planned student absence. Please call the office and let office staff inform the faculty of your child's absence in case of unplanned absence, both as noted in the section ATTENDANCE above.

Participation In Athletics & Extra Curricular Activities

Academic progress is a necessary prerequisite to participation in athletics and extracurricular activities. Students in grades 6-8 with incomplete assignments, or grades lower than a C will not be able to participate in school extracurriculars until the situation is remediated. Grades K-5 must have a good academic standing to participate. All students are required to maintain appropriate behavior.

Requiring students to maintain appropriate behavior during the school day, a strong record of completed assignments, and academic engagement in order to participate in extracurricular activities supports our establishment of a positive learning culture focused on supporting academic success.

Students will be welcomed to participate on teams that align with their gender identity, ensuring that all students feel included and respected.

Report Cards

Report cards are a teacher's appraisal of the students' performance in all facets of the school program. They are a means to evaluate students based on the specific goals of our school and the individual classroom. Report cards give a picture of your child's academic performance over the reporting period and can be used to clarify expectations for both parents and the child. Report cards are distributed two times a year - in February and in June.

Restrooms

In keeping with the recommendations of the American Medical Association, the American Academy of Pediatrics, and in line with best practices from a recent National Education Association endorsed guide, Mirowitz encourages students to use bathrooms that are consistent with their gender identities. All students, adults, and guests are welcome to use the single stall restrooms located in the office. **Adult visitors who are not accompanying a child are asked to use the single use restrooms in the office.**

Safety And Security

Safety drills are scheduled regularly throughout the school year. Children and staff are fully instructed in all cautionary regulations to provide maximum safety. We do not print our plans, but please contact Andrea Newstead (anewstead@mirowitz.org) if you have questions. You can help us keep our Mirowitz students safe by only letting people in the building if you know them. If you SEE something, SAY something!

Saul Mirowitz Security Camera Policy:

Saul Mirowitz Jewish Community School uses video cameras throughout the building (interior and exterior) for the purpose of enhancing school safety and security. Our goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure the safety of community members who visit or use our school facilities, and to diminish the potential for personal and school loss or destruction of property. Security camera recordings will be viewable only by authorized designees.

Signage and Notification:

Appropriate signage will be posted near major school entrances to notify individuals of security camera use. At the beginning of the school year, students and staff will receive additional notification regarding using cameras inside and outside the school. This notification will include, but not be limited to, employee and family handbooks.

Locations of Cameras:

The security cameras are installed in public areas only. These include grounds, athletic areas, exterior entrances/exits, and large gathering spaces such as corridors, lobbies, and main entries. The purpose of these installations is to monitor public areas where the potential for criminal activity is greatest (false fire alarms, graffiti, vandalism, personal belonging theft, etc.).

Security cameras are prohibited in restrooms, private offices, and the nurse's office, and in any space where there is a reasonable expectation of privacy.

Use of Recordings:

- The Head of School or their expressly authorized designee shall oversee video surveillance.
- The video surveillance system will be in operation and monitored by school personnel throughout the year.
- Viewing the recorded data is to be performed by two administrators that have been expressly authorized to do so by the Head of School.
- A log shall be maintained, including the following: the persons viewing the data, what event triggered the viewing, the date/time viewed, what was found on the recording, whether data was copied or forwarded, and what consequences were imposed as a result of the recorded information.
- Recording information will be available to the appropriate school officials and/or law enforcement personnel in compliance with the law.
- Surveillance system misuse shall be addressed case-by-case by the Head of School should any issues occur.

Data Storage:

- All video recordings are stored in a secure place to avoid tampering and ensure confidentiality in accordance with applicable laws and regulations. Recordings will be saved for no less than 15 days and then appropriately deleted.
- Information obtained through video surveillance may only be used for disciplinary investigations, security, or law enforcement purposes. No sound is to be monitored or recorded with the surveillance system.
- Any video recordings used for security purposes in the school building or on the grounds are the sole property of Saul Mirowitz Jewish Community School. Release of such video will be made only as permissible pursuant to applicable law and with the permission of the Head of School or their designee.

Standardized Assessments

Standardized assessments are administered to children to assess their degree of academic mastery. The results provide teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level. Our team utilizes the data to find common areas of need among students, identify students who could benefit from intervention, and determine which instructional strategies are generating the most academic growth. Overall trends in data help drive improvement across the entire school.

Our school utilizes the NWEA MAP and the ERB CTP standardized testing programs in first through eighth grade as well as the Avant assessment for Hebrew proficiency.

Student Code Of Conduct

We have developed a specific list of behavioral expectations that align with our Mirowitz core values. With the understanding that we all make mistakes and we need to learn and grow from these moments, we have created a system to help students learn how to exercise good judgement in their decision making. We fundamentally believe in the notion of the capability one has to correct one's behavior and make amends. We desire for our students to show *kavod* (respect) and *chessed* (kindness), and when the occasion arises to carry through on a plan to alter inappropriate behavior. While errors will occur there are some significant offenses that will not be tolerated.

Level I behaviors students shall:

- Speak in a respectful way, one that does not tease, hurt, or harass other people.
- Refrain from interfering with the education of another student, the orderly operation of the school, or a school function.
- Follow all classroom rules.
- Respectfully follow faculty and staff directions.
- Wear clothing that supports their own physical safety and full participation in our academic program.
- Refrain from unwelcome physical contact with others.
- Use appropriate language.
- Take responsibility for personal trash and keep our campus clean.
- Use lockers properly and keep hallways clear of backpacks and personal items.
- Use technology in accordance with the signed Acceptable Use Policy.
- Turn off personal devices and leave them in the designated collection point at the beginning of the day and only turn them back on at the end of the day.
- Walk, rather than run, in the building.

Consequences of misbehavior at this level may include:

- Warning to student or in-class assignment.
- Restorative conversations facilitated by classroom teacher/administrator. Parent email notification.
- Students sent to the appropriate administrator and phone call to parents at the discretion of the administrator.

Level II behaviors students shall:

- Act in a respectful manner toward others including all faculty, staff, and campus visitors. Speak and act honestly, in and outside of class.
- Refrain from plagiarizing academic work.
- Refrain from harassment of another student, including through social media.

- Use school facilities or property respectfully and leave them in the same condition in which they were found.
- Respect the personal property of others, including before and after school. Refrain from endangering others.
- Use appropriate language, avoiding profanity, as well as racial, ethnic, religious, or sexually derogatory terms.
- Avoid all obscene gestures.
- Consequences of misbehavior at this level or continued/repetitive Level I misbehavior always includes parent notification and restitution, and can also include lunch, after school, and/or in-school suspension.

Level III behaviors students shall NOT:

- Threaten or strike a staff member or student, including through social media.
- Bring dangerous objects to school.
- Endanger the safety of others, such as with a bomb threat, threatening or illegal phone calls, or unauthorized use of fire alarm equipment.
- Participate in bullying. Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person, especially one who has a hard time defending themselves. This includes, but is not limited to, bullying or harassment based on a person's race, ethnicity, religion or religious observances, gender identity or expression, sexual orientation, ability, or any other personal characteristic.
- Vandalize school or personal property.
- Possess or use tobacco, controlled, or illegal substances, such as alcohol or other drugs, on school grounds or at school functions.
- Perform or attempt to perform arson.
- Exhibit lewd behavior and/or indecent exposure.
- Break into the school building.
- Engage in physical fighting.

In addition to parent notification, restitution, and or suspension, students who exhibit Level III behaviors may also be expelled and/or referred to outside professionals, such as mental health workers or law enforcement personnel.

Student Device Policy

At Mirowitz, we uphold values that foster a safe, respectful, and connected learning community. Our Device Policy aligns with our core values of *Bitachon, Limud, Kavod, Kehillah, Tikkun, Hakarat Hatov,* and *Simchah* to ensure an optimal learning environment for all students.

Core Values

- *Bitachon*: **ביטחון** (Trust)
  We trust students to turn in their devices and behave in ways that build a safe and trustworthy community.
- *Limmud*: **לימוד** (Learning)
  We seek to learn and support the learning of others by minimizing distractions caused by personal devices.
- *Kavod*: **כבוד** (Respect)
  We respect ourselves, others, school property, and our learning community by adhering to this policy and helping maintain a focused educational environment.
- *Kehillah*: **קהילה** (Community)
  We strengthen the bonds that connect us by fully engaging in our school community without the interference of personal devices. By committing to this practice, we demonstrate integrity, respect our shared environment, and foster a culture of trust, honesty, and mutual responsibility.
- *Tikkun*: **תיקון** (Improvement)
  We recognize the need to improve the learning environment and actively contribute by complying with this policy.
- *Hakarat Hatov*: **הטוב הכרת** (Gratitude)
  We appreciate the effort everyone makes to respect this policy and acknowledge its positive impact on our community.
- *Simchah*: **שמחה** (Joy)
  We seek to be joyful and enhance the joy of others by being present and engaged in our school activities without distractions.

Policy Guidelines

- Device Turn-In:
  Upon arrival at school, all students must turn in their phones and smartwatches to a designated secure area. Devices will be safely stored and returned at the end of the school day.
- Emergency Use:
  If a student needs to contact a parent or guardian during the school day, they may do so with permission through the main office.
- Exceptions:
  Exceptions to this policy will be considered on a case-by-case basis for medical or other essential needs. Requests for exceptions must be submitted to the administration in advance. The administration retains the right to make exceptions to the policy.

- Compliance:
  All students are expected to comply with this policy. Failure to comply will result in appropriate consequences, including loss of privileges or disciplinary action.

Support and Encouragement

We encourage students to support one another in following this policy, recognizing its benefits to our collective learning experience.

By adhering to this Device Policy, we commit to creating an environment that fosters trust, learning, respect, community, improvement, gratitude, and joy. Together, we can ensure a positive and productive school day for everyone. If you need to communicate with your child, please call the office and leave a message. The office will deliver the message through the teacher.

Student Information Changes

It is important that parents inform the school promptly of any changes in address, telephone numbers, emergency contacts, health of a child, allergies, marital status of parents, etc. If there are any changes, please contact the office so student records can be updated.

Student Records

We must have permission and release forms on file to operate legally and effectively. Some of these must be updated annually. Forms include emergency, medical, health and immunization, publicity release, field trip permission and permission to pick up.

Files, including the above forms, transcripts, standardized test results etc, will not be released to outside sources without your written permission; student pediatric and immunization forms cannot be released by the school under any circumstances due to HIPAA regulations.

Visitation And Volunteering

The partnership between home and school is a cherished and valued aspect of Mirowitz. We hope you will arrange to visit, volunteer and participate often.

Room Parents

Each class at Mirowitz is enriched by parental involvement and support. Activities are made more special with the involvement and participation of our parents. To help coordinate these parent efforts in teamwork with the school and teachers, room parents will be recruited and serve for the entire school year. Each class has at least one room parent.

Volunteer Service Expectations

All families enrolled at Mirowitz are expected to:

- Participate in the Annual Fund Campaign.
- Volunteer to help with school-sponsored events.
- Support periodic campaigns and initiatives for facilities or endowment.
- Participate in the Family Teacher Association (FTA), volunteer, and attend social activities as specified at the commencement of each school year.

Health Policies/Confidentiality

The school is committed to maintaining a healthy environment for children and their caregivers as well as the staff and community, in general. The Health Promotion Policy supports this commitment. The minimum requirements of this Health Promotion Policy address the following topics:

- immunizations
- communicable diseases including reporting
- disease prevention
- exclusion from school due to illness and reentry guidelines

Any term used in this policy to reference a health care provider or practitioner applies to the child's primary health care provider and does not refer to the child's parent who may be a licensed healthcare provider.

Immunizations

The following is required for school attendance:

The Department of Health Rules require students to be immunized at the time of enrollment. Students must have a statement, certificate or record from a physician or health facility that verifies the type of vaccine, month, day, and year of administration.

The following list gives exceptions to the above rule:

- The student is in the process of completing the immunizations required and has a return appointment scheduled with the health care provider to do so. In this instance:
    - A parent MUST obtain a Department of Health Immunization In Progress Form (Imm.P.14) which has been signed by the physician or Public Health Nurse that shows that the student is in the process of completing the immunization(s) required and has a return appointment scheduled with the health care provider.
    - The form MUST be on file in the school office.
- The student cannot receive the immunization for medical reasons. In this instance:
    - An explanation for the exemption from one of the practitioners listed in the previous paragraph must accompany the form and MUST be on file in the School office.
- Religious Exemption Statement
    - Please note that we do not accept religious exemptions. Many Jewish teachings strongly support the protection of the public health of our communities. With this said, Saul Mirowitz Jewish Community School is a pluralistic institution that works to uphold tradition by adhering to state guidelines and requiring vaccinations for all who are able, to ensure a safe and healthy learning environment.

NOTE: For those students who have a history of having had measles, mumps, or rubella disease and have not been immunized, unless laboratory testing has been done to confirm the fact that the student is immune to the disease, immunization against the disease is required.

In the event of an outbreak or suspected outbreak of a vaccine preventable disease (like measles, mumps, whooping cough, rubella) and a student is not immunized due to an exemption

as described in the previous section, the student will be excluded from attending school for their own protection and that of other students until the medical emergency has ended as determined by the local health authorities or until the student has received the appropriate immunization(s). The school staff will follow the control measures instituted by the local health authority. Should a student be exempt because laboratory evidence indicates immunity to the disease, that student can continue to attend School during the medical emergency period.

An individual health record will be maintained for each student. The school staff will follow the Mirowitz Policy on Confidentiality and, when applicable, the U.S. Department of Health and Human Services Health Insurance Portability and Accountability Act (HIPAA) with regard to release or disclosure of protected health information. An ongoing review of immunization records will occur to ensure continued compliance with Missouri law. The School staff will notify the parent/guardian if a student will require any additional doses of a vaccine, giving the date by which the vaccine must be given to remain in compliance with the law and avoid exclusion from school.

Communicable Diseases

According to Missouri law, it is unlawful for any student to attend school while afflicted with any contagious or infectious disease or while liable to transmit such disease after exposure. The school staff may require any student to be examined by a healthcare provider if they believe the student can infect others.

A communicable disease is defined as an illness or disorder that can be transmitted in various ways from a person or animal to another person, either directly or indirectly. Missouri statutes list those diseases that MUST be reported to the Department of Health, usually by physicians or public health medical staff but may be done by school officials, and refer to these diseases as "reportable". The more familiar "reportable" diseases include chickenpox, fifth disease, pediculosis (head lice) outbreaks, scabies, and the vaccine-preventable diseases.

Other diseases are communicable but are not listed as “reportable" by the Department of Health. Examples of these diseases include impetigo (a skin infection), conjunctivitis (pink-eye), ringworm (a fungus infection), strep throat, pinworms, mononucleosis and influenza-like illness or the flu.

If a reportable communicable disease outbreak as defined by State Statute occurs in the school setting, the school staff will notify parents/guardians, as appropriate.

Parents/guardians are expected to report to the school office the incidence of any communicable disease occurring in the home: both those that are reportable by State Statutes and those that are not reportable to the State.

The implications of a student with a chronic infectious disease attending school will be carefully evaluated on an individual basis when and if the need arises. Consultation with the appropriate professionals involved will occur before arriving at a decision.

Strep Throat

If a case of strep throat has been reported in your child's classroom, parents will be informed so that they can be alert to the symptoms and treatment of this common illness should the need arise. Please contact your child's healthcare provider if you have questions or concerns regarding your child. If your child has been diagnosed with strep throat, please contact the school office.

Head Lice

If a case of head lice has been reported in your child's classroom, parents will be informed so that they can check their children before they leave for school each day for the next two weeks. Please note, you will be informed that you need to treat your child if lice is found at school. Once treated, they may return to school. Please notify the school office if your child has been diagnosed with lice.

The procedures listed below will be in place to reduce the occurrence or spread of communicable disease in the school setting.

- Good hand washing is required and is the single most effective way to reduce the spread of communicable disease. Staff are instructed on proper handwashing technique and frequency. That includes before and after toileting or assisting a student with toileting, before food preparation or serving food, and at other times as needed. Students are taught proper handwashing techniques and will be encouraged to use these techniques before and after toileting, before and after eating, preparing, or serving food and at other times throughout the day when the need arises.
- Students should bring reusable water bottles to school and use the water bottle filler function rather than the fountain-to-mouth function.
- Universal precautions will be used as a means to minimize the risk to staff and students from diseases that are caused by exposure to blood and/or body fluids that may contain blood.
- Disposable gloves must be worn when exposure to blood and/or body fluids containing blood is anticipated or when the caregiver has open cuts or lesions on or around the hands and/or fingers. Use of disposable gloves in situations requiring contact with body fluids other than those containing blood will be at the caregiver's discretion. Caregiver refers to staff, faculty, and volunteers. Following removal of gloves, good handwashing must occur.
- Any open lesions or breaks in the skin (students, staff, or faculty) are to be covered.

- Change soiled clothing. Clean promptly with soap and water followed by disinfecting with a bleach solution or comparable product.
- Disposable towels, tissues and other items will be used whenever possible. Soiled disposable materials will be discarded in plastic bags that have been double bagged and tied securely.

Illness Management

The parent/guardian will be contacted when signs of illness are observed in a student during the school day. Whenever possible, the ill student will be kept isolated from other students until the parent/guardian arrives, but will be closely supervised by designated staff so that changes in the student's status will be noticed readily.

Students should be given individual consideration as to their ability to remain at school and participate fully in the educational day. The school staff may require a written note from a licensed health care provider before the child can return to school. Due to HIPAA regulations, this may require that the note be picked up from the health care provider's office by the parent/guardian and hand delivered to the school office or that the parent/guardian provide authorization to the health care provider to communicate directly with the School. The school staff will recognize the need for HIPAA compliance in all circumstances involving exchange of protected health care information.

If a student exhibits any of the following symptoms, they must stay home or, if attending school, will be sent home:

- Fever
    - A fever is defined as a temperature of 100.4 F (38 C) or higher.
    - Return: After remaining fever free for 24 hours, without the use of fever reducing medication, and otherwise feeling well.
- Diarrhea
    - For the sake of this policy, diarrhea is defined as more than one abnormally loose or watery stool or increased frequency of passing stool that is not associated with changes in diet or medication. Students with a diarrheal illness may not attend
    - Return: Students may return after the diarrhea resolves, when the student seems otherwise well and is back to normal with regard to eating, drinking, and level of comfort. Students whose stools remain loose but who are otherwise well and whose stool cultures are negative need not continue to be excluded. When the origin of the diarrhea is in question, an explanatory note from the student's health care provider will be required by the school before the student returns.
- Vomiting
    - One or more episodes of vomiting in a 24 hour period.
    - Return: Students may return after they have been free of vomiting for 24 hours, are able to resume normal activities and tolerate food, as well as have been fever free for at least 24 hours without the use of fever reducing medication. A note from the student's health care provider may be required if the vomiting is a continuous issue, indicating that the cause of the vomiting has been identified, that the cause is not contagious and the student is able to participate fully in the educational day.

- Uncontrolled coughing, difficulty breathing - includes not responding to albuterol.
    - Return: Students may return when a health care provider has identified the cause of the symptoms, the student is on appropriate treatment and well enough to participate fully in the educational day. The school staff may require an explanatory note from the student's health care provider before the student returns.
- Unusual rashes
    - This includes unusual skin spots, rash, areas that are crusted yellow, dry, gummy, draining, blistered, or yellow in color to the skin.
    - Return: Before the student returns to school, a note from the student's health care provider may be required indicating that the cause of the rash has been identified, that the student is not contagious, and that the student is able to participate fully in the educational day. If the cause of the rash is contagious and medication has been prescribed, in addition to a note from the student's health care provider, the student is to have been taking or using the medication for a full 24 hours before returning to school.
- Eye symptoms
    - Redness or yellowing of the whites of eyes or eyelids, irritation of eyes, swelling of the eyelids, crusting, discharge or drainage from the eye, increased tearing (one or both eyes may be affected with any of the symptoms).
    - Return: Students may return when the cause of the symptoms has been identified by a healthcare provider, and have been on appropriate treatment, if indicated, for 24 hours. In the case of allergies, an exception to this exclusion may be made if there is a current
    - note in the student's health file from the student's healthcare provider that the student has allergic conjunctivitis. In all other cases of eye symptoms described, an explanatory note from the student's health care provider may be required by the school before the student returns.
- Severe sore throat or trouble swallowing
    - Return: Students may return when they have been on appropriate treatment for 24 hours, without fever for 24 hours without the use of fever reducing medications, and are able to participate fully in the educational day. An explanatory note from the student's health care provider may be required by the school staff before the student returns. If the student tests positive for strep, please follow the policy as listed above.
- Lice
    - Severe itching of the body or scalp, or scratching of the scalp that may be symptoms of lice or scabies.
    - Return: If the student has head lice, the Head Lice Policy will be followed. If the cause of the symptoms is unknown, a note from the student's health care provider will be required before the student returns to school indicating that the cause is not contagious, the student is able to participate fully in the educational day, and the student has been on treatment, if indicated, for 24 hours or longer, depending on the nature of the condition.

Policy For Use Of Protocol Medication

- It is anticipated that there may be situations which arise during the school day that necessitate treatment of a child for a minor injury or physical symptoms that develop. Protocols have been established in collaboration with and approval from Mirowitz medical consultants. These protocols will be reviewed annually and modified as needed. Guidelines for protocol medication administration, including indications for use, will be followed.
- The medications/treatments included in the protocols will only be administered with written consent from the parent/guardian. Permissions will carry over annually unless the family requests a change.
- For overnight trips, parents must send all medications in their original packaging, along with written instructions detailing the protocol for administration, including time and dosage.
- Only one dose of an oral medication covered under the protocols will be given during any school day without additional parental permission. If symptoms are not relieved, the parent/guardian will be notified.
- When possible, the school will attempt to notify the parent/guardian in advance that oral protocol medication is to be given prior to administration. This will allow the parent/guardian to be aware of their child's complaint and reduce the likelihood of medication being administered sooner than recommended.
- It is requested that a parent/guardian notify the school office if a medication was given to their child before school, other than that which is taken regularly, that they may require again to proactively treat symptoms (i.e. braces pain, menstrual cramps)
- If a student requires oral protocol medication on two consecutive days, parents will be contacted before medication is given.
- Exception: braces pain, menstrual cramps, injury, following discussion with parent regarding the need for medication
- School personnel designated by the School Administration to administer medication and provide treatment following protocols will maintain documentation on each child who requires treatment or medication covered under such protocols.

Note: Mirowitz medical consultants will not be on-site during medication administration and treatment. Care will primarily be provided by non-medical staff and faculty, following the protocols given by the parent on the consent form.

Medication Policy

- Medications can either be part of our approved list of protocol medications or brought in from home. We allow both over the counter and prescription medication from home to be accepted and administered.
- All prescription medications are to be given under specific authorization of the student's physician. The medication must be provided in the original prescription container and must include both the physician's name and specific dosage instructions. The parent/guardian must submit a signed Medication Consent Form.
- OTC (non-prescription) medications will be administered as needed to students for whom we have written permission on their online enrollment forms.
- Medications must be brought directly to the school office or given directly to the front office staff by a parent/guardian.

Medication Storage

- Medications will be stored in a secure area.
- Medications should not be stored in classrooms.
- Emergency medications such as inhalers, epi-pens, glucagon and seizure rescue medications may be kept by student or teacher with permission form on file. If they are kept in the office, they will be in an unlocked location for ease of access.
- If a student requires emergency medications to be kept at school, whether in the classroom or in the office, an emergency action plan or school plan must be on file.

Policy On Confidentiality

The school maintains individual health records to provide students with the most appropriate health care while in the school setting. Information regarding students and their families is essential for assessing, intervening in, and managing health-related issues. This policy aims to safeguard the privacy of students and their families regarding personal health information shared with the school.

A student's health record contains information relevant to the student's health status. Examples of information that may be included in a health record are immunization records, health screening results, health history, or medication orders. As the "owner" of the health record, the school is responsible for the maintenance and security of that record. The health records are kept in a locked file in an area designated by the administration of the school.

Health records may be accessed by:

- the parent/guardian of a student who is not of the age of majority or is not an emancipated minor upon written request to our designated staff, who will make a copy of the record for the parent/guardian or will arrange a mutually agreed upon time for the review of the record. Clarification of authority will be necessary prior to a review of a health record when legal custody is in question.
- designated staff
- a student who is of the age of majority or is an emancipated minor upon written request to our designated staff.

Except in the event of a health or safety emergency, only the school's designated staff may have access to the child's health record without written consent of the child's parent/guardian. In an emergency, the School administrator or designee will have access to the health record and may provide necessary information to healthcare professionals to aid in the treatment of the child. In this situation, release of information can be made to appropriate parties without prior consent if the release is necessary to protect the health and safety of the child or other individuals or if disclosure is to:

- the parent/guardian of a student younger than eighteen years of age
- a student who is of the age of majority or is an emancipated minor

Designated staff generated information contained in the student's health record will be released to those who have legal authorization to these records. Written consent from the child's parent or the legal guardian is required. Health information obtained from sources other than Mirowitz health consultants will not be released unless required by law or review necessitated by the Division of Family Services.

Any person assisting with screenings or related activities or who is privy to the information obtained from these screenings by nature of their affiliation with the school is bound by the rules of strict confidentiality. Information may not be shared except as previously noted in this Policy. The ONLY exception to the rule of confidentiality is if a student shares information that indicates that the student is in imminent risk of harm or is a danger to him/herself or others. That information must be shared with those who need to intervene in order to protect the student.

Learning Support Program

Learning support is dedicated to providing individualized assistance to students with diverse learning needs to help them succeed academically and socially. This section outlines the various services and supports we offer as well as important information for parents and guardians.

Learning Support Team

Director of Learning Support: Mandi Zola Fishman
Learning Specialist: Sue Lapp
Speech and Language Pathologist: Carrie Lorentz
School Based Counselor: provided by Jewish Family Services
Mirowitz Path to Learning Services 2026-2027

Multi-Tiered Support Systems (MTSS)

Mirowitz uses the educational framework Multi-Tiered Support Systems. By using classroom observations, data-driven decision-making, and progress monitoring. MTSS aims to prevent academic and behavioral struggles, identify at-risk students early, and offer timely and effective support. The MTSS model consists of three main tiers, each offering varying degrees of support:

Tier 1: Universal Support

This tier encompasses the core instructional practices and strategies provided to all students within the general education classroom. It involves evidence-based instructional methods and curricula to meet the academic, social, and emotional needs of the majority of students.

Tier 2: Targeted Support

Tier 2 provides additional, targeted support for students who need more than universal classroom strategies. At this level, students receive small-group instruction and focused interventions aimed at specific areas of difficulty. Progress is monitored closely to determine how well the interventions are working. As students gain proficiency, the level of support can be reduced. If a student continues to make limited progress, a transition to Tier 3 may be recommended, along with academic testing to better understand their needs.

Students who indicate a need for additional support will receive targeted intervention where support is needed. Parents are updated on progress no later than the end of each semester. If a student continues to struggle with minimal growth, the Directors of Learning Support will guide families through the process of obtaining a neuropsychological evaluation to gather more comprehensive information.

Tier 3: Intensive Individualized Support

Tier 3 is designed for students who continue to experience significant difficulty even after Tier 1 and Tier 2 interventions. At this level, support becomes highly individualized, and ongoing progress monitoring ensures that adjustments are made based on the student's needs. Because Tier 3 students require targeted, intensive intervention, a comprehensive neuropsychological evaluation is recommended to better understand their learning profile, strengths, and areas of need.

When a teacher or parent has concerns about a possible learning disability—or when a student is not making adequate progress with classroom support—a structured process is in place to explore appropriate accommodations and interventions.

- The classroom teacher and Learning Support team meet to discuss observations and potential strategies.
- The teacher communicates the outcomes of this discussion to the family.
- A plan of accommodations or interventions is created for the classroom teacher and any specialists working with the student.
- Implementation is observed, and data is collected and documented.

If the interventions are effective, they remain in place, and an Individual Service Plan (ISP) is written. Parents are updated as adjustments are needed over time. If the data indicates that additional support is required, the teacher contacts the parents to schedule a meeting and review the information. At that point, a formal learning evaluation may be recommended. The Learning Support team may also gather additional data through in-house assessments to help guide next steps.

Screenings

As part of the MTSS, Mirowitz uses screening tools to help identify students at risk. These norm-referenced screeners use research-based national benchmarks to gauge age-appropriate skills. Once a student is identified as at risk for a learning challenge, you will be contacted by a member of the Learning Support Team. These short-duration assessments are then readministered 1-2 additional times a year to ensure growth of all students.

The parents are then able to consider two options for pursuing an evaluation: either through the Special School District (SSD) or through a private learning evaluator.

SSD evaluations are free; however, SSD is likely to provide services only to students who have a documented diagnosis, including both a learning disability and another diagnosis that affects the student's learning.

Option 1: Special School District (SSD) evaluation

General Information:

- SSD is for special education services only.
- As outlined by the Individuals with Disabilities Education Act (IDEA), a student needs special education to make progress in school. The IDEA states "special education means specially designed instruction... to meet the unique needs of a child with a disability."
- Students who qualify will receive services through the Special Non-Public Access Program (SNAP), which is provided by SSD.
- SNAP services can be provided either during the school day at Mirowitz (their schedule permitting) or from 4PM to 7PM at designated public schools.
- Occupational Therapy and Speech and Language Pathology services are also provided.
- Services are provided in small group settings, averaging about three students per special educator.
- Accepted students will receive a Services Plan.

An SSD referral is initiated by the parents, with support from the school.

Steps for the SSD Referral Process:

1.Connect with Learning Support

This first step ensures the school gathers all required information and completes necessary paperwork before SSD deadlines.

2. Referral Preparation:

SSD referrals take about 10 school days. The school team collects student work, completes teacher checklists, and collaborates across staff before parents begin the formal intake process.

3. Contact SSD Intake:

Families then contact SSD's intake department to request the appropriate paperwork to begin the evaluation process (314-989-8109).

4. Receive Intake Email:

SSD will send parents an email with links to required forms and the portal for submitting documents.

Parents should forward this email to Mandi Zola (mzola@mirowitz.org) so Mirowitz can complete school documents.

5. SSD Review and Next Steps for Testing:

If concerns are identified, SSD will schedule appropriate evaluations. Testing may occur at Mirowitz or at the child's home school, depending on SSD staff availability.

After testing, SSD will hold a results meeting. Families may invite the Director of Learning Support.

6. If the Child Qualifies for Services:

- SSD will hold a follow-up meeting to set goals and create a service plan.
- SSD will write an IEP outlining goals and interventions.
- Mirowitz will create an ISP with classroom accommodations.
- SSD services typically include up to 60 minutes per relevant academic area.

7. If the Child Does Not Qualify

The referral process is complete.

<u>Option 2: Evaluation by a private learning evaluator</u>

Parents may refer their child to a private learning evaluator. The school will provide a curated list of recommended evaluators. Once the evaluation is complete, the evaluator will review the results with the parents, who will then share them with school representatives. The evaluator will also make recommendations to help maximize the student's learning.

If a diagnosis is made through an evaluation, the Director of Learning Support will follow up with you to begin creating an Individual Support Plan (ISP). An ISP will:

- Identify the student's strengths
- Briefly review the student's diagnostic history and its impact on learning
- Describe any academic goals for targeted intervention
- List classroom accommodations
- Determine how many minutes of services will be provided and by whom

Services are either individually, in a small group, through pull-out sessions, or in a push-in format.

Policy For Collection Of Unpaid Tuition

The purpose of our policy is to establish guidelines for collecting past-due tuition fees or other charges. Mirowitz has a fiscal responsibility to collect all debts owed to it. The wish is to work in a friendly and relationship-building manner whenever possible to achieve the resolution of debts owed.

Mirowitz will consider extenuating circumstances affecting the responsible party's present ability to pay as long as they demonstrate a "good-faith" willingness to pay. A"good faith"desire to pay is established when consistent partial payments are made on a balance due rather than no payment activity at all.

Mirowitz is willing to deny re-enrollment to or consider dismissal of students in cases where the responsible party is unwilling or unable to resolve the debt within a reasonable period of time.

Procedure

- The Business Office Manager and FACTS are and shall continue to be the primary financial contacts for the purpose of billing, receiving payment and issuing statements.
- When a balance owed to the school becomes 11 days past due, a $25 late fee will be applied to your FACTS account. The Business office will try and make contact to best determine how to support the school and family in resolving outstanding balances without the use of a third party until the 60 days past due period begins. If the balance owed exceeds 60 days, the school may send the outstanding balance to a collection agency of their choice, in addition to asking all tuition be paid in full.
- The Business Office Manager or the collection agency shall make their initial contact with the responsible party by certified mail. This letter should:
    - Be friendly and written in a tone that encourages resolution.
    - Inform the responsible party that their account has been referred to the collection agency.
    - Invite them to review any charges they believe may not be accurate.
    - Invite them to make phone contact if they are unable to immediately settle their obligation, in order to establish a payment plan.

- If the responsible party has not paid the obligation or contacted the collections agency or school within 14 days after the letter is sent, the collections agency should contact the responsible party by phone. The phone contact should:
    - Verify that the letter has been received.
    - Determine if a payment has been made since the letter.
    - Verify the responsible party's agreement with the amount owed.
    - Determine any specific reason that payment has been withheld.
    - Discuss the responsible party's intentions regarding making payment and help establish a mutually acceptable payment plan.
    - If the collections manager is unable to reach the responsible party by phone or if the responsible party is unwilling to discuss resolving the balance due, then the collections manager shall send a second letter by certified mail which should:
        - Request that the responsible party make immediate payment or contact the credit manager to discuss making a payment.
        - Inform the responsible party that failure to make payment arrangements may result in denied admission for the following school year or disenrollment from school during the present year.

Debt Resolution Options

Promise to Pay

- The responsible party may make a promise to pay the current amount owed in full within the next 30 days.

Payment Agreement

- The responsible party may enter into an agreement to pay the amount owed in a series of installments (i.e. 30, 60, & 90 days after the agreement). The responsible party may elect to send a check each month, provide a series of post-dated checks, or authorize a series of charges to a credit card.

Effect of Non-Payment

- Failure to answer collections notices sent by mail or by phone may result in denied re-enrollment and possible disenrollment from school.
- Failure to fulfill a Promise to Pay (without prior notice) shall result in a requirement to pay immediately or risk disenrollment and denied re-enrollment (until such time as the account is brought current). Additional time may be granted if advance notice is received that a payment will be missed.
- A responsible party who has successfully completed a Promise to Pay or a Payment Agreement will be granted full opportunity to pay the next year's tuition using any currently available payment plan.
- A responsible party who is not making payments on a Payment Agreement and is not current in their Payment Agreement, or who has not entered into a Payment Agreement will be denied re-enrollment or required to pay current debt and future tuition in-full on or before the first day of school. In this scenario, the student will be allowed enrollment subject to space available when payment is received.

Abuse and Molestation Policy

Statement Of Policy

It is the purpose and intent of the Saul Mirowitz Jewish Community School to provide a safe, secure environment to teach and care for the students at our school. Our goal is to protect children from sexual abuse, child molestation or any type of inappropriate sexual behavior by employees or volunteers and to protect employees and volunteers from false accusations. It is the further policy of Mirowitz to train all staff in the recognition, prevention, and reporting of child abuse.

Definition

According to Missouri state law, a child is defined as an unmarried person under the age of 18. “Abuse” means the infliction, other than by accidental means, of physical, sexual, or mental injury against a child by any person eighteen years of age or older.

Scope And Responsibility

- The policy and procedure set forth will apply to all people who give supervision or have custody of minors or who have opportunity to have contact with minors in school facilities or school sponsored activities as a representative and agent of the school.
- Any actions taken or communications with others, regarding suspicions of allegations of child abuse, must be documented and reported appropriately.
- Confidentiality must be maintained in all incidents.
- For purposes of the policy, “parent” will be used to mean natural or adoptive parent or legal guardian.

Employee Hiring, Training And Supervision

- All newly hired staff participate in a thorough application process including interviews with multiple staff members, collection of resume and cover letter, at least two references, and if appropriate, demonstration of skills. All documents will be included in their personnel file.
- All newly hired staff will undergo a criminal background check.
- All new staff must participate in an orientation program that includes a review of child abuse prevention policies and procedures within 30 days of beginning their responsibilities. This program will include written material explaining Mirowitz policy, procedure, and regulations. Those attending will, by their signatures, acknowledge having received and read a copy of the Mirowitz Child Abuse Prevention Policy, and the signed copy shall remain in the staff member’s personnel file.
- Training opportunities dealing with the prevention of child abuse will be available, ongoing, and required.
- Supervisory staff may make unannounced visits to each program/class to assure that standards and procedures are being maintained.

- Volunteers are those who are not paid by the school on a full-time or part-time basis and are serving in a position on behalf of and as an appointed representative and agent of the school involving the supervision or custody of minors. Volunteers (effective for those volunteering after June 2019) will go through the following screening process:
    - Complete a confidential application form
    - Complete a consent to release confidential information
    - A criminal background check will be performed on all newly engaged volunteers and will be repeated every three years. The check will cover national, state, and local records.
    - Interview by an appropriate staff member.

In addition to the above requirements, a volunteer must be known to Mirowitz staff for at least six (6) months, unless the person is a parent volunteering.

A volunteer who does not meet these membership requirements may serve only upon approval of the Head of School.

RELATIONSHIPS WITH CHILDREN

- Employees should be alert to the physical and emotional state of all children each time they report for work.
- Students will be in rooms with view windows or open doors for all teaching/learning activities. Adults will be present, or nearby, and available on each floor and in the hallways where minors are present. Two (2) adult workers will be present, or nearby, with students during school
- activities. One adult will not be left alone with one minor unless they are in counseling, speech pathology, learning support or a discipline referral. In such cases, the student and adult must be in a room with a viewable window or an open door.
- Employee interactions outside the scope of employment must involve the supervision and/or the permission of the child's parents or guardians.
- All employees will be trained annually on bullying and social media policies in our personnel handbook.
- All students will be trained at least annually on internet use and how to respond in situations that are potentially dangerous.
- Employees may communicate directly with students through our school email system or Google Classroom only. School personnel are instructed not to respond to communications from students' personal emails, and not to respond with the employee's personal email.
- Faculty and staff may not text students directly.
- Employee training will include guidance on appropriate and inappropriate physical touching.

- Appropriate Physical Interactions
    - Side hugs
    - Shoulder to shoulder or “temple” hugs
    - High-fives and hand slapping
    - Pats on the head when culturally appropriate
    - Pats on the shoulder or back
    - Handshakes
    - Touching hands, shoulders and arms
    - Arms around shoulders
    - Holding hands with young children when escorting them
- Inappropriate Physical Interactions
    - Full-frontal hugs
    - Kisses
    - Showing affection in an isolated area
    - Wrestling
    - Piggyback rides
    - Tickling
    - Allowing a student to cling to adult’s leg
    - Any type of massage
    - Any form of affection that is unwanted by the student or adult
    - Compliments relating to physique or body development
    - Touching bottom, chest or genital areas

Reporting Procedures

As required by mandated reporting laws, staff and volunteers must report any suspected abuse or neglect of a student — whether on or off organization property or whether perpetrated by staff, volunteers, or others—to state authorities. Reports may be made confidentially or anonymously. A person who mistakenly reports suspected abuse is immune from civil or criminal liability as long as the report was made in good faith and without malice.

In addition to reporting to state authorities, staff and volunteers are required to report any suspected or known abuse of students perpetrated by staff or volunteers directly to the

leadership so that immediate and proper steps may be taken to ensure the safety of alleged victims and others who may be at risk. Reports of suspected or known abuse may be made confidentially to the following:

1. Immediate supervisor
2. Head of School
3. Board president

Reporter Guidelines

- If you witness abuse, interrupt the behavior immediately.
- If abuse is disclosed to you, assure the individual disclosing that he or she was correct to tell you.
- Protect the alleged victim from intimidation, retribution, or further abuse.
- Immediately report the allegation or incident to the proper organization authorities (based on mandatory reporting requirements) and the designated authority.
- Document the incident, disclosure, or any circumstances causing your suspicion of abuse. State only the facts. Share this documentation with the appropriate school authority and the appropriate legal authority to whom you reported the incident.
- It is not your job to investigate the incident, but it IS your job to report the incident to your supervisor in a timely manner.
- Check back to make sure appropriate steps were taken. If not, report again to your supervisor or the designated organization authority.

All allegations will be taken seriously, and school staff will take appropriate action in accordance with the laws of the State of Missouri, insurance policy requirement, and based upon advice of legal counsel.

The official spokesperson for the school in any of these matters will be the Head of School or their appointee. No other staff member shall speak to the alleged victim's family or media in an official capacity.

Staff will document (in writing, with date and signature) all efforts in the handling of any incident.

Staff will not deny, minimize, or blame any individual involved in allegations. Staff will cooperate with authorities.

Mirowitz must report suspicions of child abuse to the proper authorities. The Head of School will be notified of all instances of child abuse.

In the event the reported incident involves a Mirowitz employee or Mirowitz volunteer, the Head of School will immediately remove the person from all Mirowitz activities. The Head of School may reinstate the employee when allegations have been cleared to the Head of School's satisfaction.

All appropriate staff will be informed that a possible incident has occurred and that the required notifications have been made. It is in the best interest of the child, the involved staff

and Mirowitz, that this not be discussed between staff, with parents or outside the building. All questions should be directed to the Head of School.

The Head of School will review the situation with legal counsel for guidance.

Administration Guidelines

- First, determine if the alleged victim is still in danger and if so, take immediate steps to prevent any further harm. Immediately provide a safe place for the alleged victim with a trusted adult and attend to any emergency response necessary – medical or therapeutic.
- Gather as much information about the allegation as you can. For example, who made the report, who was allegedly abused, who was the alleged abuser, what was the nature of the alleged abuse, where and when did the alleged abuse occur, etc.
- Accurately record everything you learn in as much detail as you can. Documentation should detail the facts only.
- Contact the appropriate local authorities as indicated by your mandatory reporting procedures. Make sure you get a case number and the name and contact information of the person with whom you speak at the reporting agency.
- The Head of School will contact the alleged victim's family and communicate the incident.
- If the alleged abuse involves a staff member or volunteer, notify your crisis management team and follow your crisis management plan.
- Suspend the accused staff or volunteer until the investigation is completed.

Responsibilities To Parents

The Head of School will look into any parent complaint or concern immediately and thoroughly and communicate results back to the parents. Documentation of the investigation and communication to the parents will be retained by Mirowitz and kept permanently on file in the Head of School's office.

It is the responsibility of parents to pick up their child at the dismissal of school. Parents must notify Mirowitz in writing, in person or by phone when different arrangements for pick-up are being made. A child will be withheld from a parent only if a court order is on file.

Bathroom Policy

- Single user bathrooms are available for use.
- Signs are posted on student bathrooms stating, "Adult visitors who are not accompanying a child are asked to use the single use restrooms in the office."
- Adult visitors check in at the office and run their driver's license through Hall Pass visitor management system's background check.

Overnight Policy

- All overnights are supervised by multiple faculty members.
- Administrators regularly and randomly observe overnight activities on a scheduled and periodic basis.
- The Head of School appoints a lead staff person to supervise the overnight. A meeting with all the overnight staff is conducted to discuss the unique risks of overnight trips, unique elements of the specific overnight trip and to review the specific policies and procedures.
- Parents/guardians are provided written information about the overnight activities. All parents/guardians must sign permission for their child to attend the overnight.
- Meetings with the group should be hosted in open and observable areas. Meetings should not be hosted in an employee's or a student's room.
- Each staff person will supervise a specific group and track their whereabouts regularly.
- Staff will monitor high risk areas such as bathrooms by standing outside the doors in earshot of students. If using a shared campus facility or hotel, staff will monitor other high-risk areas such as lobbies, entrances and exits.
- At least two staff members will be placed in all lodging spaces overnight. Staff should not change clothes in front of students and should provide privacy for students while changing clothes.
- Overnight stays at private homes are prohibited unless approved by the administration.
- All staff are on duty in the halls or cabins at night until an hour after lights out and all student rooms are quiet.