

THE LEO BAECK DAY SCHOOL



A Reform Jewish Day School

**PARENTS' GUIDE
TO POLICES AND PRACTICES**

2011-2012, 5772 SCHOOL YEAR

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THE LEO BAECK DAY SCHOOL MISSION STATEMENT

The Leo Baeck Day School is a Reform Jewish day School where families, professionals and Board members strive together to create a child-centered learning environment in which each student experiences a multi-faceted educational program.

Our students are prepared to be practising liberal Jews and to participate effectively in a complex ever-changing Canadian society.

GOALS OF THE LEO BAECK DAY SCHOOL

The following goals are based on the School's Mission Statement.

REFORM JEWISH DAY SCHOOL

- Provide families the option of a Reform day School education
- Teach children to understand and experience Judaism from a Reform perspective
- Teach children to be knowledgeable, skilled and comfortable with Jewish prayer
- Encourage the practice of Reform Judaism at home, School and temple
- Strengthen the interaction between the Reform Jewish Community and The Leo Baeck Day School

STRIVE TOGETHER

- Encourage the development of The Leo Baeck Day School as a community of students, families, teachers, administration, Board members, and the Reform Jewish Community
- Provide opportunities for constructive interaction and communication among the above stakeholders

CHILD-CENTERED LEARNING ENVIRONMENT

- Create an environment that is focused on the best interest of the child
- Provide a warm family atmosphere within the School
- Respect the individual's learning style
- Develop in children the ability to problem solve, make choices, be creative and express themselves
- Develop in children a positive self-image to enable them to grow emotionally, intellectually, and socially
- Instill respect for parents, staff, fellow students and self
- Assist children in becoming sensitive people incorporating Jewish ideals and beliefs
- Teach children to understand the logical consequences of their actions and to assume responsibility for those actions
- Provide an experiential educational program

MULTI-FACETED EDUCATIONAL PROGRAM

- Make Judaism an integral part of the entire program

- Provide a broad range of subjects including art, computers, drama, French, music and physical education
- Offer educational trips

PRACTISING LIBERAL JEWS

- To instill the notion that study leads to action
- Prepare children to make informed choices within the context of Reform Jewish ideology
- Encourage children to participate in acts of tzedakah and other personal mitzvot as part of their responsibility as Jews
- Encourage children to participate in synagogue/temple life
- Foster in children a commitment toward Israel

PARTICIPATE EFFECTIVELY IN A COMPLEX EVER-CHANGING CANADIAN SOCIETY

- Teach children the value of social conscience and how to participate in social change
- Prepare children to live in a technological world
- Teach children to appreciate and participate in the richness and strength of a multicultural society.

CODE OF CONDUCT

The Leo Baeck Day School is a very special place. It is an environment where teachers, students and families enjoy learning and growing in an atmosphere where excellence and social responsibility are the benchmarks.

The School promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment, and expects, from every member of the School community, conduct that is respectful, courteous, considerate, and which supports the School's Mission Statement and Goals.

This Code of Conduct outlines the School's expectations of behaviour. The acceptance and continued enrollment of a student at The Leo Baeck Day School is a privilege contingent on the agreement and commitment of the student and parent(s) to uphold, abide by and support this Code of Conduct as well as the School's Mission Statement and Goals.

This Code of Conduct is consistent with Policy/Program Memorandum No. 128 entitled "The Provincial Code of Conduct and School Board Codes of Conduct", issued by the Ministry of Education on October 4, 2007.

At the start of the School year, parents should read and discuss this Code of Conduct with their children. While we do not require members of our community to formally sign the Code of Conduct as a condition of their or their child's/children's participation in The Leo Baeck Day School, it is understood that choosing to join this community implies an acceptance of this Code of Conduct.

Standards of Behaviour

By enrolling at LBDS, students automatically assume the obligations to comply with the provisions of the Code of Conduct. Central to the Code of Conduct is the understanding that each student will follow certain standards of behaviour. Self-discipline and a willingness to accept responsibility for one's actions and conduct are fundamental to the Code of Conduct.

All members of the School community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly: regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- show proper care and regard for School property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the School staff, if necessary, to resolve conflict peacefully;
- respect all members of the School community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching; and
- not swear at a teacher or at another person in a position of authority.

Roles and Responsibilities

A. Every Member of the School Community (administration, teachers, staff, volunteers, students and parents) has a responsibility to support the School, its Mission Statement and goals. These include:

Commitment to Excellence. Demonstrating a commitment to academic excellence and a safe teaching and learning environment.

Respecting Individuals. Demonstrating the utmost respect for every other member of the community. Rude, disrespectful or bullying behaviour will not be tolerated.

Modeling Appropriate Behaviour. Demonstrating appropriate behaviour at all times. The Head of School, principals, other administrators, teachers, staff and parents are role models for the children and as such are expected to behave in accordance with Jewish ideals of civility, respect and tolerance.

Communicating Regularly. Communicating regularly and meaningfully with every other member of the community, as required.

Holding Individuals Accountable. Holding other members under their authority accountable for their own behaviour and actions

Respecting Property. Demonstrating proper care and regard for School property and the property of others. Every member of the School community must demonstrate respect for School

property, including the buildings and grounds, School buses used for School-related activities, lockers, equipment and text books. All must be kept clean and in good repair. In the event of destruction or abuse of School property, individuals responsible (which may include the parents of students responsible) will be required to make financial restitution or reparation.

Appropriate Use of School Electronic Technology. Using and applying the School's computer equipment including, but not limited to, all hardware, software, printers, access to the Internet, etc., in a responsible and respectful manner, for appropriate School purposes only and accordance with the law.

Appropriate Use of Personal Computers: When necessary, computers are provided by the School for teacher assigned work. Middle School students are permitted, but not required, to bring and use personal computers and similar devices with the permission of their teacher(s).

The school and its employees are not responsible for unattended, lost or damaged personal computers or other devices. All computer use must comply with federal, provincial and municipal laws as well as the School's Code of Conduct. The School has the right to review materials created by a student at any time. These devices are not to be used for topics unrelated to school such as but not limited to picture/video capture, "surfing the Net", social networking, instant messaging or texting.

Failure to comply will result in the following consequences:

- a) First offence: The personal device will be confiscated and stored in an administrator's office where it can be collected at the end of the day.
- b) Second offence: The personal device will be confiscated for the remainder of the school day and not permitted at school for three days.
- c) Third offence: The personal device will be confiscated and must be collected by a parent or guardian in person following a meeting with the student and administrator. A plan of action will be decided during the meeting.

Dressing in an Appropriate Manner. Demonstrating self-respect and respect for the School through personal cleanliness and good grooming. Every member of the School community, in the course of carrying on School activities, is expected to dress in a manner appropriate to a setting in which sacred text study, prayer and Jewish values are central. See DRESS CODE.

B. Students

In addition to the foregoing, every student of the School must also:

Refrain from Unwanted Touching. Students must not engage in any unwanted touching, including but not limited to play fighting, kicking, biting or hitting. If a student's hands are kept to him or herself, the student will not be in a position to cause harm to others, whether accidental or intentional.

Come to School Ready to Learn. Students are expected to come to School prepared and ready to learn and to have all notebooks, text books and materials required by the teachers. Students are also expected to complete assigned homework, to hand in assignments on due dates and to be prepared for tests.

Respect the Right and Desire of Others to Work and Learn. Students should be proud of their work and respect the right of others to work. Disruptive behaviour in class is not permitted and may result in the withdrawal from class or suspension or expulsion from School in accordance with School policy.

Be Punctual and Regular in Attendance. Students are expected to come to School and classes on time, unless there is a valid cause for not doing so. A student is expected to report to the office if feeling ill. Students must sign out of the office if leaving School for any reason during School hours.

Show respect for himself or herself, for others and those in authority. Students are expected to follow the established rules and take responsibility for his or her actions.

Refrain from bringing anything to School that may compromise the safety of others. Students are expected to exercise self-discipline and be courteous to fellow students and obedient and courteous to teachers.

C. Parents

In addition to the foregoing, every parent or legal guardian of a child attending the School must also:

Send Students to School Ready to Learn. Parents are expected to support the School's Mission Statement and goals, and to assist their children to be prepared for each class, including having all notebooks, textbooks and materials required by the teachers. Parents are also expected to take reasonable steps to ensure that their children complete assigned homework, hand in assignments on due dates and are prepared for tests.

Ensure Students are Punctual and Regular in Attendance. Parents are expected to ensure their children come to School and classes on time, unless there is a valid cause for not doing so. Parents are also expected to promptly report to the School their child's absence or late arrival.

Show an Active Interest in their Child's School Progress. Parents are expected to communicate regularly with the School. Parents are also expected to help their child be neat, appropriately dressed and ready for School.

Encourage and Assist their Child in the following Rules of Behaviour. Parents are expected to assist School staff in dealing with disciplinary issues involving their child.

Respect Parking Lot Drop-Off and Pick-Up Rules. Parents are expected to comply with the directions of School staff and School traffic volunteers. Parents are also expected to respect the LBDS visitor policy.

Responsibility of a Bystander

LBDS is committed to provide a healthy School environment that is nurturing, caring and respectful of everyone. LBDS teaches social skills that will serve its students well throughout their lives.

If a student has been bullied, intimidated or threatened or has witnessed such behaviour, he/she needs to confide in an adult at the School. If the School is not aware of an incident, it cannot act. A student is not tattling by contacting an adult; he/she is, in fact, upholding LBDS's core values and demonstrating courage by appropriately standing up for himself/herself. No one has the right to bully, intimidate or threaten another person. It takes courage to stop such behaviour in a mature and responsible way.

If a student witnesses an act of peer bullying, intimidation or threats, he/she is a bystander and is expected to take steps to help. It is part of his/her responsibility as a LBDS student.

Academic Integrity

LBDS expects that students enter the School with a serious purpose, commitment to honesty and integrity and personal responsibility. It is the student's individual responsibility to ensure adherence to the School's requirements regarding academic integrity.

Incidents of academic dishonesty include cheating or the demonstrable intention to cheat on examinations, tests or assignments. Cheating can constitute copying or paraphrasing the work of others without citation (plagiarism), viewing tests or examinations without permission of the teacher, bringing information in any physical or electronic form to a test or examination without the permission of the teacher, copying answers on a test or examination or theft of a test or examination.

This is an extremely serious infraction of the School Policy, the work in question will not be evaluated and a School Administrator will contact the Parent.

Application of Code of Conduct

The LBDS Code of Conduct applies to all members of the School community, including students, parents and guardians, teachers or other School staff members, Board members, volunteers and visitors.

The standards of behaviour apply:

- on School property;
- while travelling on a School bus that is owned by LBDS or that is under contract to LBDS;
- in-School sports activities;
- in off-site School-sponsored activities
- on technology or electronic communications; or
- in circumstances where engaging in an activity could have a negative impact on the School climate.

Consequences for Inappropriate Behaviour

The intent of discipline is to teach and to guide. Judaism teaches that all people are created in God's image and shall be treated with respect. Successful students are respectful of others, proud of their accomplishments and self-disciplined.

At The Leo Baeck Day School a process of teaching respectful behaviour is followed, and consequences for inappropriate behaviour will vary according to the individual and circumstances. Such consequences may include, but are not limited to, the following:

- Meeting with appropriate person(s) such as peers, teachers or administrators;
- Removal from School activity, special program or recess to complete work or special assignment designated by the teacher;
- Removal from class for a period of time;
- Detention before or after school;
- Contact of the parent of the child involved;
- Conference involving student, teacher, parent and administrative staff;
- The arrangement of a behaviour or performance contract with the involvement of student, teachers and parents;
- Financial restitution, reparation or service in a case where damage is caused or maintenance work made necessary;
- Formal suspension from School; and/or
- Expulsion from School.

Review

The LBDS Code of Conduct will be reviewed for possible revisions to be conducted every three years. LBDS will continue to solicit input from the Board of Directors, parents, staff and students in the review process. The School deals with this code in accordance with “The Leo Baeck School Safe Schools Administrative Guidelines”.

Policy and Procedures for Suspensions and Dismissals

The Leo Baeck Day School’s policy and procedures for Suspensions and Dismissals is set out in a separate document. Copies of this document are available from the School office at any time.

ALLERGIES/ANAPHYLAXIS POLICY

Guidelines and Procedures for Anaphylactic Students

Definition of Anaphylaxis

Anaphylaxis is a severe systemic allergic reaction which can be fatal, resulting in circulatory collapse or shock. One of the causes of anaphylaxis in children is severe allergies to specific foods such as nuts, eggs, fish, dairy products.

The Leo Baeck Day School (“Leo Baeck”) anaphylaxis policy has three components:

1. Information and Awareness;
2. Avoidance; and
3. Emergency Response Plan

1. INFORMATION AND AWARENESS

Ensuring the safety of anaphylactic students at Leo Baeck setting depends on the co-operation of the Leo Baeck community. To reduce the risk of exposure to allergens, and to ensure rapid response to an emergency, parents, students and school personnel should all understand and fulfill their responsibilities.

ADMINISTRATION

- Works closely with the parents of an anaphylactic student.
- Ensures that, upon registration, parents, guardians and students will be asked to supply information on life-threatening allergies.
- Maintains a file for each student with an anaphylactic allergy of current treatment and other information, including a copy of any prescriptions and instructions from the student's physician or nurse and a current emergency contact list.
- Develops an individual plan for each student who has an anaphylactic allergy, including sensitivity to the emotional toll such a distinction can have on the child.
- Ensures regular training on dealing with anaphylaxis for all employees and others who are in direct contact with anaphylactic students on a regular basis.
- Develops a communication plan for the dissemination of information on life-threatening allergies to parents, students and employees.
- Ensures parents provide an auto-injector to designated person(s) immediately. At least two auto-injectors are suggested, one located with the student and one located in the school office in a known accessible location.
- Notifies all appropriate school personnel (student's teacher, office staff, bus driver, etc.) of medical alert concern and of established policy.
- Reviews procedures with entire staff each year in August.
- Develops and maintains an emergency plan that is consistent with the school's Anaphylaxis Policy.
- Conducts food safety discussions with all students at beginning of year and at regular intervals throughout the year while exercising sensitivity towards students with anaphylactic allergies.
- Works with the parent community to increase awareness of anaphylaxis, its avoidance and its treatment.

FACULTY

- Ensures that alert sheets are posted in the faculty room in a prominent location.
- Discusses anaphylaxis in class, in age-appropriate terms, and with sensitivity to the emotional toll of feeling singled out and excluded.
- Encourages students not to share lunches or trade snacks.
- Undergoes regular training on dealing with anaphylaxis.

- Establishes procedures to ensure that a student with an anaphylactic allergy eats only what he/she brings from home.
- Reinforces with all students the importance of hand washing before and after eating.
- Facilitates communication with other parents.
- Leaves information in an organized, prominent and accessible format for substitute teachers.

PARENTS OR GUARDIANS OF AN ANAPHYLACTIC STUDENT

- Informs the school of their child's allergies by completing an allergy information sheet that includes a photograph of the child, a description of the allergy, avoidance rules, and possible symptoms if a reaction were to take place, and an emergency protocol. This information sheet is posted in the teacher's cupboard where the child eats lunch and is available as a reference to both regular and substitute teachers. A second copy is kept in the School office.
- Ensures that the information in the student's file is kept up-to-date with the medication that the student is taking.
- Provides a MedicAlert bracelet for their child, where appropriate.
- Provides the school with at least two up-to-date auto-injection kits, clearly labelled with the child's name and prescription details; provides student with a body pouch, fanny pack or other accessible carrying device for carrying at least one auto-injector at all times on their body. It is the parent's responsibility to be aware of the EpiPen's expiry date and to supply new EpiPens before that date.
- Reviews the school prevention plan with school personnel and provides in-service support and information as requested.
- Ensures that the allergic child is able to administer the auto-injection where age appropriate and where recommended by the student's doctor
- Provides their child with safe foods.
- Teaches their child:
 - (i) about their allergy and the substances that trigger it;
 - (ii) to recognize the first symptoms of an anaphylactic reaction;
 - (iii) to know where medication is kept, and who can inject it;
 - (iv) to communicate clearly when he or she feels that a reaction is starting;

- (v) to carry his/her own auto-injector in a body pouch, fanny pack or other accessible carrying device;
- (vi) not to share snacks, lunches or drinks and to politely explain why he/she is not sharing;
- (vii) to understand the importance of hand-washing;
- (viii) to take as much responsibility as possible for his/her own safety.

STUDENT WITH ANAPHYLACTIC ALLERGY

- Has an age appropriate understanding of his/her allergy and its triggers.
- Complies with taking medication as arranged and approved by school administration.
- Takes as much responsibility as possible for avoiding allergens.
- Takes responsibility for checking food labels and monitoring food intake.
- Washes hands before and after eating.
- Learns to recognize symptoms of an anaphylactic reaction.
- Promptly informs an adult, as soon as accidental exposure occurs or symptoms appear.
- Keeps an auto-injector on his/her person at all times.

ALL PARENTS OR GUARDIANS

- Will respond co-operatively to requests from the school to eliminate allergens from packed lunches and snacks.
- Participate in parent information sessions.
- Encourage students to respect an anaphylactic student and follow school prevention plans, including sensitivity to a child's feeling of being singled out or excluded.

ALL STUDENTS

- Learn to recognize symptoms of anaphylactic reactions.
- Avoid sharing food, especially with anaphylactic students.
- Follow school rules about keeping allergens out of a classroom and washing hands.
- Refrain from bullying or teasing a student with a food allergy.

2. AVOIDANCE

In order to provide a safe learning environment at Leo Baeck, all members of the Leo Baeck community will make best efforts not to bring products containing peanuts or any kind of nut, including traces of peanuts or nuts to Leo Baeck (whether on the premises or during excursions).

Parents of children with allergies are asked to provide a number of non-perishable snacks for the teacher to hold, so that when food is brought into the classroom for special occasions, the allergic child may enjoy his/her own special treat. Parents who are providing treats for special events are reminded that no food baked at home should be brought into the School; only nut-free baked goods and foods which fit our policy for Kashrut.

Other strategies to reduce the risk of exposure are as follows:

- Anaphylactic students must learn to avoid specific triggers. While the key responsibility lies with anaphylactic individuals and their family, in the case of an anaphylactic student, the school community must also be aware. The approach is to regularly educate the parent community, solicit the co-operation of families, and to set in place procedures that are designed to safeguard the anaphylactic student.
- Safe lunchroom and eating area procedures will be established, including cleaning and hand-washing procedures.
- A student with an anaphylactic allergy will be required to eat only food prepared at home or approved for consumption.
- A student with an anaphylactic allergy will be encouraged to take precautions, such as placing food on a napkin or waxed paper rather than in direct contact with a table or desk, taking one item at a time out of the lunch bag to prevent other children from touching the food and packing up and leaving the lunch with the teacher, if the child needs to leave the room during lunchtime.
- Education about the allergies hidden in non-food materials will be provided (i.e. play materials, play dough, soap, counting aids science projects, special seasonal activities, such as gardening).
- A student with an anaphylactic allergy will be encouraged not to share food, utensils, containers or towels; not to leave food unattended; and not to share musical instruments that go in the mouth.
- Schoolyard cleanliness contributes to the safety of children with life-threatening allergies. Additional yard clean-ups may be advisable after holidays or special events.
- A student with an anaphylactic allergy should not be involved in garbage disposal, yard clean-ups or other activities that could bring them into contact with food wrappers, containers or debris.

- Food is often stored in lockers and desks. Allowing a student with an anaphylactic allergy to keep the same desk all year may help prevent accidental contamination.

3. EMERGENCY RESPONSE PLAN

RECOGNIZING THE SYMPTOMS

An anaphylactic reaction can begin within seconds of exposure or after several hours. Any combination of the following symptoms may signal the onset of a reaction:

- Hives
- Itching (on any part of the body)
- Swelling (of any body part, especially eyes, lips, face tongue)
- Red watery eyes
- Runny nose
- Vomiting
- Diarrhoea
- Stomach cramps
- Change of voice
- Coughing
- Wheezing
- Throat tightness or closing
- Difficulty swallowing
- Difficulty breathing
- Sense of doom
- Dizziness
- Fainting or loss of consciousness
- Change of colour

Symptoms do not always occur in the same order, even in the same individuals. The time from onset of first symptoms to death can be as little as a few minutes, if reaction is not treated. Children with anaphylactic allergies usually know when a reaction is taking place. School personnel should be encouraged to listen to the child. If he or she complains of any symptoms that could signal the onset of a reaction, staff should not hesitate to implement the emergency response steps.

There is no danger of reacting too quickly and potential danger in reacting too slowly.
EMERGENCY RESPONSE STEPS

1. Administer EpiPen immediately if the child displays any of the symptoms. The EpiPen gives you approximately 15 minutes to seek medical attention.
2. Pull off grey safety cap.
3. Grip with a tight fist and firmly jab/press black tip into outer thigh. Keep pressed against thigh and hold for count of 10. Do not place thumb at end of Epi-Pen.

4. Keep the child calm.
5. Call 911.
6. Advise dispatcher that the child is having an anaphylactic reaction.
7. Ensure that parents are notified.
8. Treat with second dose of epinephrine (Epi-Pen) if necessary in 10 to 15 minutes if an ambulance has not arrived and the symptoms have reappeared.
9. Transport child to hospital immediately even if symptoms subside.
10. Remain in the emergency room for four to six hours for observation.

*Note: Used Epi-Pen needs to be discarded in a needle-proof container to minimize any chance of injury.

BaecKids

WEDNESDAY has been designated BaecKids Day at both campuses. BaecKids will be delivered via email only, and not in paper copy; BaecKids is always accessible on the Leo Baeck website: www.leobaeck.ca. Please check the website regularly.

On those occasions when families need to look in their child's backpack for paper documents sent home from the School, a note to that effect will be provided in BaecKids.

BAR/BAT MITZVAH

The tradition at Leo Baeck is that B'nai Mitzvah invite the students in their grade to the worship service. In the interest of teaching students the important value of inclusion, we ask that parents are sensitive to exclude a small number of individuals. The School does not coordinate Bar/Bat Mitzvah dates. However, The School does maintain a comprehensive listing of Bnai Mitzvah dates for each grade to which all families in that grade have access for information purposes only.

BIRTHDAYS

Celebration of birthdays at School can take place in Nursery, Junior and Senior Kindergarten only. The teacher must be contacted in advance and agree to the time and the date.

If you are planning a special event for your child outside of School, and if you are inviting the entire class, invitations can be distributed in School. If selected individuals are to attend, contact the family or child outside of School hours.

Any food served should be within the School's guidelines for Kashrut and Allergies. Parties should not be planned for Friday night, Saturday morning or on Chagim.

At all times the feelings of the children are to be considered with respect to invitations and food requirements.

CELL PHONES

Students are prohibited from using cell phones and other communication devices during the school day and on school property. These devices must be turned off and stored in students' lockers from 8:15-3:30. In the interest of privacy, taking pictures of school staff or students is strictly forbidden.

Failure to comply will result in the following consequences:

a) First offence: The personal device will be confiscated and stored in an administrator's office where it can be collected at the end of the day.

b) Second offence: The personal device will be confiscated and must be collected by a parent or guardian, in person, following a meeting with the student and administrator. A plan of action will be decided during the meeting.

In case of emergency, the school secretary will assist the student in calling home.

CLASS PLACEMENT POLICY

Class formation is a complex task to which teachers bring their expertise and knowledge about your children. They balance gender, academic achievement, student relationships and numbers to provide the best possible learning situation.

Each year classes are regrouped so children get to know and learn with everyone in the grade. Parents may make a request in writing and addressed to the Dean of Student Services (NC) or the Dean of Students (SC) before May 15th, in exceptional circumstances. While the request may be considered, the final decision about class placement rests entirely with the School administration, and no student will be informed of class assignment in advance.

No changes will be made in class placements until after the first two weeks of School. If after two weeks you continue to have a concern, please contact the Principal.

CLASS SIZE POLICY

Nursery	Maximum of 18 students
Grade 1 to Grade 5:	Maximum of 24 students
Grades 6 to 8:	Maximum of 26 students

Any deviation will be brought to the Board of Directors on a case-by-case basis.

CONFERENCES WITH TEACHERS

Conferences with teachers will be held on Wednesday, November 2nd, 5:00 p.m. until 9:00 p.m. and Thursday, November 3rd, 12:30 p.m. until 9:00 p.m. Please note the dates on your calendar and make every effort to keep the times free until your appointment is made.

Conferences will also be held on Tuesday, March 6th at teacher or parent request.

Please Note: Our normal practice is that only one interview is available for each child. Where parents are living separately, arrangements must be made to attend together at a mutually convenient time.

DRESS CODE (SEE also CODE OF CONDUCT)

Students demonstrate self-respect and respect for their School through personal cleanliness and good grooming. Students are expected to dress in a manner which is appropriate to a setting in which sacred text study, prayer and Jewish values are central.

Student Dress Code Guidelines:

1. Shorts or skirt lengths must reach to fingertips of extended arms.
2. Shirts and tops must have shoulders or sleeves, tank tops must have straps at least three-fingers wide, shirts must not have low-cut necklines and must be long enough to be tucked in.
3. Undergarments must not be visible.
4. Students who wear leggings must wear tops that are long enough to cover their buttocks.
5. Except for kippot, head coverings are not permitted inside the school building.

Failure to comply will result in the following consequences:

- a) First offence: An administrator will provide the student with a large t-shirt which must be cleaned and returned the following day.
- b) Second offence: A parent will be contacted and instructed to bring appropriate clothing to the school.

The wearing of white on Fridays, as a symbol of the holiness of the Shabbat, is strongly encouraged. Students should be aware from their schedules on which days they have gym, and attend School appropriately dressed for gym class.

DROP-OFF AND COLLECTION (SEE also PARKING)

The School is at its busiest between 8:15 and 8:45 a.m. and between 3:15 and 3:45 p.m. Extended drop-off and pick-up is available from 8:00 to 8:15 am and 3:45 to 4:00 pm at both campuses. Parents at the North Campus, other than Nursery, JK and SK, must wait for their children outside

the playground and should not come inside the School at these times. Parents at the South Campus are reminded that student access to our School comes from the covered School entrance on the west side of the building only; if parents have School business, they should drop their child at the main entrance of the School and then walk around to the Ava Road entrance in order to access the elevator and the School office. Parents at the North Campus who have School business should collect their visitor badge at the main door.

ECO SENSE

At The Leo Baeck Day School we see environmental education as a core value in liberal Judaism, and we seek to educate students to accept their Jewish obligation to tend to the earth and be responsible for it. The School is seeking certification under The Ontario Eco School Programme as part of our Environmental Sustainability Study.

EMERGENCY INFORMATION

We must be able to reach a parent or person designated by the parent(s) at all times during the School day. In addition to providing us with a contact telephone number for each parent at home, at work and on cell, it is your responsibility to ensure that we have at least one telephone number where an additional named person can be reached in an emergency. The School must be notified of any change of contact details immediately.

EXTRA-CURRICULAR SPORT

In addition to Leo Baeck's Physical Education program which is part of our curriculum, the school offers a variety of sports and athletics opportunities outside regular school hours.

The School participates in activities organized through the Jewish Day School system as well as through the Small Schools Athletic Federation.

Extra-curricular sport at Leo Baeck is intended to provide an enhancement to our Physical Education program. It is designed to give our students opportunities to practice and excel in the skills and strategies they have learned in the Gym by taking part in authentic competition, and for outstanding athletes to go beyond what has been taught in Gym classes. It also provides opportunities for team building, for sportsmanship and for leadership. Our intention is to enable as many children as possible to have the opportunity to take part in extra-curricular physical education. We want players to reap the many benefits of belonging to a school team and all participants to improve their skill levels to the highest they can achieve. Winning trophies is a bonus, not the goal. The coach must understand the significance of the social element of the team experience and be responsible for ensuring that all participants feel that they have participated and contributed to the team experience

Appointment of Team Managers and Coaches occurs annually and is the responsibility of the Principal.

In circumstances where a skilled specialist is appointed to provide specific coaching expertise, the cost may be offset from the Arts & Athletics Fund, with the consent of the Head of School. Team Managers are actively encouraged to seek specialist Coaches in order to raise skill levels as high as possible. Specialist coaches may include members of the school's teaching staff.

Team Managers, as well as Head and Assistant Coaches, will be required to provide a Police Reference Check, before they take up their duties. The cost of this can be met by the school.

How we pick teams and choose who plays

Once appointed, the Head Coach will communicate through BaecKids when practices and games are due to start, the schedule for those practices and games, the grades and genders that are eligible, the dates and venues for try-outs for teams, and the criteria for participation. All school sports teams provide opportunities for try-outs Which should be viewed both for evaluation purposes and as opportunities for skill development of all participants.

Once selected, all players will have an opportunity to participate in practices and to play in games.

At both practices and games, the Head Coach will make the final determination of who plays and for how long, and whether for any reason a student should cease to be included in the squad or team. Normally a decision to 'drop' a player will be made in consultation with any Assistant Coaches and the parents and the Campus Principal will be informed.

Conflict resolution

Where issues arise that concern the parents of players, they should first address the issue with either the Team Manager or Head Coach, as appropriate. Should this fail to resolve the matter, it must be brought, in writing, to the Campus Principal, who will seek to arbitrate.

Communication with players

Every Head Coach will determine the selection criteria and distribution of playing time for their team, in consultation with the school, and this may be different for different sports. This 'philosophy' will be communicated to the parents and children involved prior to the start of the season, for each team. The school will provide a webpage or weblink through which this and other relevant information (e.g. dates and times of practices and games, team rosters, etc) may be posted and shared.

Behaviour away from the school

All members of the Leo BaecK community, both students who are representing the school, coaches, parents who are attending, and others, are bound by the same 'Code of Conduct' as when they are in school; this applies even in activities outside school hours. The privilege of wearing the team uniform denotes them as members of our school community, and as such they serve as ambassadors for us. Inappropriate behaviour, on or off the sports field, including the use of bad language, physical violence, or actions that may be construed as poor sportsmanship, may lead to the student being dropped from the squad or the team, or to other consequences. It is the

responsibility of the Head Coach and the Team Manager, as well as the Assistant Coaches and any parents who are in attendance, to ensure that the 'Code of Conduct' is implemented at all times, and to report to the school any breaches that occur, and any consequences that are to be imposed.

Head Coaches, Team Managers and Assistant Coaches, as well as parents who are in attendance, are expected to be role-models to the participating students.

Finances

At the start of the school year, the Team Manager will meet with the Campus Principal to determine what costs will be involved in the event for the coming year (entry fees, transportation, coaching stipends, team uniforms, equipment etc). The Campus Principal and the Head of School will agree what portions may be taken from Operational budgets, the Athletics Fund, LBPA Discretionary funds, voluntary donations, additional charges to parents, or other sources.

It is the responsibility of the Team Manager to keep records of all money collected and spent, with receipts and invoices as back-up documents. The Team Manager is accountable to the school in all these regards and must report back to the school in full by the close of the school year.

FOOD (SEE also ALLERGIES/ANAPHYLAXIS POLICY)

In some classes there are children with severe food allergies (see also ALLERGIES/ANAPHYLAXIS POLICY). Accordingly, exchanging food is not permitted under any circumstances in our School. You are also required to eliminate all nut products from your child's lunch or snacks, etc. There are no exceptions to this requirement.

No food is to be provided for the class at any time unless approved by the teacher or Principal one week in advance.

To help our environment, please use reusable lunch containers and bags, as well reusable cutlery. (see also KASHRUT POLICY)

FRIDAY FILE

To keep parents informed about their children's learning, we have a Friday File.

Every Friday, children in Grades 1 and 2 collect samples of their work from the three core areas. These are put in a folder and taken home for parents to see. When work is incomplete, a note from the teacher is included asking that it be completed and returned on Monday. We encourage you to review this file with your children and engage them in discussion about their School experiences. A space will be provided for your signature and comments. Please ensure that the folders are returned each Monday morning.

FUNDRAISING & COMMUNITY AFFAIRS

Fundraising

Tzedakah is core to the Leo Baeck ethos. In every School year there will be a number of student/School initiated projects that encourage fundraising and which will include the donating of goods and services. Beneficiaries will include organizations or events within our community – Jewish and general, related to Israel, health or well-being and holy days. Parents are encouraged to support their children’s active participation in these activities.

Community Information

Information from member organizations and our Parents’ Association will be distributed through BaeckKids which is accessible on our website www.leobaeck.ca.

Participation In Community Events

The Parents’ Association has added to its mandate Leo Baeck’s participation in community events. Some examples of events include the UJA Walk, telethons, Yom Hashoah and Yom Ha’atzmaut celebrations.

Mitzvah Day

Every year the School holds a Mitzvah Day. Parents and children engage in an activity such as: planting trees, a spring clean-up or joining with another communal organization to make a contribution to the quality of life in our community.

GRADUATION

Graduation from The Leo Baeck Day School takes place at the end of Grade 8. In addition to the Graduation ceremony organized by the School, it is a Leo Baeck tradition for the families of graduating students to arrange a Graduation reception for their children in coordination with the School; a Graduation committee on each campus will undertake this.

HEAD LICE

Although lice is a social issue, not an educational one, the School supports families in their efforts to prevent lice exposure in School.

Screening is undertaken by Nurse Shelley Cliche, up to three times per School year. Shelley will screen all students in their classrooms, and will contact parents if their child is found to have an active lice infestation. She will provide all information regarding current recommended treatments and will be available to answer all questions. All children sent home for treatment will be checked by Shelley upon re-entry to School.

Issues relating to privacy are of the utmost importance. We are confident that this can be maintained.

Dates for screenings will be announced at the start of the School year.

HOLIDAYS

All of the Jewish holy days are part of our program and many of them, for example Sukkot, Chanukah, Tu B'Shvat and Purim are fun-filled with dress-up, games, songs and special treats.

Halloween and Valentine's Day are not celebrated at The Leo Baeck Day School

HOMEROOM TEACHER/ STAFF ADVISOR

Nursery-Gr.5	8.30-8.45
Gr.6-8	8.30-8.50

All students are organized into homeroom/staff advisor groupings. The homeroom curriculum for Grades 6-8 is based on the MYP "Areas of interaction". It is important for students to arrive on time to fully benefit from this period. Communicate with your child's homeroom teacher or staff advisor at Curriculum Nights, Conferences or during the School year, should the need arise. She/he is your child's advocate and stands in loco parentis.

Should you continue to be concerned, contact the Middle School Coordinator, Dean of Student Services or Principal. As per the Parent Teacher Communication Policy you may contact the teacher. Every teacher has a personal mail box where messages may be left. Homeroom is the time classes deal with essential matters such as inter/intra personal skills, group building, study skills, etc.

HOMEWORK POLICY

Homework is considered an important aspect of learning and teachers expect assignments to be completed.

The purpose of homework is to provide the student the opportunity to:

REFLECT – homework allows students to reflect on what was taught and to share their learning with their family. It allows students to consider their level of understanding.

PRACTICE – homework reinforces new concepts taught in class, if not finished during class time it can be sent home for completion.

PREPARE – collection of data or research materials helps prepare student for in-class activities.

Homework will be assigned so that with careful organization and planning, no student should have to work on Shabbat or holidays.

GRADE 1 to 2

Reinforcing activities in Language Arts, Hebrew and Mathematics can sometimes be sent home as part of our program. As well, work may be sent home when a student does not complete it in school or when a child requires additional reinforcement. This will be discussed with a parent in advance.

GRADE 3 to 8

Students in Grade 3 and up will have a special homework book in which to record their homework assignments. Parents should also use the homework book/agenda to check that assignments are recorded, to monitor students' completion and to communicate with the teachers as necessary.

As well as using the agenda, students and parents can refer to the homework website and individual teacher websites in order to obtain information regarding what is being taught in class for each unit as well as daily homework assignments.

Each child in Grades 3 to 8 will have a designated homework buddy to record work for each other if one is absent and will be responsible for contacting and helping their buddy as much as she/he is able. Parent and teacher help may also be needed.

The amount of work students complete in class, mastery or difficulty with a certain topic or rate of completion will all be factors in the amount of homework a student will have. Teachers will inform students of expected time guidelines with each assignment. A general guideline for daily homework is as follows:

Grades 3 and 4:	10 minutes per core
Grade 5:	15 to 20 minutes per core
Grades 6 to 8:	90 minutes per school night

Parent's role:

We ask that parents allow their children to complete their homework on their own, even if this means that the work will come back to school incomplete or with mistakes. Please keep in mind that when a child submits homework, he is presenting it as his own as well as indicating to a teacher what he does and does not know.

Guidelines for helping your child:

- Provide a quiet space
- Provide a large calendar where your child can record homework to help with time management
- If you are concerned about the length of time your child is spending on homework, please record the amount of time and notify your child's teacher
- Encourage your child to organize and pack his/her own school bag
- Show interest and discuss homework topics with your child

PROJECTS AND MAJOR ASSIGNMENTS

Prior to beginning any project or major assignment, in the classroom or at home, students will be provided with clear written instructions in "handout" form. These instructions will include the following:

- Purpose
- Form
- List of resources and where to find them, or actual resources
- Content area and expectations
- Method of evaluation and a rubric with criteria
- Timetable - A timetable of due dates incorporating all stages of the process, i.e. research, outlines, rough drafts, final copy
- MYP assignments include the “Area of Interaction”

Teachers make every effort to ensure that projects do not overlap.

Middle School students have a calendar on which tests, assignments and projects are posted with a due date. Parents should contact the teacher if they have concerns.

Submission of assignments:

Students are expected to submit assignments on a given due date. In extenuating circumstances, students may arrange an extension of the due date with their teachers.

After three weeks, failure to complete an assignment will result in an incomplete mark or grade.

HOURS OF SCHOOL

School begins at 8:30 a.m. sharp and ends at 3:30 p.m.

Arriving to class on time is a sign of respect to one’s teachers and classmates. Arriving late causes disruption for both your child and the class environment.

It is the parents’ responsibility to ensure that children arrive on time. Latecomers must report directly to the office upon arrival at School to get a late slip. This must be presented to the teacher before admission to class.

Late Policy:

Three lates in one term will result in a student being required to serve a detention either before or after school. An email will be sent home by the School office after two lates to keep parents informed.

Classrooms are supervised by the homebase teacher as of 8:15 a.m.; classes begin promptly at 8:30 a.m.

All dismissal decisions are made in the interest of our children’s safety. Dismissal procedures are described in our August mailing.

The playground is supervised until 4:00 p.m. Monday through Thursday. On Friday, all children must be picked up by 3:45 p.m.

Arrange transportation changes for your child the night before. Inform him/her of the change and send a note for the School.

The School will not give permission for children to accompany their friends home without notes from parents.

Students will not be given permission to use the phone for social arrangements.

Parents are urged not to make “last minute” arrangements, as classes will not be interrupted to deliver messages, except in an emergency.

IBO AND THE LEO BAECK DAY SCHOOL

The Leo Baeck Day School is an authorized IB World School offering the (MYP) Middle Years Programme. These are Schools that share a common philosophy - a commitment to high quality, challenging, international education that LBDS believes is important for our students. Only Schools authorized by the IB organization can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), or the Diploma Programme. We are also designing a unique educational programme from Nursery to Grade 5 that reflects the values, concepts, skills, attitudes and assessment strategies of the Primary Years Programme (PYP).

IBO MISSION STATEMENT

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and carrying young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with Schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

THE THREE FUNDAMENTAL CONCEPTS OF IB

- **HOLISTIC LEARNING: CONNECTIONS:** We recognize that knowledge is interrelated, and that the curriculum should develop the whole person.
- **INTERCULTURAL AWARENESS: CULTURE:** We encourage and promote international-mindedness.
- **COMMUNICATION:** We encourage open and effective communication in all its modes.

For further information of this programme, please visit the International Baccalaureate website at www.ibo.org. If you have any further questions regarding IBO, please contact the Dean of Academic Development.

INFORMING PARENTS OF STUDENT INJURY

In the event that a child complains of any injury, that child will be sent to the Main Office. First Aid trained Office Staff will exercise their reasonable judgement in treating the injury. A parent (or in the event a parent is unreachable, an emergency contact) will be notified immediately if any type of medical attention is required. A parent or emergency contact will also be contacted in the event of the following, regardless of whether or not the injury is thought to be serious:

- Any impact to the head
- Any laceration or cut to the face, specifically lips or ears
- Any injury to the abdomen for which a child complains of tenderness
- A suspected fracture

In all cases, staff will err on the side of caution and inform a parent (or emergency contact) of any injury which they feel the parent should be aware of immediately. In the event that no parent or emergency contact is reachable, staff may contact 9-1-1 if they feel it is appropriate, but will also continue attempting to contact a parent or emergency contact.

ILLNESS

Should your child become ill or have a fever at School, you will be called to take him/her out of School. Please make arrangements to pick up your child as soon as possible. Removing a sick child from class will ensure that all children are protected from illness.

In addition, the Public Health Department suggests that you:

- Keep your child home from School and contact your family doctor if your child has any of the following: temperature, rash, diarrhea, vomiting or listlessness.
- Notify the School immediately if you learn from your doctor that your child has one of the following conditions: chickenpox, fifth disease, hepatitis, measles, meningitis, mumps, pertussis (whooping cough), rubella. Your child must remain at home until he/she is no longer able to spread the disease.

IMMUNIZATION

The Ministry of Health immunizes children against hepatitis B and meningitis C (Grade 7 only). You will be fully informed about this or any other such programs. Grade 8 girls, with parental consent, will be offered the HPV vaccine (Gardasil).

KABBALAT SHABBAT

Parents are invited to participate in Kabbalat Shabbat services with their children according to the schedule posted on the School calendar. If no service or class is listed then parents are asked to not attend service that day.

Children are strongly encouraged to wear a white shirt to make Kabbalat Shabbat special. (Please see Kippot Policy)

KASHRUT POLICY

The Kashrut Policy of our School is as follows:

- Do not mix meat and milk products
- Use only kosher cuts of meat
- No shellfish
- Only vegetable shortening is to be used in any product served in our School.

On School trips, the School policy for Kashrut applies. These policies ensure that our School is truly a liberal religious community.

KIPPOT POLICY

All students are required to wear kippot at all worship services.

Through learning and experience, they will be well prepared to make a truly educated choice about this practice in their own lives. Each student is to have two kippot (name inside) at School at all times. A Leo Baeck kippah may be purchased in the office.

Please note: The only head covering to be worn in School is a kippah. Baseball caps, etc., are for outdoors only.

LOCKERS

Each child in Grades 3 to 8 at North Campus, 4 to 8 at South Campus, has the use of a School locker for the convenience of storing coats and books. Locks are purchased in the School office and the combination recorded. Money, Cell phones, electronic equipment and other valuables are not to be brought to School. In exceptional circumstances some students can be granted permission to use laptop computers, but the School is not responsible for their care or replacement.

LOST AND FOUND

Label all clothing and lunch boxes. Lost items are kept only for a short period of time, so check the Lost and Found regularly to identify your child's belongings. It is located at the bottom of the north staircase at North Campus and on the second floor at South Campus. Do not have your child wear or bring expensive items of clothing to School.

LUNCH AND RECESS

The lunch and recess break takes place from 11:30 a.m. to 12:30 p.m. at the North Campus and between 11:30 a.m. and 1:00 p.m. at the South Campus. Each child has one half hour to eat and one half hour to play. Encourage your child to bring something that can be shared for active play at recess, for example balls and skipping ropes. It helps children experience active play, participate in group activities and develop cooperative and leadership skills. All items must be labeled. Please be sure your child is dressed appropriately for outdoor play at recess, whatever the weather.

An additional recess for Grades 1 to 5 is held on Mondays to Thursdays to break up the largest uninterrupted teaching block on these days. It is held outdoors in fall and spring and indoors in winter. This recess may not occur when the class has gym.

MEDICATION

Should your child need medication during the day we ask that you use the following procedure:

- Submit to the office written authorization for the medication to be administered. (Forms available in the office)
- Medication should be brought to the office DAILY in a dose size container. The container will be returned to the child after the dose is given.
- Please label the medication container with your child's full name and class, time medication should be given, and whether medication requires refrigeration.

Your cooperation will help us to provide your child with proper care. Only prescription medication will be distributed with this procedure. No other medication will be distributed.

MENSTRUATION

Should your daughter(s) require assistance and/or supplies, they are encouraged to ask in the School office.

MODE OF ADDRESS

When speaking to a member of the teaching, administrative or support staff, students should either use "Miss" or "Sir", or the person's last name with an appropriate title: Mr, Mrs, Miss, Ms will all be acceptable. French teachers may also be known as Monsieur, Madame or Mademoiselle, Hebrew teachers as Mar, Giveret, Moreh or Morah, again with the last name. Parents are also asked to refer to teachers and administrators by last name when speaking to children, and to use last name when speaking to school staff in front of children; staff will reciprocate by using last name when speaking to parents in front of children.

PARENT/TEACHER COMMUNICATION POLICY

The written report card is only one form of communication between home and School. Homeroom teachers make an introductory phone call home within the first week of School and contact parents as needed throughout the School year.

It is the policy of our School that class-related issues about your child are to be discussed directly and respectfully with your child's teacher before assistance is requested from the Deans, the Principal or the Head of School.

Parents who wish to speak directly with a teacher should telephone the School and leave a full and detailed message with the School office. The teacher will respond to your call within 24 hours, or by Monday evening should your message be left on Friday. Alternately you may leave your message with the teacher directly by e-mail; the teacher will respond to your e-mail, either by e-mail or by telephone, within 24 hours, or by Monday evening should your message be left on Friday. The formula for teacher e-mail addresses is first initial + surname@leobaeck.ca (e.g. mcohen@leobaeck.ca).

If there is a death or illness in the family, please let the Dean of Students or Principal know so teachers can be sensitive to your child's needs.

PARENT VOLUNTEER POLICY

The partnership between home and School is a cherished one at The Leo Baeck Day School. Volunteering in the School is one aspect of that special relationship between parents and educators.

Volunteer orientation will take place as part of the Parents' Association New Family Welcome Breakfast. Additional orientation may take place with the Deans or Principals. These sessions inform parents who help of their roles and responsibilities. Of special importance is the respect between teacher and parent. Observations made while in the class are to be shared only with the teacher, the Dean of Student Services (NC), Dean of Students (SC) or the Principal. Teachers determine the need in their classes for parent volunteers. It will vary from teacher to teacher and term to term. Even if you do not get called, your willingness and participation in the workshop is much appreciated. If you are unable to attend the orientation and still wish to volunteer, please contact the Dean of Student Services (NC), Dean of Students (SC). The range of volunteer activities, School policy and expectations will be discussed.

Class Parents

The Parents' Association organizes Class Parents for each class in our School. They are called upon by the teacher to recruit other class parents as needs arise throughout the year for such things as trips and celebrations.

Nursery, J.K. and S.K.

Parents may volunteer in the classroom at a specific time and for a specific purpose planned by the teacher. A sign-up sheet will be made available for parents who have attended the orientation and had a criminal reference check.

Grades 1 - 5

Parents may volunteer in a classroom or with individual students in the areas of reading, writing, Mathematics, Hebrew.

A meeting with the Dean of Student Services or Principal is required before working with children.

Across all grades, parents may be asked to help with publishing, math games, or to share their expertise as speakers or storytellers. Parents with special talents or unique occupations or hobbies are encouraged to volunteer.

PARENTS IN THE CLASSROOM

Under no circumstances should a parent enter a classroom during the School day, unless by prior arrangement with the Principal, or when carrying out volunteer duties. Parents may observe a classroom under special circumstances. This must be approved by the Principal who will set up a 15-minute visit at the teacher's convenience.

PARKING

Physical space for parking cars and dropping off children is very limited at both our campuses. Parents are asked to ensure that they know and abide by the specific arrangements for parking and drop-off at their campus. Details of local arrangements are sent in the August mailing.

PHYSICAL EDUCATION

Physical education is important to Leo Baeck and fundamental to the well-being of our children.

Although the School does not have a specific uniform we do have a specific dress code which is strictly enforced for the safety of our students.

On days when students have physical education, they must be prepared as set out below. Your child will not be allowed to participate if he/she is not dressed appropriately. Since formal physical education is twice a week, we are eager to have all students participate.

- Sweat pants, track pants with an elastic bottom, tear-aways or shorts are permitted for gym
- Shirts must be long enough to remain tucked in for the entire lesson

- Recognized athletic shoes - platforms or hiking boots are not permitted
- Long hair is to be tied back
- No jewelry

Please note the gym days on your calendar; these will be provided in your first day letter.

PRIVACY OF INFORMATION

At The Leo Baeck Day School we are committed to protecting your privacy. All personal information collected by the School from prospective families, current families, alumni and donors is stored in a confidential database. Access to this information is restricted to authorized staff and volunteers such as members of the LBPA, who have been trained in dealing with information in accordance with our privacy standards. In addition, they have either signed a confidentiality agreement or in the case of teachers are bound by the confidentiality provision in the Teachers' Handbook. We do not disclose your personal information to any other organization or individual outside of the School without first informing you and requesting your consent, except as noted below.

The School does share the names and home addresses of students with TanenbaumCHAT solely to enable them to provide you with information about entry opportunities for Grade 9. If you wish to withhold your consent for the sharing of this information please contact the School Office.

The School Office does distribute class lists to those families who request them; these include the names and contact information of the child's classmates and their parents. These lists may be used for school business only. If you wish to be removed from the class lists we distribute, please inform the School Office before the second week of classes in September.

The School is committed to maintaining the confidentiality, privacy and security of the personal information it collects. If you have any questions regarding this statement or other privacy concerns, please contact the Head of School.

RECYCLING

The Leo Baeck Day School encourages children to bring a "Litterless Lunch."

Preserving our resources is both a Jewish value and an environmental priority. Send your children's lunches in reusable containers and thermoses.

On those occasions when it is not possible to send a litterless lunch, children can participate in our recycling program. At both campuses, there is a program in place for recycling. Specific details will be explained to the children at the start of School. However, the School's recycling project is a team effort, and we appreciate parents' support in keeping our garbage to a minimum.

REFORM JEWISH PRACTICE

Judaism emphasizes action rather than creed as the primary expression of a religious life, the means by which we strive to achieve universal justice and peace. Reform Judaism shares this emphasis on duty and obligation. Our founders stressed that the Jew's ethical responsibilities, personal and social, are enjoined by God. The past century has taught us that the claims made upon us may begin with our ethical obligations, but they extend to many other aspects of Jewish living, including creating a Jewish home centered on family devotion, lifelong study, private prayer and public worship, daily religious observance, keeping the Sabbath and the holy days, celebrating the major events of life, involvement with the synagogue and community, and other activities which promote the survival of the Jewish people and enhance its existence. Within each area of Jewish observance, Reform Jews are called upon to confront the claims of Jewish tradition, however differently perceived, and to exercise their individual autonomy, choosing and creating on the basis of commitment and knowledge (from the "Centenary Perspective" adopted by the Central Conference of American Rabbis in 1976.)

The above statement tells us that as Reform Jews we are expected in both study and action to embrace the mitzvot which enable us to incorporate 4000 years of Jewish teaching and practice in "our generation". We are encouraged to make informed choices based on commitment, knowledge and experience to strengthen our bonds with God and our people.

Please be respectful of our School community's observance of mitzvot in all aspects of Jewish life. If you are in doubt of anything, please ask.

REFUNDS

Commitments are made by the School based on enrolment, and these commitments cannot be reduced because of withdrawals by parents. It is the policy of The Leo Baeck Day School that where a student is unilaterally absent or withdrawn from the School at any point following the due date for the first payment which is July 1st these tuition payments are non-refundable. All deposits are non-refundable. However, as an educational institution, the School reserves the discretionary right to require the withdrawal of any student at any time; in such cases unused tuition will be refunded, but all other fees are non-refundable.

REPORTING TO PARENTS

Philosophical Statement:

We, at The Leo Baeck Day School, believe that high quality assessment and evaluation practices, on-going communication of student progress and achievement, and parental partnerships are integral components of an effective teaching/learning process.

Guiding Principles for Assessment and Evaluating:

- is the basis for teaching practice, drives "Backwards Design" of learning units

- improves student learning and promotes higher order thinking skills
- is a continuous process which improves the quality of instruction, and guides teaching and learning
- holistically provides authentic and varied opportunities for students to demonstrate their learning
- is based on published curricular expectations and criteria
- differentiates to meet the needs of all learners and learning styles
- provides timely feedback on the learning process
- NOTE: *We do not use Norm-Referenced Assessment by comparing work done by other students or through any ranking system.*

Five forms of assessment inform our practice in each grade:

Diagnostic Assessment – this helps both teachers and students identify learning needs and plan what approaches to learning require closer attention to help each student to achieve.

Formative Assessment - this ‘assessment for learning’ occurs during the learning process. It provides descriptive feedback for teachers and students to monitor their efforts, make adjustments that lead to enhanced learning, and work toward successful achievement.

Student reflection and Self-assessment - help students become self-directed, independent learners who become able to set, work toward, and monitor their own goals. These may be diagnostic or formative.

Peer Review - (*note: students do not grade other students’ work*) helps students gain valuable insight into how others perceive their performance. It provides valuable feedback that students can use to monitor their efforts. Learning to assess others and provide positive constructive criticism while still being sensitive to the feelings of others is an important skill. These may be diagnostic or formative.

Summative Assessment - this ‘assessment of learning’ allows students to demonstrate and document their achievements, to ensure continued learning. Two to three summative assessments for each unit taught, are administered and evaluated, so that a clear picture of a student's understanding is evident.

Reporting Process:

Our reporting cycle includes three report cards in order to ensure timely and accurate feedback regarding your child’s learning. One interim and two standard report cards will be prepared at regular intervals during the School year. You will be notified of the dates in advance. Parent/Teacher Conferences are approximately one week subsequent to Interim Report Cards. Report Cards are sent home with the students in sealed envelopes and should not be opened at School. These are personal and private documents. They are not to be shared with friends without parental approval. Follow-up discussions and reflections should focus on areas of strength and strategies for improvement.

Report Cards:

INTERIM REPORT CARD

The purpose of the interim Report is to give parents a formative impression of how their child is performing at school at that time. It is based on the teachers’ professional opinion, and may indicate a concern regarding a given student's progress. As this report is paired with parent-teacher interviews, any such concerns can be elaborated upon at the interview. This report broadly indicates work habits and general academic progress in an abbreviated form.

In the Preschool (N, JK and SK), we use one of these phrases to indicate present performance: “Developed”, “Developing”, “Beginning To Develop”.

In Grades 1-8, a selection of one of the following two statements indicate the perception of the teacher with regards to a student’s Academic Progress: “Progressing” or “Progressing with some difficulty”

Grades 1-8 Interim Report Cards describe work habits by using these symbols: **E** – Excellent. **G** – Good. **S** – Satisfactory. **N** – Needs Improvement. Work Habits include : “Responsibility”: Fulfills responsibilities and commitments within the learning environment; completes and submits class-work, homework, and assignments according to agreed-upon timelines; takes responsibility for and manages own behaviour. “Engagement with learning”: Participates in meaningful ways; practises the IB Learner Profile and Attitudes; extends learning to other contexts; uses critical thinking skills.

STANDARD REPORT CARDS

The Nursery standard Report Card records Academic Achievement using the following rubric to describe a student’s performance:

Levels		Descriptors
DEVELOPED	D	The student has developed a consistent understanding of the required knowledge and skills.
IS DEVELOPING	ID	The student is developing a general understanding of the required knowledge and skills.
BEGINNING TO DEVELOP	BD	The student is beginning to develop the required knowledge and skills.

The JK and SK standard Report Card records Academic Achievement using the following rubric to describe a student’s performance:

Levels		Descriptors
DEVELOPED	D	The student has developed a consistent understanding of the required knowledge and skills.
IS DEVELOPING	ID	The student is developing a general understanding of the required knowledge and skills.
BEGINNING TO DEVELOP	BD	The student is beginning to develop the required knowledge and skills.
NOT APPLICABLE AT THIS TIME	NA	

The Grades 1-5 standard Report Card records Academic Achievement using the following rubric to describe a student’s performance:

Levels	Academic Achievement
4	The student has demonstrated, appropriate to each category, a consistent understanding of the required knowledge, thinking, communication and application, with a high degree of effectiveness
3	The student has demonstrated, appropriate to each category, a consistent understanding of the required knowledge, thinking, communication and application, with a considerable degree of effectiveness
2	The student has demonstrated, appropriate to each category, a consistent understanding of the required knowledge, thinking, communication and application, with some degree of effectiveness
1	The student has demonstrated, appropriate to each category, a consistent understanding of the required knowledge,

	thinking, communication and application, with a limited degree of effectiveness
NA	Not applicable at this time

The Grades 6-8 standard Report Card records Academic Achievement using the following rubric to describe a student's performance:

GENERAL ACADEMIC GRADE DESCRIPTORS	
1	Minimal achievement in terms of the objectives
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality

The Grades 1-8 standard Report Card also grades a student's "Learning Skills and Work Habits" using these symbols: **E** – *Excellent*. **G** – *Good*. **S** – *Satisfactory*. **N** – *Needs Improvement*.

These Work habits include:

Responsibility	<ul style="list-style-type: none"> • fulfils responsibilities and commitments within the learning environment • completes and submits class work, homework, and assignments according to agreed-upon timelines • takes responsibility for and manages own behaviour
Organization	<ul style="list-style-type: none"> • devises and follows a plan and process for completing work and tasks • establishes priorities and manages time to complete tasks and achieve goals • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks
Independent Work	<ul style="list-style-type: none"> • independently monitors, assesses, and revises plans to complete tasks and meet goals • uses class time appropriately to complete tasks • follows instructions with minimal supervision
Collaboration	<ul style="list-style-type: none"> • accepts various roles and an equitable share of work in a group • responds positively to the ideas, opinions, values, and traditions of others • builds healthy peer-to-peer relationships through personal and media-assisted interactions • works with others to resolve conflicts and build consensus to achieve group goals • shares information, resources, expertise; promotes critical thinking to solve problems and make decisions
Initiative	<ul style="list-style-type: none"> • looks for and acts on new ideas and opportunities for learning • demonstrates the capacity for innovation and a willingness to take risks • demonstrates curiosity and interest in learning

	<ul style="list-style-type: none"> • approaches new tasks with a positive attitude • recognizes and advocates appropriately for the rights of self and others
Self-Regulation	<ul style="list-style-type: none"> • sets own individual goals and monitors progress towards achieving them • seeks clarification or assistance when needed • assesses and reflects critically on own strengths, needs, and interests • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals • perseveres and makes an effort when responding to challenges

The subject teacher’s comment, following the grading on each standard report card, notes the unique and specific elements relevant to the individual student. These personalized comments describe such elements as academic strengths, performance on specific assignments, observations and ‘next steps’ towards further progress.

Marks, Levels, Grades

These are determined by “Professional Judgment” and substantiated by good data, which are informed by a variety of observations, conversations and student products. Student work is assessed by criteria specific to and different for each subject. In each case, descriptors are provided to students, prior to any assignment. These proactively support students as they engage in the learning process, and provide evaluative, qualitative narrative feedback (e.g. criteria rubrics).

To determine the grade/level of achievement that a student receives, teachers seek a “best-fit” between the quality of the student’s work/performance and the objectives and criteria for a subject.

In the MYP, each subject has an internationally prescribed set of assessment criteria that are graded according to a 6, 8, or 10 point scale. Larger, summative assignments in each subject are graded on rubrics that reflect this scale. In this way the relative weighting of each criterion is determined in each subject. Formative tasks may be evaluated using a variety of traditional methods. Assignment grades may also include a traditional grade, which has been derived from the MYP scales.

For the MYP standard report card, the combined total points in a subject for that semester are converted, according to a subject-specific conversion scale, to a final MYP grade of 1 to 7. This “Final Grade”, on a 1-7 scale is recorded on standard report cards.

MIDDLE SCHOOL STANDARD REPORT CARDS CONVERSION CHART

This chart may be referenced to better understand what a MYP “Final Grade” on a report card *looks like*, either as an Ontario Ministry of Education “Level” or as a traditional letter grade. A perfectly equitable conversion system, from MYP Criteria to an OMOE level, is difficult to achieve. This chart, based on a common understanding of “IBSO” (IB Schools of Ontario), indicates a range to account for the high and low end of each traditional letter grade or Ontario Ministry level.

MYP FINAL GRADE	MYP DESCRIPTOR	ONTARIO MOE LEVEL	LETTER RANGE
7	EXCELLENT	4 RANGE	A RANGE
6	VERY GOOD		
5	GOOD		

4	<i>SATISFACTORY</i>	3 RANGE	B RANGE
3	<i>MEDIOCRE</i>	2 RANGE	C RANGE
2	<i>POOR</i>	1 RANGE	D RANGE
1	<i>VERY POOR</i>	-	E RANGE

SCHOOL PERSONNEL

The Leo Baeck Day School staff works as a collaborative team to ensure that our philosophy is implemented.

Institutional Administrators:

Head of School: Eric Petersiel, RJE
 Principal, North Campus: Yvette Burke
 Interim Principal, South Campus: Ron Mintz
 Chief Operating Officer: Sigalit Habsha
 Director of Admission: Robyn Buchman
 Director of Communications: Cindy Benedek
 Director of Development: Elysa Greisman

Academic Administrators:

Dean of Academic Development: Desmond Bender
 Dean of Jewish Living: Rabbi Noam Katz
 Dean of Student Services, NC: Bev Gitter
 Dean of Student Academics, SC: Danielle Applebaum
 Dean of Students (South Campus Only): Deborah Epstein-Franks

Lead Teachers:

Subject Lead Teachers

Languages: Marc Kates SC, Jody Blum NC
 Humanities: Michael Goodman NC
 Mathematics/Science/Technology: Cindy Opler and Ilana Cyna SC, David Martosh NC

Divisional Lead Teachers:

Primary: Risa Amar NC, Adina Lubek SC
 Junior: Randi Solomon NC, Adina Lubek SC
 Intermediate: Alina Goldberg NC, Ilana Cyna and Cindy Opler SC
 Lead Librarian: Rochelle Chester

Hebrew Coordinators:

Irith Rosen NC, Miriam Glaser SC

Middle School Coordinators:

Michael Levinsky NC, Deborah Epstein-Franks SC

The Campus Offices are open 8:00 am to 4:00 pm.

When the office is closed a message may be left and your call will be returned as soon as possible.

Members of the teaching staff are certified by the Ministry of Education of Ontario and/or the Centre for Enhancement of Jewish Education (The Mercaz).

SCHOOL TRIPS

Special outings are scheduled during the School year for students in all grades. School buses are chartered to transport our students.

These buses are NOT equipped with seatbelts because, according to the Ministry of Transportation, School buses are specifically designed to protect occupants in a variety of other ways. Parents who volunteer on School trips must follow School guidelines which will be provided.

SNACKS

Snack in Nursery is provided by the School. An opportunity for snack is provided for the rest of the school, to be brought from home. Junk food is not acceptable.

SNOW CLOSURE

Decisions about closing on snow days are made by a committee of Directors and Principals of schools affiliated with the Centre for Jewish Education (The Mercaz). Information regarding school closure (for any reason) will be broadcast on *CFRB 1010 AM, CHUM 104.5 FM, 680 News* and *CBC 99.1 FM*. The notification procedure: first, check the school website. Secondly, check information regarding school closures broadcast via televisions or radio stations.

STAFF MEETINGS/EARLY DISMISSAL MONDAYS

On one Monday per month the School will be dismissed at 2.30 p.m. to facilitate Professional Development staff meetings. These dates are:

September 19, 2011	February 27, 2012
October 24, 2011	March 26, 2012
November 21, 2011	April 23, 2012
December 12, 2011	June 4, 2012
January 16, 2012	

Please arrange transportation for these altered dismissal times.

STUDENT MESSAGES

Only in an emergency will the office forward messages for students called in during the day, so please make arrangements the night before and respect our process for taking students out of School during the day (see Taking Your Child Early.) Discuss this with your child, as disruptions to learning must be kept to a minimum.

STUDENT SERVICES

The Dean of Student Services (NC)/Dean of Student Academics (SC) is the School's liaison with parents and support staff, both in School and in our community, to help meet the needs of individual students using a differentiated instruction model. This includes the approach, the materials and assessment techniques.

If children are taken out of class for extra help on a regular basis, parents are informed. Jewish Vocational Services provide some of our time with a psycho-educational consultant on a cost shared basis.

Our School hires remedial staff in Hebrew and General Studies to meet the needs of our student population. A portion of the fee for individual remedial assistance (normally 50%) and/or psycho-educational assessment (\$500 per child) is borne by the family with prior approval. Jewish Family and Child Service provide us with a social worker on an "as needed" basis and Family Life Education instructors for the Middle School.

Student Services provides both enrichment and remediation services through the use of trained specialists, both in class and on a withdrawal basis. The criteria for eligibility are determined by the teaching staff. You will be informed if your child is receiving such services from the School.

The delivery of Student Services on the South Campus will be functionally divided as follows: remedial and enrichment services under the direction of the Dean of Student Academics and social/behavioural/school life services under the direction of the Dean of Students. In a pilot project for the 2011-12 school year, Jody Blum will serve as a Curriculum Coach on the North Campus to ensure the successful implementation of differentiated instruction techniques in the classroom.

SUPERVISION - BEFORE AND AFTER SCHOOL

Between 8:00 a.m. and 8:15 a.m., North Campus students who are dropped off must go into the Front Foyer, South Campus students must go to the Activity Room. This is the only supervised area of the School. At 8:15 a.m., they are permitted to go to their homeroom classes where teachers are on duty.

At 3:30 pm. playgrounds at both our campuses are supervised for car pool pick up until 4:00 pm.

There is no School supervision before or after the above stated times. However, Leo Baeck does offer an After-School Care Programme, details of which are available from the School office.

SUPPLIES AND TEXTBOOKS

A complete list for students from Nursery through Grade 8 will be provided before classes end in June and in the August mailing, and supplies must be replenished as needed throughout the year.

Workbooks and texts are supplied by the School. All textbooks are the property of the School and are to be returned at the end of the year in good condition. Students reimburse the School for the cost of lost books.

Middle-School students are required to purchase novels selected for study from a list which will be supplied.

SUSPENSION AND DISMISSAL

The Policies and Procedures for Suspension and Dismissal are contained in a separate document which is available for pick-up in the School office.

TAKING YOUR CHILD EARLY

As outlined in the Education Act, under 'Duty of Parents', it is required that children attend Schools regularly and punctually. To assist the School in recording attendance and ensuring that students who are away are not educationally disadvantaged, parents should always and automatically inform the School ahead of time if their child is to be away. If your child falls sick overnight, please telephone the School office at the start of the School day. If you wish to take your child out of School, for a day or part of a day, please contact the Principal in advance, to let us know the reason and the length of time of absence. Students are expected to be in School all day every day, from 8:30 – 3:30, and to participate in all School activities, unless there is a medical or other valid reason for their absence. Students who miss tests or other important educational opportunities will be provided opportunities to catch up any missed work.

In an effort to eliminate classroom interruptions, please follow our method for taking children out of School during School hours.

Students from Grades 2 to 8 are required to bring a note to the receptionist before going to class on the morning of the day they are to be excused. They will be given an excuse slip to hand to the teacher involved, but the student will be responsible for coming to the office at the designated time.

To reduce disruption to learning, have your child leave and return at the end of a scheduled period.

In Junior and Senior Kindergarten and Grade 1, parents must give the note to their child's teacher who is responsible for sending the child to the office.

TAKING YOUR CHILD OUT OF SCHOOL (SEE also VACATIONS)

Normally we would expect children to be in School on every day of the School year, except in the event of illness or special circumstance (eg family bereavement). Families should not arrange holidays in School time. If you require your child to be out of School for any reason, a letter requesting Special Circumstance Absence should be sent to the Head of School at least a week in advance.

TOILET TRAINING

Children must be toilet trained upon entry to the School. While we understand accidents do occur, if the student is unable to adequately clean themselves independently, a parent or guardian will be contacted to change the child.

TOYS AND OTHER ITEMS BROUGHT FROM HOME

Toys are not to be brought to school. This includes items such as dolls or electronic games. Indoor toys should only be brought at the specific request of a teacher and should be clearly labeled with the child's name. Please encourage your child to bring something that can be shared for active play at recess, for example balls and skipping ropes.

The School cannot take responsibility for valuable electronic equipment brought to School.

TRANSPORTATION

Transportation to and from School, whether by bus, taxi, carpool, etc. is solely the responsibility of the parent(s).

Busing to and from School is available at our North Campus only, on either a one-way or two-way basis. Services are provided by Student Choice Transit Corp. Please contact the Admissions office for more information about the busing program or to sign up.

VACATIONS

Teachers do not provide work for students leaving early or returning late from vacations. Please do not ask them for special consideration as it puts them in a difficult position. A list of general educational activities is available on request. However, informing the teacher in advance will enable him or her to help your child inform their homework buddy to keep track of assignments,

collect copies of handouts and help smooth your child's return to School. Outside tutoring may be required if the absence is for more than a few days.