



# **KESHER ACADEMY**

## **FAMILY HANDBOOK**

2026 – 2027

55 N. Valle Verde Drive

Henderson, NV 89074

702.500.4433

[keshheracademy.org](http://keshheracademy.org)

## Welcome

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Dear Families,

Welcome to Keshet Academy—a vibrant, intentionally diverse school deeply connected to our community! I'm delighted to greet you as Keshet's Founding Principal. This handbook contains the policies and procedures that will guide us through the academic year, and I encourage you to review these materials carefully.

We're dedicated to delivering an education that equips your children for our interconnected, evolving world. Beyond excellent academics, we nurture essential values including empathy, civic engagement, and global awareness. Our comprehensive curriculum encompasses English, Mathematics, Science, Social Studies, Modern Hebrew and Social-Emotional Learning. We maintain rigorous academic standards grounded in our core belief: "Success for Every Student." Through differentiated instruction and research-based teaching practices, we meet each learner where they are.

Our school thrives on the daily collaboration between educators, students, and staff, but it's our families who truly complete our community and make Keshet Academy extraordinary. Your active involvement enriches our school culture immeasurably. We're committed to partnering with you and ensuring every family feels valued in our shared educational journey.

As part of our mission, we also help students become global citizens who learn important values. OLAM is the Hebrew word for "world," and we use it as an acronym to describe these values, which include:

- Outstanding Problem-Solvers
- Lifelong Learners
- Aware Communicators
- Making a Difference

We believe that children who develop these values will be able to succeed in high school, college, the workplace, and their communities, while making the world a better place.

We encourage you to reach out to teachers, staff, and administration at any time. Our goal is to work with you to create the best opportunities for all. We look forward to a year full of exciting lessons, memorable experiences, and a shared love for learning by our founding school community. We can accomplish great things as partners in our journey with your children.

Sincerely,

**Dr. Eve Breier**  
Founding Principal

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## About Our School

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### Mission Statement

Keshet Academy fosters meaningful connections between language & identity, students & community, heritage & innovation.

Keshet Academy is a "diverse-by-design" school and is committed to serving students from a wide range of racial, economic, and cultural backgrounds. We are also committed to serving students with special needs and those whose home language is other than English.

Keshet Academy is part of the Hebrew Public charter school network and is modeled after Lashon Academy in Los Angeles. The network's mission is to lead a national movement of exceptional, diverse public charter schools that teach Modern Hebrew to children of all backgrounds and prepare them to be successful global citizens

### Board of Trustees

The school is governed by its Board of Trustees, which provides the school with strategic and fiduciary oversight, and helps ensure its adherence to its mission and its charter.

All meetings of the school's Board of Trustees and all committees of the board are open to the general public. A calendar of all scheduled board meetings is posted at the school and on the website as soon as it is available.

The Board currently comprises the following members:

- Mr. Jordan Betten, Board Chair
- Rev. Adrian Doll
- Ms. Hilary Unger
- Mr. Steven Druckman
- Ms. Sara Garcia
- Ms. Heidi Kanter

## School Information

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### School Leadership Team

Name	Title	Email
Dr. Eve Breier	Founding Principal	ebreier@kesheracademy.org
Dr. Megan Knighton	First Grade Teacher	
Ms. Shirelle Beneven	Hebrew Teacher	

### Hours of Operation

Main Office Hours: 7:30 a.m. – 6:00 p.m.

Learning Begins: 9:00 a.m. (Drop-off begins at 8:45 a.m.)

Student Dismissal: 3:45 p.m. (regular school days); 1:45 p.m. (early-release days)

Please reference the school calendar for pre-scheduled early-release days.

# School Calendar 2026–2027

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## General Notes

School Start Time: 9:00 a.m. (drop-off begins at 8:45 a.m.)

School End Time (regular day): 3:45 p.m.

Early Release Time: 1:45 p.m.

Instructional Days: 180

## School Closings

- Friday, September 4 — Professional Development Day
- Monday, September 7 — Labor Day
- Monday, September 21 — School Holiday
- Friday, October 16 — Professional Development Day
- Friday, October 30 — Nevada Day
- Wednesday, November 11 — Veterans Day
- Monday & Tuesday, November 23–24 — Professional Development Days
- Wednesday–Friday, November 25–27 — Thanksgiving Holiday
- Monday, December 21 – Friday, January 1 — Winter Holiday
- Monday, January 18 — Martin Luther King, Jr. Day
- Monday, February 15 — Presidents' Day
- Thursday, April 22 – Friday, April 30 — Spring Break

## Half Days

2026: September 16 & 30; October 7, 21, 28; November 4 & 18; December 2, 9 & 18.

2027: January 6, 13 & 27; February 3 & 10; March 3, 10, 17, 26 & 31; April 9, 16 & 21; May 7, 14, 21 & 28.

## Family Conferences (half day for students)

November 9, 10, 12, 13 and March 1, 2, 3, 4, 5.

## Attendance, Arrival, and Dismissal

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Attendance is a key indicator of both academic and social-emotional growth for students. At Kesher Academy our goal is 98% attendance for each student. We ask that families partner with us to ensure regular, consistent attendance. This section defines attendance codes and provides parents with the necessary steps to report an absence to the school.

Please note that ALL absences are counted toward a student's overall attendance rate. This information is used for internal purposes in addition to state reporting and student records. Religious observance absences with documentation are the only exception; however, days absent before or after a holiday will NOT be considered excused absences. Students are also considered absent if they do not complete work in the event of an out-of-school suspension.

### Excused Absences

- Illness
- Bereavement or death in the family
- Required attendance in court
- Religious observances

Note: Excused absences are still counted as absences but are not counted for the purposes of school recognition or other awards, or eligibility for participation in sports or other activities.

### Unexcused Absences

- Absences without notice from a parent/guardian
- Absences with notice from a parent/guardian that do not meet the excused criteria, including vacations or family trips
- Religious observance preceding or following a recognized holiday
- Failing to report to assigned class/location after arrival

### Reporting an Absence

If your child does not attend school for any reason, parents or guardians should notify the school so we can communicate the absence to your child's teachers. Absences can be reported by calling 702.500.4433 or emailing [ebreier@kesheracademy.org](mailto:ebreier@kesheracademy.org) by 8:00 a.m. Please include the student's name, grade, homeroom teacher, reason for absence, expected dates of absence (if longer than one day), and a preferred phone number. For absences longer than three days, the school requires documentation (for example, a doctor's note if the absence was due to illness).

### Correcting or Updating an Absence

If your child was recorded as having an unexcused absence and you wish to change it to an excused absence, you may contact the school in writing (email or handwritten note) to the Main Office, including the student's name, grade, homeroom teacher, date(s) absent, reason for absence, and a preferred

phone number. For absences longer than three days, the school may request a doctor's note if the absence was due to illness.

### **School Actions Following an Absence**

Teachers take attendance once per day by 9:00 a.m. If your child is absent, the school will take the following steps if we have not heard from you:

1. First absence: an automated phone call or office-staff outreach to confirm the absence.
2. Second consecutive absence: a phone call to check in and provide instructional work.
3. Third consecutive absence: contact for each consecutive day as necessary to ensure students are set up for success when returning to school.

### **Excessive Absences**

Educational neglect is the failure of a parent to ensure their child's prompt and regular attendance in school. It is also educational neglect if a parent keeps a child out of school for reasons not listed under excused absences, resulting in a negative impact on the child's educational progress.

If a child misses two consecutive school days without the parent contacting the school, and the school is unable to establish phone or face-to-face contact, the school will issue a letter regarding the child's excessive absences and request a meeting to discuss the reason(s) and establish an attendance plan.

All school officials are mandated reporters and must report suspected cases of educational neglect to Child Protective Services. Under applicable Nevada law, educational neglect occurs when a child's physical, mental, or emotional condition has been impaired or is in imminent danger of becoming impaired due to the parent's failure to provide the child with an adequate education. Excessive absence of 10 consecutive days, or 20 or more cumulative days in a semester, may be treated as educational neglect, and the school is required to report such absence to the appropriate agency.

### **Religious Holiday Absences (Nevada AB 264)**

Under Nevada law (AB 264), students are exempt for up to five days of absences due to the observance of a religious holiday, and a student may not be deprived of an award based on perfect attendance because of an absence for religious observance. These absences still apply to the school's attendance count, and the student will still be reported as absent on state and federal reporting. A parent/guardian must notify the teacher or principal in writing at least three days before the pupil will be absent from school.

### **Tardy Policy**

For both elementary and middle school, tardies are NOT reset at the start of a quarter—they are cumulative. For example, if a student has 3 tardies in quarter one and 2 in quarter two, that totals 5 and results in a Wednesday after-school detention. If, in quarter three, the student adds 5 more, that totals 10 and results in another Wednesday after-school detention.

## Attendance Intervention Steps

Tardies / Absences	School Response
Every tardy/absence (excused or unexcused)	Parents receive automated notification through Infinite Campus Messenger.
3 tardies/absences	Classroom teacher adds the student to the watch list.
5 tardies/absences	Administration emails/sends a reminder letter to parents. Student may be restricted from field trips, performances, sports, and/or extracurricular activities.
10 tardies/absences	Required parent conference with administration. Intervention plan developed.
15 tardies/absences	Required parent conference with administration. Intervention plan reviewed and revised. Possible Educational Neglect report filed with Child Protective Services. Possible retention (if low academically).
20+ absences	Students reaching 20 absences in a school year may be retained depending on academic growth. Educational Neglect report filed with Child Protective Services.

## Arrival and Lateness

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A critical component of attendance is arriving to school, and class, on time. The school asks for family partnership in making sure that tardies are minimized. If your child is going to be late, parents are expected to communicate the tardy to the Main Office.

### Arrival Procedures and Expectations

4. Before-care opens to students at 7:30 a.m. each day. Students are expected to be physically present in their classes no later than 9:00 a.m.
5. Students who arrive at the building, or to their class, later than 9:01 a.m. are considered late and marked "Late."
6. In the event of multiple incidents of tardiness, the school will request a parent/guardian conference.
7. In persistent cases of tardiness, additional intervention may be sought, which may include conferences to address the reasons for tardiness and provide students and families with resources.

### Reporting a Late Arrival

Notify the school of your child's late arrival by calling the Main Office at 702.500.4433 or emailing [ebreier@kesheraacademy.org](mailto:ebreier@kesheraacademy.org) by 8:00 a.m. Please include the student's name, grade, homeroom teacher, reason for late arrival, and a preferred phone number.

## Early Dismissal

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The school discourages early pickup, as it takes away instructional time and can disrupt classrooms. Early pickup is NOT permitted after 2:30 p.m. except in specific cases of student illness. In the event of multiple instances of early pickup, the school will request a parent/guardian conference, and additional intervention may be sought.

### Requesting an Early Dismissal

Inform the office in advance by contacting the school at 702.500.4433 or emailing [ebreier@kesheraacademy.org](mailto:ebreier@kesheraacademy.org). Please include the student's name, grade, homeroom teacher, reason for early dismissal, and a preferred phone number.

When a parent, guardian, or designated emergency contact arrives to sign a student out early, the adult must present proper identification, sign in with security and at the Main Office, and sign the "sign-out" book. No guardian or adult is authorized to go to a classroom to pick up a child without approval from school administration.

Students will not be permitted to leave the building if the adult present for early dismissal is not listed as a parent, guardian, or emergency contact in our student information system; is not 18 years of age or older; or does not follow the steps above, including presenting proper identification and signing in with school security or designated school personnel.

## Late Pickup

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In the event of multiple incidents of late pickup, the school will request a guardian conference. In persistent cases, additional intervention may be sought. If your child will be picked up late, please inform the office in advance by contacting the Main Office at 702.500.4433 or emailing [ebreier@kesheraacademy.org](mailto:ebreier@kesheraacademy.org), and include the student's name, grade, homeroom teacher, reason, and a preferred phone number.

# Curriculum

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## Overview

Our school provides students with a rich program of study, including English Language Arts, Math, Modern Hebrew, Social Studies, Science, Israel Studies, and Music. We have a significant focus on social and emotional learning, and we provide services designed to meet the needs of students with disabilities and English Language Learners. Our program is adapted to meet each student's learning needs through a mix of whole-class, small-group, and individualized learning.

## English Language Arts (ELA)

Our ELA program focuses on developing students who have a love of reading, are analytic readers and writers, and can express themselves creatively and argumentatively through their writing.

## Grades K–2 ELA and Social Studies

In Kindergarten through 2nd grade, students study literacy through Expeditionary Learning (EL), Wilson Foundations, Geodes, and other research-based educational resources. Students gain foundational skills through Wilson Foundations, which provides research-based materials and strategies for reading, spelling, and handwriting. Students work in small groups based on their current skill levels in their Geodes reading groups. Expeditionary Learning offers students the opportunity to engage in real-world content that is developmentally appropriate for the primary years, including learning through play, an emphasis on oral language development, daily work with rich complex texts, and engagement through songs and poems.

## Grades 3–5 ELA and Social Studies

In grades 3–5, students study literacy through Expeditionary Learning and Close Reading for Meaning. In Expeditionary Learning, students work on analytical reading and argumentative writing through compelling, real-world content that builds equitable and inclusive learning opportunities for all students. Students read passages of text, analyze them, and respond to critical-thinking prompts. The interdisciplinary units combine literary and historical content and current events in robust projects, readings, and writing assignments.

Starting in 3rd grade and continuing through 5th grade, students deeply study rich, complex texts in our Close Reading block. The Close Reading for Meaning approach gives students the tools to understand both the literal and deeper meaning of any nonfiction or fiction text, examine craft and structure, and develop evidence-based ideas.

## Mathematics

Our mathematics program focuses on creating young mathematicians who are problem solvers, have a solid foundation in number fluency, and can explain and justify their thinking as well as critique the reasoning of others.

## Grades K–5 Math

The study of mathematics uses the rigorous Eureka Math<sup>2</sup> program, which is aligned with the Nevada Academic Content Standards, and the mathematical progressions are carefully sequenced into modules. Students study math through A Story of Units, focusing on place value, fluency with addition and subtraction, fractions, and understanding multiplication and division. The curriculum modules entail rigorous classroom reasoning, extensive problem sets, and high expectations for mastery, with the Mathematical Practices incorporated within each module.

In grades K–5, students also engage in Number Stories, where they make sense of and grapple with word problems. Students are encouraged to use varied strategies, and the students lead the discourse. This student-centered, inquiry-based approach develops flexible thinking, increased sophistication and efficiency in solving math problems, and the ability to explain one's thinking, approach, and strategy.

## Modern Hebrew

Our school is part of a growing movement of linguistically diverse public charter schools teaching languages as varied as Modern Hebrew, Greek, Mandarin, French, and Arabic. At our school, Modern Hebrew is taught through the Proficiency-Based Approach, considered the gold standard in world-language classrooms, which emphasizes the development of meaningful communication ability in the language.

Modern Hebrew is usually taught by native speakers, who speak to their students only in Hebrew. In a short time, students are able to understand Hebrew and respond in simple sentences. As their skills grow, they are introduced to more complex topics and communicate in increasingly sophisticated ways. As they reach a basic level of speaking and listening, they are introduced to reading and writing skills. As in math and ELA, students are grouped by their language proficiency level and provided opportunities to communicate on various daily topics.

Additional opportunities to engage in Hebrew throughout the day are provided during lunch, recess, morning meetings, and transitions. We also offer some after-school activities in Hebrew and include opportunities for families and alumni to participate in Hebrew lessons (based on a program developed within the Hebrew Public network). As students learn Modern Hebrew, they also have the opportunity to learn about the culture and history of Israel, which links to other subjects such as social studies, science, and the arts.

## Science

Science Dimensions is the program used for K–2 science, while students in grades 3–5 use Core Knowledge. Both programs are aligned with the Nevada Academic Content Standards for Science (based on the Next Generation Science Standards). The Next Generation Science Standards consist of three distinct and equally important dimensions that build a cohesive understanding of the subject:

- Practices that describe the behaviors scientists engage in as they investigate and build models and theories about the natural world, and the key engineering practices engineers use as they design and build models and systems.

- Crosscutting Concepts that have application across all domains of science—patterns, similarity and diversity; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change.
- Disciplinary Core Ideas that focus science curriculum, instruction, and assessment on the most important aspects of science.

## **Israel Studies**

Israel Studies is implemented during Hebrew classes and specials regularly. Israel is celebrated through school events, special workshops, and guest speakers. Students participate in hands-on experiences related to the history and geography of Israel throughout the school year, including specially designed lessons that teach Israel in a comparative perspective.

There is a yearly school-wide Israel Day celebration, thematically organized, where staff and students come together to learn about Israel in an experiential way and enjoy Israeli food, dance, songs, and other activities related to the culture, geography, and history of Israel. Israel is also woven into other subjects throughout the year, and students have the opportunity to meet with visiting Israeli artists in residence. Eligible Keshet Academy 8th-graders will have the opportunity to apply to participate in the Capstone trip to Israel as a culminating experience of their studies.

## **The Arts**

To access the full potential of arts education, the school provides focused instruction on particular art subjects, such as Music and Visual Art, and integrates arts education into the broader curriculum. Wherever possible, Hebrew-language instruction is integrated into our music and arts education.

## **Physical Education (PE)**

Our physical education program helps students develop physical and athletic skills while excelling on an individual level and as members of a team. While students exercise, they collaborate, make friends, have fun, and improve their self-esteem. Teamwork is a critical component of PE and is developed through both partner and group activities. In PE class, students develop valuable global citizenship skills including empathy, respect, inclusivity, and kindness.

# Social and Emotional Learning

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## Overview and Responsive Classroom

Integral to Kesher Academy's mission of developing global citizens is the guiding principle of developing the whole child. Kesher Academy educators encourage students' social/emotional development by building a welcoming, inclusive, and understanding school community. We achieve this by fostering staff mindsets and capacity to respond to student behaviors compassionately, restoratively, and equitably.

Social and Emotional Learning is the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions:

- Self-awareness
- Self-management
- Social awareness
- Responsible decision-making
- Relationship skills

We administer a Social-Emotional Learning (SEL) questionnaire that measures student mindsets, behaviors, and attitudes related to success in school and beyond the classroom. In addition to integrating SEL into classroom instruction, Kesher Academy provides students with differentiated support, experiential learning opportunities, and involvement of students as collaborators in their learning. Responsive Classroom is a school-wide approach to building positive, engaging learning communities with our children.

## Morning Meeting

Morning Meeting (grades K–4) is a dedicated block of time each day to help students and staff build relationships and create a strong school and classroom culture. Students practice SEL skills and competencies through engaging activities and sharing.

## Special Education Services

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The school seeks to serve all students in the least restrictive learning environment possible. We use an inclusion model for educating our students with special needs to ensure regular interaction among all students. Special education students are served outside of the classroom only when appropriate services cannot be provided in the regular classroom setting. Our teachers and support staff are mindful to ensure a positive learning and emotional environment for all students and that every student develops a sense of belonging.

All students, regardless of special education status, are welcomed at Keshet Academy. The school's special education services include related services, Integrated Co-Teaching (ICT), and resource-room instruction as needed. The ICT model involves a general education teacher and a special education teacher jointly providing instruction to a class that includes both students with and without disabilities, to meet the diverse learning needs of all children.

Small-group instruction ensures that students receive individualized interventions, accommodations, and modifications as needed to support classroom instruction. The duration and frequency of special education services a student receives is outlined in the student's Individualized Education Program (IEP). When a student enrolls with a special education mandate that we do not offer, our Leadership Team will collaborate with the Committee on Special Education, and the family as appropriate, to propose a combination of the school's offered programs and services along with specially designed instruction, supplementary aids and services, and accommodations and modifications to provide the student with educational benefit. The school's Director of Special Populations or a designated school leader will communicate with the family to ensure they understand and agree with the support plan.

In addition to academic support, we offer related-service supports for students who qualify. IEP-mandated related services can include, but are not limited to, speech and language therapy, occupational therapy, physical therapy, and counseling. These services support students in advancing toward their individual annual goals. Counseling services are provided by our school social worker(s).

## Services for English Language Learners

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ESOL (English for Speakers of Other Languages) is a program designed specifically to improve the language proficiency of students whose native language is not English. In addition to receiving academic instruction in reading, writing, speaking, and listening, the program strives to help students develop an appreciation of diverse cultures and languages and to see their own multilingualism as a valuable strength.

# Homework, Grading, Promotion, and Retention

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## Homework Policy

Homework is a partnership between teachers, parents/guardians, and students. We strive to create assignments that are meaningful to students' daily activities and offer an opportunity to practice and deepen understanding. Your child will understand why they are completing certain tasks, as they relate to instruction already received. The amount of homework and expectations for submission differ by grade. Teachers will share specific homework policies with students and families at the beginning of each school year.

## Grading Policy

The purpose of our grading policy is to ensure that students and families have frequent, formal feedback on their academic standing. We also know that a formal grade is only one type of feedback, and that targeted coaching, written feedback, and discussion are all essential components supporting students on their academic journeys.

Keshet Academy grades for all core subjects (ELA, Math, and Science) are based on Assessments, Classwork, and Participation. The percentages allocated for each category are:

- Assessments: 40%
- Classwork: 35%
- Participation: 25%

Families will receive information about how to view student grades through the Infinite Campus portal at the start of the year. Students in grades K–2 receive a numerical grade on a scale of 1–4 in ELA, Math, Science, Social Studies, and Hebrew. Students in grades 3–5 receive a numerical grade out of 100 in the same content areas.

## Promotion and Retention

When a child experiences difficulties gaining understanding in subject material, we will do whatever it takes to help them make gains. This can include meetings with the parent/guardian, extra assistance, small-group instruction and/or intervention, and, if needed, recommending the child for additional services. If your child cannot meet certain key benchmarks of progress, retention (repeating a grade) may be a remedy.

All students are held to promotional criteria. In making determinations about a student's academic readiness for promotion, school staff look at a wide range of sources, including work samples, anecdotal records, teacher assessments and observations, attendance, social development, state assessments, and benchmark assessments.

For students who are struggling academically and potentially not on a path to meeting promotion standards, families will be notified in writing of possible retention. A school team consisting of teachers and administration will meet to plan support for these students. If students do not demonstrate improvement by the end of the school year, as shown on the spring and end-of-year assessments, the

school team will review the student's progress to determine possible retention for the following school year. Special education (IEP) students who have modified promotion criteria in their IEP will have this included in the team's student-by-student review. Parents/guardians will be notified of retention decisions in May.

## Community and Guardian Relations

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### Communication

Communication between home and school is essential to support and encourage your child's success. We encourage parents and guardians to be actively engaged as partners with teachers in your child's learning. Among the ways the school communicates with parents or guardians are:

- Scheduled meetings with teachers or other school staff
- Email communication with teachers or other school staff
- "Backpack" notifications
- Principal's Newsletter
- Automated message service for events and school closings
- School website: [kesheracademy.org](http://kesheracademy.org)
- Individual family conferences with teachers to review your child's progress

We are committed to being responsive to student and family concerns. It is always our goal to start at the classroom level with the teacher first. If the teacher cannot resolve the issue, please bring your concern to our Main Office by calling 702.500.4433.

### School Closings

The regular school schedule must be suspended during severe weather because of hazardous conditions. When there is an authorized school closing or delayed opening, all field trips and after-school programs will be canceled. The school will follow guidance from the State of Nevada, Clark County, and the City of Henderson to determine specific dates of school building closures and delayed start times.

#### Communication During the School Day

Please see the Student Cell Phone Policy for information on student use of cell phones during the school day.

### Visitors to the School

To maintain safety and security, only authorized visitors are allowed in the school. All visitors must be announced, sign in at the security desk, and show valid identification. All visitors must enter the Main Office and explain the purpose of their visit for approval by the Principal or the Principal's designee, and sign in with the appropriate registry book. Unless staff have planned visits in their schedules, the presence of visitors may cause unwarranted disruption to student learning. The school will inform parents or guardians throughout the year of special classroom and school-wide events where families are invited to visit.

## School Safety

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The maintenance of safety and good order is the collective responsibility of all school staff, parents/guardians, students, and agencies such as the Henderson Police Department. To help ensure safety, the school has the following policies and practices.

### Security

The school has full-time security personnel. We request that visitors and family members be respectful of security personnel and follow their directions.

### Personal Belongings

In the interest of safety and security, the school reserves the right to search all bags and containers brought onto school premises at any time. No child should bring toys or electronic games to use at school. Students who bring these items are subject to having the teacher take them to be returned directly to the parent/guardian at the end of the school day. Repeated behavior will result in disciplinary action. The school is not responsible for breakage, loss, or theft of personal belongings in school.

### Emergency Drill Procedures

The school conducts fire and other emergency drills in accordance with applicable state and local laws. All staff and students are expected to participate as building and safety personnel require.

### Safety Plan

The school has filed the school safety plan with the City of Henderson and the Secure Community Network (SCN). A public copy is on file in the Main Office.

### Transition Plan

Our school is a public school of choice, for both application and withdrawal. At any time, a parent/guardian may wish to transition their child to a different school. A parent/guardian wishing to withdraw their child will be asked to complete a Request for Student Withdrawal Form. School personnel will offer to meet with the family to discuss their reasons and seek solutions to any concerns. If the family still wishes to transition their child to another school, staff will make every reasonable effort to help the student find a school that better serves the family's needs, and will ensure the timely transfer of any necessary school records to the new school.

## Parent Concerns and Complaints Process

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Charter schools are publicly funded schools that are open to all students through a non-discriminatory admissions lottery. Each charter school is governed by a not-for-profit Board of Trustees that may include educators, community members, and leaders from the private sector. Charters have freedom to establish their own policies, design their own educational programs, and manage their human and financial resources.

A parent/guardian (as well as any other individual) who believes that a charter school has violated a term of its charter or the law may complain formally to the school and seek relief. If you believe that our school has violated a term of its charter or applicable law, please follow the steps below.

### Process for Filing a Complaint

Step 1 — Familiarize yourself with the school's guidelines and policies. Begin with the school's policies, guidelines, and reference materials, including this handbook and school-issued memorandums.

Determine whether the school's actions related to your complaint fall within the school's policies.

Step 2 — Reach out to your child's classroom teacher. If the concern can be addressed by the classroom teacher, this is an important step in resolving your complaint.

Step 3 — Reach out to the appropriate leadership team member. If your concern is not addressed by the teacher, reach out to the leadership team member who oversees the area of your concern by visiting the staff directory on the school's website.

Step 4 — Reach out to the Main Office directly. If your concern is not addressed adequately by the individuals above, please reach out to the Principal.

Step 5 — Appeal to the school's Board of Trustees. If after contacting the Principal you are still not satisfied with the outcome, you may appeal to the school's Board of Trustees in writing. Please direct all concerns to [board@kesheraacademy.org](mailto:board@kesheraacademy.org). The Board of Trustees meets publicly on a regular basis and will respond in a timely fashion to acknowledge receipt of the complaint and indicate the next steps.

### Parent Satisfaction and Surveys

We encourage regular and frequent feedback from parents or guardians so that we can make ongoing enhancements to the school's learning environment. You may contact the Main Office at any time to discuss any of your concerns. If you would like to meet with the Principal, please contact our Main Office to schedule a meeting.

# Discipline Policies and Code of Conduct

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## Discipline Overview

Keshet Academy sets high standards for student behavior. All students have rights and responsibilities—to classmates, teachers, and school. When behavior concerns are recognized, the guidelines below provide objective guidance that the school will use. Keshet Academy staff have a shared commitment to:

- Ensuring the right of all students to learn in a safe environment
- Using and participating in consistent, school-wide prevention and intervention, focusing on instruction and restorative practices
- Promoting shared responsibility through problem-solving and collaborative conversations
- Acknowledging and honoring individual students' identities and developmental needs
- Modeling, teaching, and reinforcing students' and adults' social-emotional learning
- Involving a cooperative and collaborative effort among students, parents or guardians, and staff

## Restorative Approach to Discipline

Keshet Academy works with staff, students, and families to take a restorative approach to discipline. This allows students the opportunity to reflect on their actions and repair harm to the school community. Restorative interventions may be an alternative to punitive consequences or may be assigned in conjunction with them. Examples of restorative practices include one-on-one conferences with staff, written reflections, service-learning projects, peace circles, peer conferencing, community meetings, and ongoing small-group interventions.

## Assignment of Consequences

When interventions or restorative approaches are attempted and the student's behaviors affect the safety or learning environment of others, additional consequences may be assigned. Assigning consequences is the least desired option for Keshet Academy but may be necessary based on the severity or repetition of behaviors outlined in the Code of Conduct. In determining the appropriate consequence, school personnel will redirect behavior to de-escalate when possible; intervene to minimize disruption and potentially dangerous behaviors; gather information from students, staff, and witnesses (which may include internal security footage); objectively analyze the information while factoring in the student's age, context, intent, and services received; determine the appropriate consequence; and communicate the findings to the student and family.

## Definition of Consequences

- Reprimand — a documented verbal warning followed by parent/guardian notification.
- Family Conference — a conference about behavior with an administrator, parent or guardian, and possibly the student.
- Loss of Privilege — loss of the ability to participate in or attend any extracurricular activity, event, or field trip that is not academically required.

- Extracurricular Activity Suspension — suspension from extracurriculars, including rehearsals, contests, and performances.
- Community Repair — an alternative to punitive consequences in which the student repairs harm to the school community through a service-oriented approach.
- Intervention Plan — a plan created by a multidisciplinary team with the student and parent/guardian, identifying strengths, concerns, multi-tiered supports, goals, and progress monitoring.
- Reflection Time — an assignment of 30–45 minutes in a supervised area before or after school, or during lunch or recess.
- Suspension — a short-term in-school or out-of-school removal for disciplinary reasons for a period of five or fewer days.
- Long-Term Suspension and Expulsion — removal for more than five days; expulsion is the permanent removal of a student from school for disciplinary reasons.

## Code of Conduct

The school has adopted a Code of Conduct described in detail below. It includes levels of violations and a range of potential consequences. While the list makes every effort to be comprehensive, the school reserves the right to address student misbehavior of equivalent seriousness even where not specifically listed. A disciplinary violation can be addressed while the student is at school or on school grounds, participating in school-sponsored activities, or walking to or from school or a school-sponsored activity. The school may also impose consequences for student behavior occurring outside of school that has a substantial impact on other students, staff, or members of the school community.

### Group 1

Infraction	Range of Interventions and/or Consequences
1-A: Excessive noise in the hall or building causing interruption to the learning or others 1-B: Leaving the classroom without permission 1-C: Engaging in any behavior that is disruptive to the orderly process of classroom instruction 1-D: Loitering, or occupying an unauthorized place in the school or on school grounds 1-E: Failing to attend class without a valid excuse 1-F: Persistent tardiness to school or class (3 or more incidents per semester) 1-G: Use of the school’s network for the purpose of accessing non educational materials, such as games and other inappropriate materials 1-H: Posting or distributing unauthorized written materials on school grounds	<ul style="list-style-type: none"> <li>• Family Conference</li> <li>• Loss of Privilege</li> <li>• Extracurricular</li> <li>• Activity Suspension</li> <li>• Community Repair</li> <li>• Intervention Plan</li> <li>• Detention</li> </ul>

Group 2

Infraction	Range of Interventions and/or Consequences
<p>2-A: Leaving the school without permission</p> <p>2-B: Plagiarizing, cheating, and/or copying the work of another student or other source</p> <p>2-C: Initiating or participating in any unacceptable minor physical actions (horseplay, play-fighting)</p> <p>2-D: Failing to abide by school rules and regulations not otherwise listed (uniform violations, etc.)</p> <p>2-E: Use of profane, obscene, indecent, immoral, or offensive language or gestures</p> <p>2-F: Repeated disregard for the instructions or direction of school personnel causing interruption to other students' participation in school activities</p> <p>2-G: Unauthorized use or possession of cellular telephones or other technology devices</p>	<ul style="list-style-type: none"> <li>• Family Conference</li> <li>• Loss of Privilege</li> <li>• Extracurricular</li> <li>• Activity Suspension</li> <li>• Community Repair</li> <li>• Intervention Plan</li> <li>• Detention</li> <li>• Suspension</li> </ul>

Group 3

Infraction	Range of Interventions and/or Consequences
<p>3-A: Use of profane, obscene, indecent, immoral, or offensive language or gestures directed at students, staff, or visitors</p> <p>3-B: Fighting – acts of physical contact between two people with intent to harm, no injuries result</p> <p>3-C: Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression, or disability</p> <p>3-D: Second or more documented violation of a Group 1 or 2 behavior category</p> <p>3-E: Forgery – false and fraudulent making or altering of a document pertaining to student information, or falsely representing any document on school letterhead/branding</p> <p>3-F: Second or more documented act of plagiarizing, cheating, and/or copying the work of another student or other source</p> <p>3-G: Overt display of gang affiliation</p> <p>3-H: Bullying behaviors – conduct directed toward a student that can be reasonably predicted to cause fear of physical or mental</p>	<ul style="list-style-type: none"> <li>• Family Conference</li> <li>• Loss of Privilege</li> <li>• Extracurricular</li> <li>• Activity Suspension</li> <li>• Community Repair</li> <li>• Intervention Plan</li> <li>• Detention</li> <li>• Suspension</li> </ul>

Infraction	Range of Interventions and/or Consequences
harm, harm to property, and/or interfere with student's ability to participate in school or school activities	

Group 4

Infraction	Range of Interventions and/or Consequences
<p>4-A: False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified</p> <p>4-B: Obtaining money, goods, or services through means of coercion or intimidation</p> <p>4-C: Threatening behaviors – any written, verbal, or physical action which may cause others to expect an immediate physical altercation</p> <p>4-D: Purposeful or malicious destruction of others' property (including school property) up to \$100</p> <p>4-E: Fighting – physical contact between more than two people with intent to harm or physical contact between two people with intent to harm that results in injury</p> <p>4-F: Unauthorized control over the physical property of another or possession (physical control over, such as contained in clothing, lockers, or bags) of stolen property that costs less than \$150</p> <p>4-G: Any extreme behavior not otherwise defined in Groups 1-4 of this SCC that very seriously disrupts the educational process</p> <p>4-H: Initiating or participating in inappropriate physical contact with school personnel, with no intent to harm school personnel</p> <p>4-J: Possession or use (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, e-cigarettes, vaporizers, matches, or cigarette lighters</p>	<ul style="list-style-type: none"> <li>• Family Conference</li> <li>• Loss of Privilege</li> <li>• Extracurricular</li> <li>• Activity Suspension</li> <li>• Community Repair</li> <li>• Intervention Plan</li> <li>• Detention</li> <li>• Suspension</li> <li>• Long-Term Suspension &amp; Expulsion</li> </ul>

Group 5

Infraction	Range of Interventions and/or Consequences
<p>5-A: Intentional use of force against school staff, personnel, and/or visitors which results in harm or injury</p> <p>5-B: Engaging in or attempting any illegal behavior which interferes with the school's educational process</p>	<ul style="list-style-type: none"> <li>• Family Conference</li> <li>• Loss of Privilege</li> <li>• Extracurricular</li> <li>• Activity Suspension</li> <li>• Community Repair</li> <li>• Intervention Plan</li> </ul>

Infraction	Range of Interventions and/or Consequences
<p>5-C: Burglary – knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein</p> <p>5-D: Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$150</p> <p>5-E: Use of intimidation, credible threats of violence, coercion, or persistent severe bullying. Intimidation is a behavior that prevents or discourages another student from exercising his/her right to education</p> <p>5-F: Aggravated assault – assault with a deadly weapon or done by a person who conceals his/her identity</p> <p>5-H: Use or possession of illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, or use of any other substance for the purpose of intoxication in or before school or a school-related function</p> <p>5-J: Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully, or otherwise intimidate others</p> <p>5-K: Vandalism (willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding \$500</p> <p>5-L: Inappropriate consensual sexual activity</p> <p>5-M: Use or possession of alcohol in school or at, before, or after a school-related function</p> <p>5-N: Gang activity or overt displays of gang affiliation</p>	<ul style="list-style-type: none"> <li>• Detention</li> <li>• Suspension</li> <li>• Long-Term Suspension &amp; Expulsion</li> </ul>

Group 6

Infraction	Range of Interventions and/or Consequences
<p>6-A: Use, possession, and/or concealment of a firearm/destructive device or other weapons or “look-alikes” of weapons</p> <p>6-B: Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others</p> <p>6-C: Bomb threat – a false indication that a bomb, or other explosives of any nature, is concealed in a place that would endanger human life if activated</p> <p>6-D: Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$1,000</p>	<ul style="list-style-type: none"> <li>• Short Term</li> <li>• Suspension</li> <li>• Long-Term Suspension &amp; Expulsion</li> </ul>

Infraction	Range of Interventions and/or Consequences
<p>6-E: Robbery – taking personal property in the possession of another by the use of force or by threatening the imminent use of force</p> <p>6-F: Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, contraband, or any other substance used for the purpose of intoxication</p> <p>6-G: Use or possession of alcohol in school or at, before, or after a school-related function</p> <p>6-H: Sex acts which include the use of force</p> <p>6-J: Battery that causes great harm, is done by a person who conceals his/her identity, or aiding and abetting in the commission of such battery</p> <p>6-H: Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, contraband, or any other substance used for the purpose of intoxication</p>	

Please note that behavior violations in Groups 5 and 6 typically involve serious and potentially illegal incidents of misbehavior. These violations may result in more severe consequences such as short-term suspension, long-term suspension, or expulsion. School officials will report student behavior to law enforcement authorities wherever they are required to do so by law or to maintain the safety and security of the school, its students, and staff.

### Firearm Violations

Federal law requires the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement on a case-by-case basis, in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law, means a "firearm" as defined by 18 U.S.C. § 921 and includes firearms and explosives. The Principal shall refer any student determined to have brought a weapon or firearm to school to the appropriate juvenile justice or law enforcement authority in accordance with applicable Nevada law.

## Levels of Suspension and Due Process

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### Short-Term Suspension

A short-term suspension refers to an in-school or out-of-school removal of a student for disciplinary reasons for a period of five or fewer days. The Principal may impose a short-term suspension and shall follow due process procedures. Before imposing a short-term suspension or other, less serious discipline, the Principal shall provide notice to inform the student and parent/guardian of the consequence. Every child will have a chance to present their version of events.

Before imposing a short-term suspension, the Principal shall immediately notify the parents/guardians in writing that the student may be suspended. Written notice shall be provided by email, personal delivery, or express mail within 24 hours at the last known address(es) of the parent/guardian, and, where possible, by telephone. Such notice shall describe the incident(s) for which suspension is proposed and inform the guardian of their right to request an immediate conference with the Principal.

### Long-Term Suspension and Expulsion

A long-term suspension refers to the removal of a student for disciplinary reasons for more than five days. Expulsion refers to the permanent removal of a student for disciplinary reasons. The Principal may impose a long-term suspension only after the student has had a formal suspension hearing. In extreme circumstances, the Principal may expel the student. Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and considered for a long-term suspension or expulsion, and state the reasons. The Principal shall also immediately notify the parent/guardian(s) in writing within 24 hours at the last known address, and, where possible, by telephone. Such notice shall describe the incident(s) and indicate that a formal hearing will be held.

### Student Disciplinary Records

The school will maintain written records of all suspensions and expulsions, including the name of the student, a description of the behavior, the disciplinary action taken, and the number of days suspended or removed. Charter schools are subject to the federal Family Educational Rights and Privacy Act of 1974 (FERPA), which requires a school to protect a student's privacy. The school will not disclose any information from the student's permanent records except as authorized by FERPA or in response to a subpoena, as required by law. The parent/guardian(s) of a student under 18, or a student 18 or older, is entitled to access the student's school records by submitting a written request to the Principal.

### Disciplinary Policies for Students with Special Needs

In addition to the discipline procedures applicable to all students, the school shall implement the following procedures with respect to students with disabilities. Keshet Academy shall comply with sections 300.519–300.529 of the Code of Federal Regulations (CFR) and the following procedures, except where inconsistent with federal law and regulations, in which case federal law and regulations shall govern.

If a student violates the Code of Conduct and is being considered for a suspension or removal, the school must ensure due process protections are provided to the student and parent/guardian(s). For suspensions of five school days or less, the parent/guardian must receive a written notice, and a follow-up telephone call if possible, within 24 hours of the incident, describing the basis for the suspension and explaining the right to request a conference with the Principal. For suspensions exceeding five consecutive school days, the parent/guardian(s) must receive written notice that the school proposes to suspend the student, describing the basis and explaining the opportunity for a fair hearing conducted by the Principal or designee. The school must provide the option of alternative education during the suspension, including any special services required by the Individualized Education Program (IEP). Final determination on a suspension or removal shall be made by the Principal.

The school shall maintain written records of all incident reports, suspensions, and expulsions of students with a disability, and will provide a copy to its Committee on Special Education (CSE). Students whose IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. A student with a disability shall not be suspended for a total of more than 10 days during the school year without the specific involvement of the CSE.

### **Provision of Services During Removal**

Students removed for fewer than 10 days will receive all classroom assignments and a schedule to complete them during the suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed, and the school will provide additional alternative instruction with reasonable promptness so that the student is given full opportunity to complete assignments and master curriculum, including additional instruction, phone assistance, computer instruction, home visits, and one-on-one tutoring.

### **Due Process**

If discipline that would constitute a change in placement is contemplated for any student with a disability, the parent/guardian shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR § 300.504. As soon as possible, but no later than 10 school days after the decision, the CSE and other qualified personnel shall meet to review the relationship between the child's disability and the behavior (a Manifestation Determination Review, or MDR).

If it is determined that the child's behavior was not a manifestation of the disability, the child may be disciplined in the same manner as a child without a disability, except as provided in federal regulations relating to the provision of services during removal. At the next CSE meeting, the team must determine whether the behavior necessitates a Functional Behavior Assessment (FBA) and/or developing or reviewing a BIP.

If it is determined that the behavior was a manifestation of the disability, the disciplinary removal may not be imposed and the student must return to school. An FBA must be conducted (if not already completed), and a BIP developed or reviewed as appropriate. Parents or guardians may request a hearing to challenge the manifestation determination; except as otherwise provided, the child will remain in the current educational placement pending the hearing.

## **Prohibition on Corporal Punishment**

No employee or agent of the school shall inflict corporal punishment upon a student as a penalty for unacceptable conduct. "Corporal punishment" means any act of physical force upon a student for the purpose of punishing that student. The term does not include the use of reasonable physical force by a teacher or staff member to protect themselves or another person from physical injury, to protect property, or to restrain or remove a student whose behavior is interfering with school functions, provided that alternative methods not involving physical force cannot reasonably be employed.

## **Searches**

The school reserves the right to conduct occasional searches of school property (including desks and backpacks) and students' personal possessions to protect the safety of students and staff and to enforce school rules and applicable laws. The Principal or designee may conduct searches of students and their belongings if there is reasonable suspicion that the search will result in evidence that the student violated school policy or the Code of Conduct. Searches will be limited to the extent necessary to locate the evidence sought, and students will be present when their possessions are searched, if possible.

## Parent/Guardian Behavior

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Kesher Academy requires parents/guardians to interact with students, staff, and one another in alignment with our school values. In situations where those values are violated, disciplinary action will be taken. Such situations include:

- Verbal or physical threats to another parent, student, staff member, or the school at large
- Verbal or physical altercation on campus
- Harassing or belligerent behavior toward any member of the school community
- Engaging in profane, obscene, abusive, or intolerant behavior
- Ignoring staff safety directions during arrival and dismissal
- Entering the facility by means other than outlined in the school visitor policy
- Other conduct that is disruptive to the orderly operations of the school

In all situations, staff will initially attempt to de-escalate or redirect verbally. If the inappropriate conduct continues, violators will be subject to consequences as determined by school leadership, including restrictions on an individual's right to be present on school grounds or at school events, or to interact with school staff. If a parent or guardian violates school values, the parent or guardian may be temporarily banned from the school facility for a period of one to four weeks as determined by school leadership. During a ban, the parent/guardian will not be permitted on campus or to interact in person with students, staff, or other families, and the Kesher Academy team will work with the parent to make alternative arrival and dismissal arrangements. Illegal conduct, including repeated violations of this policy, will not be tolerated and law enforcement will be contacted. Parents or guardians will be notified of consequences via phone and letter.

# School Policies

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## School Uniforms

Building community and developing a sense of belonging is the foundation for academic success. Our dress code enables us to create school unity, pride, and equity. As with any policy, we will uphold the expectations in our dress code with all students every day, and we ask that families partner with us.

Uniform requirements:

- Navy or khaki bottoms (shorts, pants, skirt)
- Collared gray or white top
- Navy or khaki dresses/rompers
- Safe shoes and socks of your choice (students may not wear shoes they can easily slip out of and become injured)

## Student Cell Phone Policy

Kesher Academy recognizes the importance of communication and collaboration, and provides devices for students to be productive in the classroom. To keep the focus on academics and reduce distractions, students will turn off and turn in their cell phones each day for the entirety of the school day. If students use cell phones during the school day, the devices will be confiscated for parent/guardian pickup, available between 8:00–9:00 a.m. or 3:00–4:00 p.m. Parents/guardians will be notified that the phone has been confiscated. Students who repeatedly violate this policy may be subject to consequences as outlined in the Student Code of Conduct.

## Special Events

### Classroom Celebrations

Classroom celebrations, such as student birthdays, will be acknowledged by your child's teacher in an appropriate and joyful way within the school day. All food items must be pre-packaged and store-bought. Parents/guardians and other relatives are only allowed to visit the class for classroom celebrations.

### Birthday Celebrations

Students must be in school uniform on their birthday. On the first Friday of the month, or as indicated on the monthly school calendar, students are permitted to dress down if their birthday is during that month. Classroom celebrations can only take place during lunchtime per National School Lunch Program (NSLP) guidelines. Parents may drop off party items to the teacher at morning drop-off or 15 minutes prior to the lunch period.

### Field Trips

Field trips are off-campus activities that extend and enhance classroom learning. All students are expected to participate, since they are curriculum-based, and these trips occur during the school day. General requirements:

- Written permission is required for all field trips to sites other than school property.

- Permission slips will be issued for each trip.
- No child will leave school premises on a trip without express written permission from the parent/guardian.
- Vehicular seat belts must be worn on all field trips.

Your child's teacher will send home advance notice of planned field trips. If you plan to volunteer as a chaperone, it is expected that you do not bring other children or adults with you; you assist the teacher in charge; you supervise a small group of students; you adhere to our "no sharing" policy (food, candy, liquids); and you do not post photos of children other than your own on personal social media. The school reserves the right to select chaperone volunteers at its discretion.

# Internet Usage, Email, and Social Media

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## Internet Usage

Keshet Academy is not liable for the actions of anyone connecting to the Internet; all users assume full liability, legal, financial, or otherwise, for their actions. The school takes no responsibility for any information or materials transferred through the Internet and makes no guarantees regarding the reliability of the data connection. The school is not liable for any loss or corruption of data while users are on the Internet, and reserves the right to examine all data stored on computers with Internet capability to ensure compliance with applicable rules and regulations.

## Inappropriate Internet Use

The following uses of the Internet are unacceptable:

- Use for activities unrelated to the school
- Use in violation of federal, state, or local laws, including sending or receiving copyrighted material without permission
- Commercial use
- Sending harassing, intimidating, abusive, or offensive material to or about others, in public or private messages
- Sending chain letters or pyramid schemes, or broadcasting inappropriate messages that would congest the Internet or interfere with the work of others
- Sending or receiving pornographic material, inappropriate text files, or files dangerous to the integrity of the network
- Vandalizing—any deliberate attempt to change, harm, or destroy the work, systems, or data of another user, including uploading or creating computer viruses
- Illegal distribution of software ("pirating")
- Knowingly using another person's password, misrepresenting one's identity, or giving one's own password to others
- Circumventing security measures on school or remote computers or networks

## Social Media

Social networking has become an integral part of many lives, and we recognize and respect its value for sharing information and developing personal and professional connections. Whether to permit a child to access social media is a family decision, but most social media sites prohibit those younger than 13 from participating, and students may not connect with such sites at school. Should your student engage in social networking outside of school, they should espouse the same values and behaviors online as offline: be a friend, not a bully; be honest; accept responsibility for mistakes; remember that an online footprint is difficult to erase; and think about the consequences of posts. All members of the school community are asked to:

- Be clear that you are speaking for yourself, not on behalf of the school
- Respect copyright, fair use, and other disclosure laws

- Use respectful language and avoid language that could be viewed as insulting
- Not share confidential or proprietary information of the school
- Not share any information about students, including photographs, contact information, or names of family members
- Not disparage the school or the school community

### **General Protections**

Staff members are not permitted to "friend" or "follow" students via social media. Students should bear in mind the risks of the online realm and keep passwords and personal information private. Two important federal laws protect children online: the Children's Online Privacy Protection Act (COPPA), enacted in 1998 to protect students under 13 from having their personal information collected without parental consent; and the Children's Internet Protection Act (CIPA), enacted in 2000, which requires schools to provide Internet filtering to prevent student access to offensive content.

## **Anti-Bullying, Harassment, and Discrimination Policy**

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Keshet Academy and its Board of Trustees are committed to providing a safe and productive learning environment and to promptly addressing incidents of harassment and/or discrimination that impede students' ability to learn, including bullying, taunting, or intimidation in all their forms, consistent with Nevada's safe and respectful learning environment laws.

### **Student Rights**

No student shall be subjected to harassment by employees or students on school property or at a school function, nor shall any student be subjected to discrimination based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. The school also reserves the right to discipline students, consistent with our Code of Conduct, who engage in harassment off school property where such conduct affects the educational process, endangers the health and safety of students, or materially and substantially disrupts the work and discipline of the school.

### **Reporting and Investigating**

Personnel at all levels are responsible for reporting harassment of which they are aware to their immediate supervisor. Any student who believes they are being subjected to harassment, as well as anyone who witnesses possible harassment, shall report it to any staff member or to the Principal. A staff member who witnesses or receives a report of harassment shall inform the Principal, who shall promptly investigate and take appropriate action, including referral to the Board of Trustees and/or other officials as necessary. Follow-up inquiries and monitoring shall ensure that harassment has not resumed and that those involved have not suffered retaliation. Material incidents of discrimination and harassment will be addressed immediately and reported to the Board.

### **No Retaliation**

The school prohibits any retaliatory behavior directed against complainants, victims, witnesses, or any other individuals who participate in the investigation of allegations of harassment. All complainants and participants who have acted reasonably and in good faith have the right to be free from retaliation of any kind.

# Health Policies and Procedures

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## Medication Administration

Students are not permitted to self-medicate, and Kesher Academy does not issue any form of medication to students, including over-the-counter drugs such as aspirin or acetaminophen, except at the direction of a doctor. School personnel will administer medication only when the following requirements are met: the school has received written authorization from the parent or legal guardian for each medication; the school has received a doctor's written permission (for prescription medication, the pharmacy label serves as the doctor's permission); the medication label states the student's name, directions for use, the name of the medication, the physician's name, the prescribed dosage, and the expiration date; and the medication is stored in its original container in the school office with parental consent.

## CPR and Defibrillation

The school has access to an Automatic External Defibrillator (AED) for emergency purposes. An AED is a portable, lightweight device used to shock the heart of a person undergoing sudden cardiac arrest. Its use requires training and is an essential part of administering emergency first aid immediately to a cardiac-arrest victim, enabling a trained individual to provide potentially lifesaving assistance.

## Immunization Requirements

Kesher Academy complies with state laws governing students' health, immunization, and health records. The Nevada Division of Public and Behavioral Health (DPBH) sets the required vaccine schedule. For typical school entry, documentation must show compliant doses for:

- DTaP / DT / Td / Tdap (Diphtheria, Tetanus, and Pertussis)
- Polio (IPV)
- MMR (Measles, Mumps, and Rubella)
- Hepatitis A and Hepatitis B (note for families moving from out of state: Nevada strictly requires Hepatitis A, which is not mandated for school entry in every state)
- Varicella (Chickenpox), unless a licensed health provider documents proof of prior history/immunity

Both medical and religious exemptions must be submitted using the official State Immunization Exemption Form issued by the DPBH. Religious exemptions must be completed and resubmitted annually according to the school's enrollment schedule.

## Illness and Exclusion Policy

If a student shows any symptoms of illness, such as a high temperature, nausea, diarrhea, sore throat, or rashes, they should not come to school until the seriousness of the condition has been determined or the symptoms have disappeared. The school removes any student who shows such symptoms from the regular program and contacts the parent/guardian to arrange for the student to be picked up as soon as possible. If the parent/guardian cannot be reached, the school will call the designated emergency contact(s). It is essential to list emergency contacts who are able to pick up your student and to keep all

phone numbers accurate. If a student's condition warrants immediate medical attention, the school will contact our local emergency resource.

### **Communicable Diseases**

The parent or guardian must notify the school immediately if a student has contracted a communicable disease (for example, strep throat or pink eye) so the school may take action to protect other students. If more than one case occurs in a single homeroom, the school would contact a consultant from the local health department to seek advice and ensure appropriate actions. In the event of an epidemic, special precautions or exclusion policies may be necessary. The doctor's note returning the student to school should identify when the student is allowed to come back.

### **Reporting Suspected Child Abuse or Neglect**

If any employee of the school has reasonable cause to suspect, on the basis of professional training and experience, that a student is being abused and/or neglected, the employee is required by law to file a report with state authorities. All members of the faculty take this responsibility seriously and are committed to executing their legal obligations accordingly.

Nevada law requires schools to report suspected child abuse or neglect. To make a report in Clark County, contact the Clark County Department of Family Services at **(702) 399-0081**, available 24 hours a day, 7 days a week. The statewide Child Abuse and Neglect Hotline is **(800) 992-5757**. All calls are confidential, and reports may be made anonymously.

# Emergency Procedures

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## Emergency Contacts

Parents/guardians of all students are required to complete emergency contact information, which will be accessible in Infinite Campus.

## Accidents

The school notifies parents/guardians immediately of any accidents involving more than minor bruises or scrapes. Such accidents are recorded in an accident report form and filed in the school office. For minor injuries, a staff member administers first aid on site as appropriate. If an accident appears more serious, first aid is administered immediately, and a school official contacts the student's parent/guardian or designated emergency contact to pick up the student for medical care. If the parents/guardians or designated emergency contacts cannot be reached and immediate medical attention is needed, a school official will call 911 for treatment and/or transportation to a hospital, and a staff person will accompany the student and stay until the parent/guardian arrives. In some emergency situations, staff may contact 911 before calling the guardian.

## Solicitation on School Property

Staff members of Kesher Academy and the families of our students should not feel compelled to donate money or participate in unwanted solicitation. We do not allow solicitation on school property without the permission of school administration. Non-employees, including guardians and other family members, may not solicit on school property at any time.

## Family Educational Rights and Privacy Act (FERPA)

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The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of students' education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives guardians certain rights with respect to their children's education records. These rights transfer to the student when they reach age 18 or attend a school beyond the high school level ("eligible students").

Parents/guardians or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies unless, for reasons such as great distance, it is impossible for parents/guardians or eligible students to review the records; schools may charge a fee for copies. Guardians or eligible students have the right to request that a school correct records they believe to be inaccurate or misleading. If the school decides not to amend the record, the guardian or eligible student has the right to a formal hearing, and, if the school still decides not to amend the record, the right to place a statement with the record setting forth their view about the contested information.

Generally, schools must have written permission from the guardian or eligible student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific state law

## Public Records Requests

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Any requests for school records or information from the school must be in writing and submitted to school administration. Within five business days of receipt of a written request, the school will respond by making the information available at the school during normal business hours; denying the request in writing; or providing a written acknowledgment of receipt that supplies an approximate date for when the request will be granted or denied. If the person requesting information is denied access, they may, within 30 days, appeal to the school director. Upon timely receipt of an appeal, the school, within 10 business days, will fully explain the reasons for further denial or provide access to the record(s) sought. The school may deny access to requested records if they are exempted from disclosure by state or federal statute; if access would constitute an unwarranted invasion of personal privacy; if disclosure would impair contract awards or collective bargaining negotiations; if the records are trade secrets; if the records are compiled for law enforcement purposes and disclosure would meet applicable exemptions; if disclosure would endanger the life or safety of any person; or if the records are computer access codes.

## School Meals

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Parents/guardians should plan to provide lunch for their child each day. Students are prohibited from sharing any food items during breakfast, lunch, or snack.

### Prohibited Food Items

For families who send their children to school with a homemade lunch, please note that sugary drinks (including soda), any type of fast food, candy, and gum are discouraged in school. Additionally, students may not bring in drinks in glass bottles.