



# FUCHS MIZRACHI SCHOOL

**STARK HIGH SCHOOL**  
Parent/Student Handbook  
2024-25

## TABLE OF CONTENTS

INTRODUCTION	3
GENERAL SCHOOL INFORMATION	4
REQUIREMENTS FOR GRADUATION	5
CLASS PLACEMENT	6
GRADING SYSTEM	6
VERACROSS	6
PARENT/TEACHER COMMUNICATION	7
HOMEWORK AND ASSESSMENTS	8
FAILING GRADES	10
INCOMPLETES	10
GRADING AND FEEDBACK	11
ACADEMIC INTEGRITY	11
UNIFORM AND DRESS CODE	13
ATTENDANCE AND RESIDENCY	17
TEFILLAH	20
STUDENT BEHAVIOR	23
UPPERCLASSMEN PRIVILEGES	25
SUBSTANCE ABUSE POLICY	26
TECHNOLOGY	27
STUDENT SUPPORT	29
AWARDS	31
CO-CURRICULAR ACTIVITIES	32
ENRICHMENT AND CHESED / COMMUNITY SERVICE	33
STUDENT LEADERSHIP TEAMS	34

## GENERAL SCHOOL INFORMATION

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

### **SCHOOL HOURS**

Mon, Tues, Wed, Thur:  
Friday:

8:00 am - 4:35 pm  
8:00 am - 2:30 pm

### **INCLEMENT WEATHER**

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

### **EMERGENCY DRILLS**

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

# REQUIREMENTS FOR GRADUATION

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

## **English:**

4 years (8 semesters)

## **History/Social Studies:**

At least 3 years (6-8 semesters)

## **Math:**

4 years (8 semesters)

## **Science:**

4 years (including 3 years of Ohio State approved science courses)

## **Health:**

1 semester

## **Physical Education:**

1 semester of a PE-based Enrichment Course (see page 24)

or

1 seasons of a team sport

## **Hebrew Language:**

2 years

## **Talmud/Halacha:**

4 years

## **Tanach:**

4 years

## **Jewish History:**

2 years

## **Judaic Electives:**

2 years (11th and 12th grade)

## **Advancements (Enrichments):**

4 years

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

## **CLASS PLACEMENT**

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

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

## **GRADING SYSTEM**

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

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

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

## **VERACROSS FOR STUDENTS AND PARENTS**

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

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

Any questions regarding how to use Veracross should be directed to Rabbi Akiva Fleischmann at [afleischmann@fuchsmizrachi.org](mailto:afleischmann@fuchsmizrachi.org).

## **PARENT/TEACHER COMMUNICATION**

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

### **VERACROSS**

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

### **BACK TO SCHOOL NIGHT**

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

### **STUDENT GROWTH NOTES (STUGROWS)**

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

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

### **PARENT - TEACHER CONFERENCES**

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

### **REPORT CARDS**

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

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

# HOMWORK AND ASSESSMENTS

## **HOMWORK**

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

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

## **LATE OR INCOMPLETE WORK**

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

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

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

## **EXTRA TIME FOR EXCUSED ABSENCES**

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

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

## ASSESSMENTS

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

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

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

- a. No student will have more than two tests or projects due and no more than 3 total assessments (ie they can have 2 tests + 1 quiz) on the same day. No student will have more than 5 major tests/projects/papers scheduled for any given week.
- b. In the event more assessments beyond this are scheduled, the High School Leadership Team will work with the teacher to reschedule the last one added to the Veracross calendar.
- c. As a school, we work to ensure that student workload on the whole is as balanced as possible, recognizing that there is an ebb and flow to the school year. There will be times when work is lighter and others when it is heavier, but we will work to ensure it is always manageable.
- d. The High School Leadership Team and the entire educational staff is always available to discuss any challenges that workload may present to a particular student and will work with the student to assist him or her in managing the work.



## **FAILING GRADES**

At Fuchs Mizrachi, we collaborate with students and parents to facilitate academic success and create a positive learning atmosphere. We utilize systems that ensure that students can experience positive feedback, both through grades and teacher comments. Our policies are aimed at ensuring that all students are able to graduate with the knowledge and skills required by Fuchs Mizrachi and the State of Ohio.

In the unfortunate event that a student fails a class, he or she will still need to pass the class in order to graduate. If the student earned a grade between 55 - 59, a plan will be created with the HS leadership team and teacher to see what they need to do to show mastery, then upon successful completion they will earn a passing grade of 60/D-.

If the student failed with a grade below 50, that student will have to make up the class, at the family's expense, by either taking a Fuchs Mizrachi approved summer school course or an approved online course that parallels the course he or she failed. Once the student passes the make-up course, the failing grade will be replaced with a passing grade of 60/D- on his or her transcript.

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

If a student fails 2 or more classes, that will lead to a conversation with parents and the Leadership Team around more intensive interventions and next steps.

## **INCOMPLETES**

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

## GRADING AND FEEDBACK

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

All assignments and assessments should be graded and grades entered into Veracross within 10 school days.

## ACADEMIC INTEGRITY

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

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

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

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

1. Submitting someone else's work as your own, either in part or in its entirety
  - a. This includes **all assignments, in all subject areas**, such as (but not limited to): homework assignments **INCLUDING MATH and IVRIT**, essays, papers, projects, and exams
2. Not giving credit to the original author when referencing their work
3. Resubmitting your own work from a different class and/or a previous year

4. Putting your name on an assignment that you did not contribute to creating
5. Providing other people with your work in order for them to plagiarize or cheat
6. Using unapproved outside sources on assignments and assessments (i.e. Googling answers, using forbidden applications, accessing texts, etc)

The consequences for engaging in plagiarism are as follows:

First occurrence

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

Second occurrence

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

Third occurrence

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

## UNIFORM AND DRESS CODE

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

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

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

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

### **First Occurrence**

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

### **Second Occurrence**

1. At the 2nd occurrence, students will be marked out of uniform on Veracross.
2. Student will not be permitted in class until they are in appropriate uniform attire
3. Parents will be notified via email.

### **Third Occurrence**

1. At the 3rd occurrence, parents will be notified via email to come in for an in-school meeting to discuss this trend and plan next steps.

## Upper School Girls' Uniform

### Shirts:

Style	Colors	Vendor
Short Sleeve Polo	Navy, White, Light Blue, Black	Parents' Choice
Long Sleeve Polo	Navy, White, Light Blue, Black	Parents' Choice
Crew Neck T-Shirt	Navy, White, Light Blue, Black	Parents Choice

- \* Sleeves must come to the middle of the bicep.
- \* Short sleeve crew neck t-shirts are not permitted.
- \* Scoop neck, V-neck, or henley shirts are not permitted.
- \* Students will need at least 2 white uniform shirts.
- \* Only the top two buttons of the polo shirt may be open.
- \* Polos must be solid color and free of other logos. In addition, no "heathered" pattern shirts
- \* Students may layer a crew neck t-shirt (solid navy or solid white) under their uniform polos. These layering shirts do not require logos.
- \* No gray polos are permitted.

### Skirts and Dresses:

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

- \* Skirts must cover the knee when sitting and standing.
- \* Both the button-and-zipper and elastic waist options are approved for uniform wear.
- \* Students will need a navy uniform skirt.

### Sweaters and Sweatshirts:

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

\* Zip-up sweatshirts may be purchased from any vendor but must be worn over a uniform-approved shirt.

\* Crew neck and hoodie sweatshirts from any vendor are acceptable and may be worn without a uniform-approved shirt underneath.

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

**Other:**

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

## Upper School Boys' Uniform

**Shirts:**

Style	Colors	Vendor
Short Sleeve Polo	Navy, White, Light Blue, Black	Parents' Choice
Long Sleeve Polo	Navy, White, Light Blue, Black	Parents' Choice
Button Down Shirt	Navy, White, Light Blue, Black	Parents' Choice

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

\* Sleeves must come to the middle of the bicep.

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

\* Polos and button-downs must be solid color and free of other logos. In addition, no "heathered" pattern shirts.

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

These layering shirts do not require logos.

\* No gray polos are permitted.

\* Students will need at least 2 white uniform shirts.

**Pants:**

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

\* Pants may be worn in solid colors only.

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

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

\* Black pants are not permitted.

\* Students will need at least one pair of navy pants.

**Sweaters and Sweatshirts:**

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

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

**Other:**

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

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

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

## ATTENDANCE

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

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

### RESIDENCY

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

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

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

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

A class that meets for 3-6 periods per week: **12 absences**

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

In addition, Growth Coach meetings and Lev Hashavuah meetings, which meet once per week will each have a **maximum of 4 allowed absences. Attendance in both Growth Coaches and Lev Hashavua will be reflected in a pass/fail "Advisory" grade on their transcripts.** A student will



need to be in compliance with the residency requirements for both of these classes in order to receive a grade of "pass" for Advisory.

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

If a student goes beyond the residency requirements:

- by an additional 1-3 absences - the student will be required to complete a bonus assignment in order to get credit for the class
- by more than 3 additional absences - the student will receive a grade of "incomplete" for the semester and have to retake the class, likely through a school-approved online or summer course.

## **LATENESS**

1. A student is considered late if he or she arrives to class after the bell has rung, signifying that the class has begun. Arriving more than 20 minutes late to class will be considered an absence (either excused - and counting towards Residency - or unexcused).
2. A student's lateness may be excused ONLY if the student brings a note signed by a staff member, administrator or Nicole (for parent or doctor notes). Notes should be given to the teacher upon arrival in class or notifications sent to Nicole within 24 hours of the lateness.

### **First through Third occurrence (in same class)**

1. Students will be marked tardy. This notation is reflected in that student's Veracross records.

### **Fourth occurrence**

1. Four tardies in a class will count as 1 absence that will be counted towards a student's residency in that class.

## **ABSENCES DURING CLASS**

Students may leave class with the permission of their teacher. Absences of more than 20 minutes will be considered as an unexcused absence (cut class; see below).

## **UNEXCUSED ABSENCES**

**First and Second occurrence (within a class)**

1. The student and his or her parents will be notified via email. If this was an excused absence, a parent must provide that information to Nicole Stebbins at [nstebbins@fuchsmizrachi.org](mailto:nstebbins@fuchsmizrachi.org) within 24 hours of the absence.
2. If the absence reflects a "cut", the student will serve a lunch detention.
3. The absence will count towards that class's residency.

**Third occurrence**

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

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

# TEFILLA

## Tefilla Expectations and Policies

Tefilla B'Tzibbur, prayer together with your community, can be a special time of connection to Hashem and those around you. There is something powerful about so many people talking to Hashem at the same time as a larger kehilla.

Our mission is to build an authentic tefilla experience that fosters and enables students to feel valued, integral, and contributing members of the tzibbur. We aim to create an environment in which students can develop a deep and meaningful connection to Hashem, the Jewish people, and themselves. The intention is that, through our tefilla experiences, our students can form a deeper understanding of the mechanics and themes of the tefillot that we say every day.

When our students enter the Beit Midrash for tefilla, we want them to be able to say with confidence:

**I need to be here. I know why I'm here. I'm comfortable here.**

Acknowledging that while tefilla is a cornerstone of our Judaism and our school, some of us may struggle with feeling that connection from time to time. Below are the expectations for all FMS Stark High School students during all davening times.

- 1. Maintain a quiet environment to foster your kavana and that of those around you**
- 2. Have a siddur open (or sefer, no notes)**
- 3. Stand at the appropriate times**
- 4. Maintain an upright posture**
- 5. Sit in your assigned seat (makom kavua)**

Faculty present during davening will provide reminders of these expectations and guide a student back to proper tefilla decorum when needed.

Specific actions a teacher may take during davening to help a student struggling to maintain these expectations, **after/beyond two reminders**:

- If a student continues to talk, be disruptive or ignore a direct teacher request during davening:
  - a. A teacher will move the student's seat for the day
  - b. If the behavior continues, a teacher will move the student's seat permanently

If, after multiple reminders, requests, or interventions from faculty, a student is still struggling to maintain our tefilla expectations, the student will be directed to have a conversation with Dr. Salamon later that day to discuss an improvement plan to move forward.

If a student does not engage in an improvement process, Dr. Salamon will bring the student's parents into the conversation.

## Shacharit times, expectations, and follow up

- The school day starts at 8:00am. This is when students should arrive
- Shacharit begins at 8:05am sharp. This gives students a few minutes to get settled in before going into the Beit Midrash, find their seat, and get ready to daven.
- All students who arrive after 8:10am will be marked late. If this is an excused late, then parents should please send an email within 24 hours to our High School Administrative Assistant, Nicole Stebbins. She can be reached at [nstebbins@fuchsmizrachi.org](mailto:nstebbins@fuchsmizrachi.org).
- Because tefilla is a core value of our school and because arrival to school on time is a basic student expectation, students will receive a tefillah grade that will appear on their report cards AND transcripts. However, this grade will not be averaged into the academic GPA.
- The follow up for students who are late to tefilla is as follows:
  - **When a student reaches the threshold of 5 lates in one semester:**
    - The student will lose 5 points off their tefilla grade.
    - An email will be sent to the student from Veracross informing them they were late to tefilla 5 times and 5 points have been deducted from their grade.
    - A Stugrow will be sent to the student's parents
  - **When a student reaches the threshold of 10 lates in one semester:**
    - Another 5 points will be deducted from their tefilla grade and another notification email will be sent to the student
  - **When a students reaches the threshold of 15 lates in one semester:**
    - Another 5 points will be deducted from their tefilla grade
    - Dr. Salamon will arrange a meeting with the student and their parents to formulate an individualized student growth plan to support the student in meeting this school expectation.
  - If a student is in the school building but found to be anywhere other than the Beit Midrash during tefilla without permission, it will be considered a cut.
    - Cut tefilla will result in a lunch detention.
  - Students who wish to raise their tefilla grade may do so by demonstrating a rededication and improved effort around tefilla attendance

- A student who is on time to tefilla for 15 consecutive school days will earn 5 points to their tefillah grade.
  - Students must report to Dr. Salamon that they believe they have completed their attendance streak in order to receive the credit.
- Students are expected to be present throughout tefilla.

## **Mincha times, Expectations, and Follow-Up**

- Period 7 ends at 2:52pm M-Th. This is followed by an 8 minute break.
- Everyone is expected to be in the Beit Midrash for Mincha at 3:00
- Any student arriving later than 3:05 will be marked late
  - Mincha late arrivals will count towards a student's tefilla grade
  - 5 Mincha "lates" will result in a 5 point deduction from the student's tefilla grade
- A student may raise their tefilla grade by 5 points if they are on time for Mincha for 18 consecutive school days.
  - Students must report to Dr. Salamon that they believe they have completed their "Chai" attendance streak in order to receive the credit.

## **STUDENT BEHAVIOR**

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

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

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

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

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

## **RESPECT FOR TEACHER REQUESTS**

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

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

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

### **FOOD IN THE CLASSROOM**

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

During lunch, students may eat in the Student Center or in the specifically designated classrooms as approved by the high school leadership team. Students must ensure that the classrooms are left neat and clean by the end of lunch. In the event that classrooms are not cleaned up, the High School Leadership Team reserves the right to disallow eating in the classrooms altogether.

### **CELL PHONE USE**

The topic of cell phones and technology in school is not a new conversation. Schools have grappled with policy in this area since smartphones became mainstream almost two decades ago. Although the debate is not new, what has changed is the proliferation of research highlighting the developmental realities of this generation that has grown up with cell phones in their hands. Professor Jonathan Haidt sparked a national conversation in March 2024, advocating that we urgently need to shift from a "phone-based childhood" back to a "play based childhood," and that the toxic combination of "overprotection in the real world and underprotection in the virtual world has made our Generation Z kids (those born after 1995 who grew up with smartphones) super-anxious." It is very hard to deny or challenge the extensiveness of research that ongoing, pervasive cell phone use by young people has a significant negative impact on adolescent mental health.

In an educational setting, we also have the ability to proactively promote and amplify other core values: learning, presence, focus, flow, and building a deep sense of community and interpersonal relationships. Unfortunately, cell phones in school negatively impact all of these areas: academically it impacts focus and learning; social-emotionally it impacts socialization and developing core emotional competencies, and spiritually-religiously, aside from obvious distraction during Tefilla and Torah learning we simply cannot control questionable content that students can access on devices

that can bypass our school's filtering systems.

In the past, we, like many schools, created policy to balance these above values while also promoting student autonomy, trust, and recognizing that students have to learn to use technology in a safe and healthy way. We believe strongly in the value of technology and the exceptional opportunities it provides. But in light of what we now know about the impact of pervasive cell phone use on children and teenagers, we have to do this thoughtfully and responsibly. Therefore, we have changed our high school policy this year:

1. ALL students will turn in their cell phones to their designated slot in a phone locker/bin before going to tefilla in the morning.
  - a. Tefilla starts at 8:05, attendance is taken at 8:10am, at which time the phone lockers will be locked. Students must have their phones in the lockers by the time they are locked in order to be marked as on time to tefilla.
  - b. If a student comes late to school, they're first stop must be to the office to turn in their phone before going to tefilla or class.
  - c. If a student goes to tefilla/class without turning in their phone or brings a second phone to school beyond the one they turn in, they are in violation of the cell phone policy.
2. 9th and 10th graders will retrieve their phones at the end of the school day.
3. 11th and 12th graders will be allowed to retrieve their phones before lunch and will need to turn them back in immediately after lunch, before going to their 5th period classes.
  - a. If a student fails to turn in their phones after lunch, they are in violation of the cell phone policy.
4. Smartwatches (Apple watches or similar devices) are not permitted in the high school.
  - a. If a student brings a smartwatch to school, they are in violation of the cell phone policy.

If a student is in violation of the cell phone policy:

**1<sup>st</sup> Time:**

- 9th/10th graders will serve a lunch detention.
- 11th/12th graders will lose their phones for the next lunch period

**2<sup>nd</sup> Time:**

- 9th/10th graders will serve a lunch detention and an email will be sent home.
- 11th/12th graders will lose their phones for the next 2 lunch periods

**3<sup>rd</sup> time:**

- 9th/10th graders will have to hand their phone in directly to Dr. Salamon first thing in the morning and a meeting will be set up with their parents.



- 11th/12th graders will serve an after school detention until 5:15pm and a meeting will be set up with their parents.

## UPPERCLASSMEN PRIVILEGE

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

1. The upperclassman must check-out AND check-in with Nicole prior to and following his or her leaving campus. Nicole will have a sign in/out sheet at her desk, which must be filled out by the student. This way we can track who is leaving and returning which is necessary from a safety perspective.
2. If a student leaves without satisfying the sign in/out requirements more than 3 times, he or she will lose this privilege for 10 school days.
3. If the student continues to not satisfy the sign in/out requirements, they will risk losing this privilege for a longer period of time or have it fully revoked for the remainder of the year.

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

# SUBSTANCE ABUSE POLICY

Fuchs Mizrahi Stark High School has joined over 30 other Yeshiva High Schools around the country in signing a National Yeshiva High School Substance Abuse Policy, that we encourage all students and parents to read in full [here](#).

A yeshiva high school is a community dedicated to fostering students' educational, spiritual, and personal development. We partner with students and parents to nurture this growth in every student. We also promote the safety and health of our greater school community. Adopting guidelines for addressing substance use among our students is a critical component of this commitment. Substance use includes, but is not limited to, the use of marijuana or other illegal drugs and substances, non-prescription medications, alcohol, cigarettes, electronic cigarettes, vapes, Juuls, and other similar devices and substances.

1. A student who voluntarily comes forward to the educational administration to ask for help regarding substance use, will be directed to the school counselor who, in consultation with the student's parents and a professional therapist, will devise a therapeutic plan of action that best meets the student's needs. The goal of this plan will be to help the student address his or her substance use challenge in a healthy, therapeutic manner while, b'ezrat Hashem, remaining in school. Students can be confident that these discussions will be addressed professionally, confidentially, and with compassion. In order to best help the students who are facing substance use issues, parents will be involved as early as possible in the discussion. Students can be assured that they are welcomed and encouraged to seek help from the school guidance faculty or administration, and that the involved faculty members will support them with sensitivity and will only notify appropriate adults (including, always, parents) without disclosing their conversations to anyone else.
  
2. Our school community has entrusted us to provide a safe, wholesome environment for our students, particularly when the students are on school grounds and at school activities. Therefore, any student found to be in possession of or using drugs or any other substance in school, on school property, or while participating in a school event, may be asked to leave the school.
  - a. **First violation:**
    1. 1-Day Out of School Suspension
    2. Meeting with the student/parents and school administration to discuss next steps, including potential support from our school social worker or outside therapeutic options.
  
  - b. **Second violation:**
    1. Multi-day Out of School Suspension
    2. Meeting with the student/parents and school administration. Student/Parents will be offered the additional support of enrollment in a tobacco/smoking awareness class.

**c. Third occurrence:**

1. Meeting with the student/parents and school administration, with the recommendation for expulsion.
3. Dealing or Sharing: As an extension of our commitment to provide a safe and wholesome environment for our students, a student who is found to be distributing and/or providing drugs or other substances, whether in or out of school, may be asked to leave the school.
4. Hosting or Attending an Open House/Party: Students may not host other students at their homes for parties that include any form of substance use. Students who host such an "Open House" may be suspended from school and may face further disciplinary action including expulsion.

## TECHNOLOGY

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

As part of our commitment to the proper use of technology in education, the Stark High School has purchased Chromebooks for every student. Students must use their school-issued Chromebook during school hours. Personal devices will not be permitted in school or class.

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

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

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

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

the first week of school.

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

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

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

**Please Note:**

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

## **ONLY School-issued Chromebooks are permitted in school**

In an effort to support appropriate use of technology and the internet in school, **ONLY school-issued chromebooks may be used in the Stark High School. Personal laptops and Chromebooks are not permitted to be brought to school, even to use outside of class.**

## **STUDENT SUPPORT**

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

**Academic Support Services** - Any student who feels he or she is struggling in class and is not able to succeed, should meet with their Growth Coach (GC) about these concerns. If the GC, teacher, or the student's parents feel the student requires additional support, the student should speak with a member of the High School Leadership Team. They will identify possible areas to support the student, which may include meeting with a member of the academic support team. This staff member will develop a plan to help the student learn, master and succeed. This plan may include (but is not limited to) finding alternative methods to learn the material, meeting with the support staff on a regular basis, finding time to meet with the teacher, and at times, connecting with a tutor for help outside of school.

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

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

**Growth Coaches** - The purpose of the Growth Coaches (GC) program aligns with our larger school mission: to ensure that every student is valued unconditionally and challenged to actualize their G-d given potential. With students interacting with many teachers in a given day, the Growth Coaches program allows one teacher to better understand the totality of each student's school experience. The primary goals of the GC Program are that every student in 9-11th grade is directly connected to at

least one caring teacher, that no student “falls through the cracks,” and that we are fostering a culture of academic growth by challenging students to actualize their academic potential. The Growth Coach will become an important point person for that student and be able to provide a more personal account of their development to parents, teachers, and administration. Individual sessions will serve as an opportunity for teachers and students to connect; to ensure that each student is managing their academic course load effectively; to teach specific executive functioning skills to help students’ better schedule, prioritize and break down large assignments into smaller action steps, and collaboratively establish semester wide academic goals to develop focus and goal-directed persistence.

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

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

The GC will also facilitate weekly 15 minute group check-ins, as well as longer programs approximately once a month (a total of 8-9 times over the course of the school year). Meetings will involve goal checking, introducing an executive functioning strategy, discussing study skills, or touching on a relevant social-emotional topic. In addition to these established meetings, students should see their GC as a primary address for basic student concerns. These can include, but are not limited to deliberations about changing a class, struggle with workload, study habits/skills, or developing self-advocacy skills to take ownership/ responsibility for a situation and proactively address it.

**Grade Level Advisors:** Each grade 9-11 is assigned a Grade-Level Advisor, or GLA. The GLA oversees and regularly meets with the GCs from that grade, to add another layer of support for the students. They meet regularly with the High School Leadership to discuss grade-wide needs, strengths, opportunities for growth, programming, and community building.

## AWARDS

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

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

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

## CO-CURRICULAR ACTIVITIES

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

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

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>■ Art Club</li> <li>■ Chess Club</li> <li>■ Chessed Club</li> <li>■ Chidon HaTanach</li> <li>■ Debate/Global Politics Club</li> <li>■ Entrepreneurship Club</li> <li>■ Investment Club</li> <li>■ Israel Action Club</li> <li>■ Literary Magazine</li> </ul> | <ul style="list-style-type: none"> <li>■ Mayhen (girls a cappella)</li> <li>■ Mentoring Club</li> <li>■ Mi'Mizrach Shemesh (Torah publication)</li> <li>■ Mishmar</li> <li>■ Model UN</li> <li>■ Photography Club</li> <li>■ Student Council</li> <li>■ Sunday Morning Learning</li> <li>■ Yearbook</li> </ul> |
|---|--|

### **Athletics**

#### **Boys**

- Basketball (including intramurals)
- Soccer
- Baseball

#### **Girls**

- Basketball
- Soccer

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



## Advancements

We are excited to offer students an opportunity to pursue areas of interest to them that are not formally part of the required curriculum. Advancement classes will receive a letter grade.

Enrichment courses are offered on a variety of topics not typically covered in the academic curriculum and can include subjects like Advanced Gemara, Advanced Tanach, Women in Halacha, Model United Nations, Advanced Science/Biomedical Science offerings, Speech and Debate, Visual Arts, Introduction to Business and Entrepreneurship, Film Theory, Creative Writing, and Robotics.

## CHESED / COMMUNITY SERVICE

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

Each student must complete a minimum of 9 hours of service each semester, for a total of 18 (Chai!) hours of service each year. These hours are defined as any volunteering work that is outside of the family and is unpaid.

# STUDENT LEADERSHIP TEAMS

## Student Council

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

## Ambassadors

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