

**FEDERATION'S ALLIANCE FOR JEWISH EDUCATION
SPECIAL EDUCATION DEPARTMENT
OPENING THE DOORS PROGRAM**

December 22, 2008

Dear Director,

After much research and deliberation, the Opening the Doors Committee (under the direction of the Jewish Federation's of Metropolitan Detroit's Alliance for Jewish Education) has arrived at a comprehensive, "no-tolerance" document in anticipation of bullying or harassment that may occur in our Jewish schools. We are presenting this policy to you in the hopes that you will adopt and implement it by the beginning of the 2007-2008 school year.

Federation's Alliance for Jewish Education's Brit Kavod, a covenant of respect, underscores our belief that we must be vigilant in making certain that every student feels safe in school. The problem of bullying has become so prevalent that the State of Michigan is about to pass a law that will affect all schools in our state. Our Brit Kavod incorporates the essence of this legislation. We have had legal advice in the writing of our guidelines and have consulted with several school districts in our area.

In this packet you will find the Brit Kavod as well as the Student, Administrator, and Teacher Pledges. Please let us know how you plan to incorporate this plan to assure a protected school environment for everyone. Thank you for your consideration of this matter. We look forward to hearing from you.

Sincerely,

Rabbi Judah Isaacs
Director,
Alliance for Jewish
Education

Ellen Maiseloff
Associate Director,
Special Education

Susan Citrin
Chair,
Special Education
Committee

Enclosures
(Separate policy for Pre-School)

**ALLIANCE FOR JEWISH EDUCATION
SPECIAL EDUCATION DEPARTMENT
OPENING THE DOORS PROGRAM**

Please complete and return this form by **January 20, 2009**.

Name _____

School _____

Date _____

____ I have received Federation's Alliance for Jewish Education's Anti-Bullying Policy and it is being implemented.

OR

____ The Anti-Bullying Policy has been modified. I am attaching our revised copy of the document.

____ Our school is maintaining signed copies of the Administrator, Teacher and Student Pledges.

- Is directed at one or more pupils
- Substantially interferes with educational opportunities, benefits or programs of one or more pupils.
- Adversely affects the ability of a pupil to participate in or benefit from the school's educational programs or activities because the conduct as reasonably perceived by the pupil is so severe, persuasive, and objectively offensive as to have this effect.
- Is based on a pupil's actual or perceived religion, race, color, national origin, age, sex, sexual orientation, disability, height, weight, gender identity, socioeconomic status, or any other distinguishing characteristic, or is based on association with another person who has or is perceived to have any of these characteristics.

“Harassment, Intimidation and Bullying” also means any gesture or written, verbal, or physical act that a reasonable person under the circumstances should know will have the effect of harming a pupil or damaging his or her property or placing a pupil in reasonable fear of harm to his or her person or damage to his or her property, or that has the effect of insulting or demeaning any pupil or group of pupils in such a way as to disrupt or interfere with the school's educational mission or the education of any pupil.

Harassment, intimidation, or bullying includes, but is not limited to, a gesture or written, verbal or physical act described below that is reasonably perceived as being motivated by a pupil's religion, race, color, national origin, age, sex, sexual orientation, gender identity or expression, disability, height, weight or socioeconomic status, or by any other distinguishing characteristic.

Examples of Bullying and Harassment may include:

- Hitting, pushing, spitting on others
- Stealing, hiding, damaging or destroying another's property
- Calling names, teasing, spreading rumors about another or their families
- Put downs, belittling others' skills, abilities, or achievements
- Offensive notes or graffiti about others
- Degrading comments or gestures about another's culture, customs, religious or social –economic background
- Excluding others from a group
- Ridiculing another's appearance
- Forcing others to act against their will
- Any other aggressive act verbal, or physical that would make another feel unsafe, fearful, threatened, angry, scared, angry, or unfairly treated

- Use of technology (instant messages, inappropriate photographs, emails) to do any of the above.

CONSEQUENCES

Bullying, harassment, and/or intimidating is prohibited.

The range of ways in which a school will respond once an incident of harassment or bullying is identified shall be commensurate with the severity of the incident and with the offender's record of behavior. The range of responses shall include recording criminal activity to appropriate law enforcement officers. If action is taken against the pupil in response to an incident, school officials shall include a description of the incident and of the action taken in the pupil's permanent disciplinary record.

Students and parents shall feel unrestrained to report violations of the bullying policy to administrators/teachers. Retaliation against such reporting person shall be prohibited and shall result in expulsion of retaliating student. Should any person knowingly falsely accuse another of violating the bullying policy, that person shall be expelled.

Less Severe or Initial Offenses-Consequences/Remedial Measures

- Private discussion between student and teacher
- Teacher contacts parents/guardians
- Administrator and teacher-parents/guardian conference
- Parent must accompany child and remain in classroom and school related programs until behavior is deemed appropriate
- Temporary removal from classroom
- Referrals to various support staff or community resources
- Daily/weekly progress reports
- Behavioral contracts
- Change in student's class schedule or classroom (new teacher assignment)

More Severe or Repeated Offenses

- Student does work supervised in Education Director's office or other non-classroom areas
- Before and/or after-school detention
- Probation – monitored by administration

- In school suspension
- Out of school suspension
- Expulsion
- Legal Action

Participants will make appropriate restitution to remedy a particular situation involving the offending party or will replace or repair damaged property.

Conclusion

A participant in any of our programs has the right to, תלמוד תורה, to learn and to participate fully; to ביטחון, to be safe; and to יראת אלהים, to be respected and treated with kindness.

The Jewish Federation of Metropolitan Detroit's Opening the Doors Special Education Partnership Program professional staff and the Alliance Special Needs Committee acknowledges the following organizations that helped us create this policy: The Michigan State Board of Education; local public schools (Birmingham, Farmington Hills, Bloomfield Hills); and individual Jewish schools (Yeshiva Beth Yehuda, Hillel Day School, Temple Beth El).



By signing this covenant of respect, I acknowledge receiving a copy of the “Bully Policy”, reading this document and understanding its content. I agree to adhere to all the terms and conditions of the “Bullying Policy”.

PARENT ON BEHALF OF SELF AND STUDENT

DATE