

Kineret Tamim Academy - Parent Handbook 2025-2026

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The establishment of a Jewish community day school in Victoria represents a significant milestone for Vancouver Island's Jewish community. For the first time in over 150 years, Victoria will have a Jewish day school, focused on the power of community and offering outstanding academics and inspirational Jewish experiences to all Jewish children, thus forming the foundation for the next generation of Jews to take on the world.

Our Vision: To be a welcoming Jewish community day school dedicated to both academic excellence and cherishing the beauty and richness of Jewish traditions and rituals.

Our Mission: Guided by excellent BC educators and enriched by the spirit of community, Kineret Tamim will prepare students for purposeful lives with a positive self-concept, a passion for learning, and eternal values.

School Directory

School phone number: 250-812-1086

Office contact email: Office@tamimvictoria.org

Principal contact email: klundgren@tamimvictoria.org

Password access to the Event Calendar and School Policies: Tamim613

We encourage you to review everything here and to use it as an ongoing reference. The Parent Handbook may be amended from time to time. We will notify you if we make any significant changes during the school year.

All our policies available online on the [Parent Portal](#) on our website.

About Tamim Academies

Vision: Every Jewish child receives a personally fulfilling Jewish education that enables them to flourish in the present and future.

Mission: We prepare students for life by empowering them with self-efficacy, literacy, purpose, and kindness.

Core Values:

Growth **צמיחה**
Connection **קשור**
Integrity **תמימות**
Joy **שמחה**
Giving **תן**

Tamim HQ

Our Roots

The Tamim Model

Principles of Learning

Learner Outcomes

Educational Methodology

Inspired by Chabad, guided by leading educators and enriched by the spirit of community, Tamim Academy prepares students for purposeful lives by empowering them with a positive self-concept, a passion for learning, and eternal values.

Features of a learner centered school:

- Students are "engaged, challenged, and joyful"
- Skills are taught explicitly
- Students can identify what they are learning and why they are learning it.
- Throughout the day, learners move between large groups, small groups and independent activities
- Students work at their own pace towards mastery of skills, supported by teacher and peer feedback
- Learners have some autonomy over their learning, including opportunities to explore their own interests
- Indoor and outdoor spaces are carefully designed to support multiple modes of learning
- Learners tackle challenging questions that place knowledge in relevant and meaningful contexts

Environment

We strive to create calm, warm, and aesthetically pleasing spaces where all children feel safe and comfortable. Tamim classrooms are designed to optimize learning for all students. Furniture is arranged to create separate learning areas and a variety of seating options. This propels movement through the day as well as empowering student choice.

Staff and students are expected to treat themselves, their environment, and each other with respect. In addition to the language that teachers employ to model this expectation, learners receive explicit direction in how to navigate the environment and care for their spaces. Growing a student's sense of ownership helps them feel like a critical member of the community and improved orderliness is the added bonus.

Multi age classrooms

Tamim Academy's multi-age classrooms enable learners to receive an appropriate level of challenge and support in their classroom's diverse academic subjects. Occasionally, a principal and educators will determine (in partnership with students and families) that a student should work in other classrooms to be better matched with peers in a subject area. These cases are up to the discretion of the principal and educators, in partnership with students and families, after exploring options for meeting the learner's needs within their originally assigned classroom.

Curriculum

Kineret Tamim Academy follows all elements and standards of the B.C. curriculum. In addition, we provide B.C. compatible curriculum for Hebrew language and Judaic Studies.

Interdisciplinary Explorations

The typically content focused subjects of Science, Social Studies and Judaics are designed around a yearly theme, with broad subtopics that enable teachers to narrow in on areas of greatest interest to students. These explorations aim for depth of understanding and not breadth of information. Encouraging curiosity, collaboration, creativity, critical thinking and problem solving are the ultimate goals for these explorations, as is sustaining a sense of wonder.

All of the secular studies will follow the B.C. provincial curriculum but will be delivered through the lens of Jewish values and the Tamim model of instruction.

Judaic and the Arts

The parts of Judaic studies that are time dependent are explored through the arts. Torah stories are experienced through the dramatic arts, holidays through the visual arts, and prayer through music. We view the arts as expressions of the soul, and therefore a perfect integration.

Modern Hebrew

Tamim employs the proficiency approach to second language acquisition, which focuses on speaking and listening in the early elementary years. In this model. Exposure to the language in natural contexts, such as during lunch and outdoor play.

Assessment

Tamim students do not receive grades and do not take traditional tests, but ongoing assessment is a critical element of the Tamim model. Instead of assessment being used to evaluate students, Tamim educators assess students to gather data that informs each student's learning path. As an example, teachers administer a reading assessment at the start of the year and use the data to place students in reading groups. Every few weeks, teachers determine whether the groupings need to shift based on demonstrated growth.

To supplement the data that is collected on a regular basis, Tamim also administers the MAP test in the fall and spring of every school year. This norm referenced test was chosen because it measures year over year growth.

Instead of a grade, students receive feedback on their areas of strength and weakness and may set a plan in conference with an educator. The ultimate goal of assessment is to help students become the drivers of their learning journeys.

Teaching Discipline

KTA uses the Responsive School Discipline approach, which is designed to help all children feel "physically and emotionally safe in school." Our stance is that it is the job of the educator and the school to help children learn how to navigate potentially challenging situations. Teachers begin by establishing clear expectations for behavior and actively teach students how to live up to those expectations. At all times, we view situations from a place of empathy. Teachers seek to understand the cause of a behavior, acknowledge feelings, and build social-emotional skills through the strategy of reminding, reinforcing and redirecting.

Responsive classrooms use logical consequences to help children learn about cause and effect, responsibility, empathy, and appropriate coping tools. Logical consequences may include "break it, fix it" (where the child is expected to restore a person or space to rights); loss of privilege, or a break. Classrooms have designated "take a break" locations designed to help students restore to calm and focus. Sometimes, a break might take the form of a brief walk, depending on the situation and need.

Conduct Expectations

Children deserve a learning environment that is safe, respectful, and productive. With the support of the parent community, our teachers lead students in establishing classroom practices and norms that promote an environment where students are free to learn without significant disruptions. Students are responsible for respecting classroom rules and routines. We believe that together, we have an obligation to promote mutual respect, tolerance, and acceptance.

KTA will not tolerate behaviors that infringe on the safety or well-being of any student. Students may not intimidate, harass, or intentionally hurt other students through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

In keeping with our values and policies, KTA may take disciplinary action or request the student be picked up from school during the school day as deemed appropriate in consultation with teachers, including but not limited to times when a student:

- Significantly disrupts school activities
- Mistreats other people or property
- Bullies or intimidates other students or teachers
- Engages in unsafe activity
- Uses or possesses illegal or otherwise prohibited products at school

KTA may in its sole discretion suspend or dismiss any student whose behavior is considered detrimental to the school, the teachers, or other students.

About the School

Educators

Teaching Teams

All KTA's educators are BC certified. They are selected for their commitment to the holistic growth of every child and a determination to constantly evolve their own practice. They bring prior experience and professional expertise, and also participate in continuous learning of their own. All educators in the network attend summer and winter conferences as well as site-based professional growth opportunities throughout the school year.

Principal

Teacher 1-4, French Language
Kristen Lundgren

Kindergarten Teacher

Santina Pope

Hebrew, Judaic studies

K-4

Leemore Arama, Rivkah Marozov

Educational Assistant

Harmony Smith

The School Day

School Hours

Monday - Friday - 8:45 AM - 3:45 PM

Friday early dismissal November 7th- January 16th - students must be picked up by 4:00 PM.

Drop-off: You may drop off your child anytime between 8:30 and 8:45 AM. Core Day starts promptly at 8:45 PM.

Pickup: You may pick up your child anytime between 3:30 and 3:45 PM. Core Day ends at 3:30 PM.

Contact information for all authorized pickup contacts must be provided to the school ahead of time.

Late Drop-off or Early Pickup: If you need to drop your child off late, pick them up early, or you are running late, please email/text/call the school.

Dismissal of students will be "eyes-on", meaning that staff will visually confirm that a student is released directly into their caregiver's care.

Attendance

Parents are responsible for their children's attendance and timely drop off and pickup, and for keeping children at home when they are contagious or unable to participate in school activities. It is KTA's expectation that students will not be absent or tardy to an extent that impedes their educational growth. Additionally, given the amount of collaborative learning that happens at KTA, it is critical for students to be active and consistent members of the community and ready to work with their peers and educators. When a student is absent or tardy, it impacts their own learning as well as the rest of the community.

An absence is defined as missing an entire day of school. A tardy is defined as arriving at school after 8:45 a.m.

Late Drop-Off: If you arrive to school after 9:00 AM, please go through the school office and record attendance otherwise your child may be marked as absent.

Dress Code

All Tamim Academy students will wear a uniform. At KTA students wear a navy polo shirt, navy pants or navy skirt with the school logo available for purchase through the school.

Health and Sickness

Sickness

If your child is sick, please keep them at home. If your child is sick at school, you may be asked to come pick them up or send a designated contact to pick them up. See [Communicable Disease Plan](#)

Head Injury

A concussion is an injury to the brain caused by a blow or jolt to the head, face or neck. A concussion causes disruption of normal brain functioning. An individual does not have to lose consciousness to sustain a concussion. If the child exhibits any of the following symptoms, **the school will call 911 and the parents immediately:**

- Is vomiting repeatedly
- Has unequal pupils
- Is confused or agitated
- Has weakness on one side of the body
- Passes out or is unconscious
- Is very drowsy or unable to wake up
- Has neck pain after a fall
- Has slurred speech
- Has a seizure

School Security

KTA is placing the utmost importance on ensuring the safety of both children and staff. Consequently, the school has partnered with a security company that offers professional and customized advice specific to the school's needs.

Emergency Drills

The purpose of emergency management is to ensure the safety and well-being of students and staff. Although it is not possible to anticipate every type of school disturbance that could threaten the safety or well-being of staff and students, emergency management preparation is intended to be helpful to prevent emergencies, or to contain the potential negative impact of major emergencies, should they occur.

If a crisis occurs, school personnel need to take immediate action to prevent and/or reduce the possibility of further accidents or tragedies. The school is not immune to any type of serious incident, whether natural or intentional, but the school can take preventative steps to minimize both immediate confusion and ultimate consequences of the incident. Staff that is well-trained in crisis management can help a school return to a normal routine as soon as possible in the event of a crisis.

Staff will practice emergency drills with students each year, at least:

- six (6) fire drills
- two (2) earthquake drills, and
- two (3) lockdown drills

Food

Allergy Awareness

We adhere to an Allergy Awareness Policy. This means that we educate our students, staff, and families about food allergies and we follow industry best practices to keep all of our students and staff safe at school.

We do not allow children to share their lunches and snacks. Please help us enforce this rule by talking with your child about the importance of not sharing food.

We instruct our students to wash their hands when they arrive at school and after they eat. Please reinforce this rule by talking about the necessity of hand washing with your child and by encouraging them to wash their hands at these points in the day.

Please feel free to pack dairy, fish and Pareve foods and please **do not** send meat, chicken or seafood.

Celebrations

Birthdays

Birthdays are a special time for students and adults. At KTA, we approach this celebration as a way of showing gratitude and appreciation for members of our community.

- Students could choose an activity for the whole class to engage in together (this must be planned and coordinated with teachers beforehand)
- Families could come in and share a favorite story with the class- parents can't attend, class teacher can read a book on behalf of the parent.

Shabbat and holiday celebrations

Every week, students will celebrate Shabbat with a Friday afternoon celebration. Each classroom will design a Shabbat ritual that is meaningful for the developmental level of students.

Technology @ School

Tamim employs technology but seeks to limit screen time. Students will have limited access to different types of technology. Use of technology in the classroom will be purposeful and for specific educational purposes only.

Additional Information

Citizenship

We expect all educators, students, parents, and staff to create a healthy environment for our school community. We expect parents to treat all members of the community with kindness and respect, assume the best intentions of others, and engage in an open and thoughtful dialogue. Parents and other family members are expected to conduct themselves in a constructive manner while at KTA or at KTA-sponsored events or activities.

Photos and social media

Please be sensitive to other parents, students and staff when posting to social media. Images or videos of other parents, children or staff should not be made public (including posting to social media) without their consent. See [Social Media Policy](#)

Field trip and supervision

Student care, safety, and wellbeing is of utmost importance whether students are at school or offsite (i.e. field trips). School supervision requires procedures and practices that are easy for staff and students to understand and follow. Supervisors ensure the care, safety, and wellbeing of students, typically during non-class time, while arriving, leaving, or on school property.

The Board of Directors recognizes the value of educational field trips which involve travel away from the classroom and supports such trips when they are a planned extension of the school's instructional and/or extracurricular programs. See [Student Supervision Policy](#).

Pets

It is KTA's goal to provide a healthy learning environment for all students and staff, and for students or staff with asthma, animals can trigger respiratory reactions that in some cases can be severe. Other potential consequences include allergic reactions, scratches and bites, infections, and infestations. In an effort to protect our students and staff with allergies and asthma, to keep our spaces clean, and to minimize distractions to other classrooms, we ask that students and parents **NOT** bring household pets (including hypoallergenic animals) into the classroom or school site. Pets are welcomed to wait outside of the school building during drop off and pickup, but we ask that they not accompany students into the building.

Babysitting and tutoring

Any staff member at KTA who is babysitting or tutoring must be able to fulfill the duties and responsibilities of their position and may not create a condition of competition with existing programs at the school.

Parent Involvement

At KTA, we welcome and value family participation in our classrooms and schools. Community involvement is completely voluntary and is based on each individual's interests and schedule.

We invite parents to participate in the following capacities:

- A group of parents who contribute to school-based activities and direction, help facilitate parent volunteering, outreach, and community events in partnership with the principal.
- A committee of parents that advises KTA's leadership on strategy and communication, represents the parent voice for their school to the broader network, and learns about the ongoing progress of the schools in order to help contribute to the success of the network

In-Classroom Volunteering

From time to time, opportunities may arise for parents/grandparents to volunteer in their own children's classrooms. If you have an idea for a project you would like to lead or another way that you might participate, please let the teacher know or register on our [website](#). Out of respect for children's educational privacy, we do not allow long-term volunteering or volunteer projects that require access to private student information.

If a parent or guardian wishes to apply for an established role at a school site, the candidate must go through the same hiring process as a non-parent candidate.

Community Connections and Resources

Field Trips: Parents are invited to join field trips whenever possible.

Coffee Conversations: Parents are invited to casual, open forums where the principal and the teacher are present for unstructured chats about the school. This can be scheduled for before or after school hours.

Feedback: You can always provide feedback either through school-based meetings or by emailing office@tamimvictoria.org.

Communication

Communicating about Process

Conferences

There will be at least five scheduled, in-person meetings with your child's educator team throughout the school year:

- September: curriculum night and meet the teachers
- November: parent-teacher conferences
- March: Student-led conferences
- June: Review of the year and goal setting

Progress Reports

Regular and consistent progress reports will be sent home through Remini.

Regular updates

We are in contact throughout the year to provide greater visibility to what your child is learning through:

- Brief informal meetings with educators upon request
- Email and photos
- Weekly updates

Communicating with Teachers

Our school teams want to be reliable and accessible to families. To best support that goal, our educators will make an effort to return messages and emails within two business days for all questions and within one business day for time-sensitive questions.

Please use email for all ongoing communication. We are also happy to set up times to talk.

We prefer to keep phone communication limited to pre-scheduled meetings.

We appreciate that parents understand that educators need evenings, weekends, vacations, and professional development time to recharge and to return fully energized to work with your children.

For day-of or urgent messages, please call the school office.

How to Raise Concerns

We're building big things together and we greatly value your input. When challenges arise, parents are expected to follow the appropriate escalation path please see [Major Complaints and Appeals Policy](#). We ask parents to commit to work collaboratively and respectfully with educators to reach a solution. For administrative or logistical concerns (i.e. billing, registration, re-enrollment, technology support, etc.), please be in touch with the office administrator.

Identifying Students Needs - Special Education

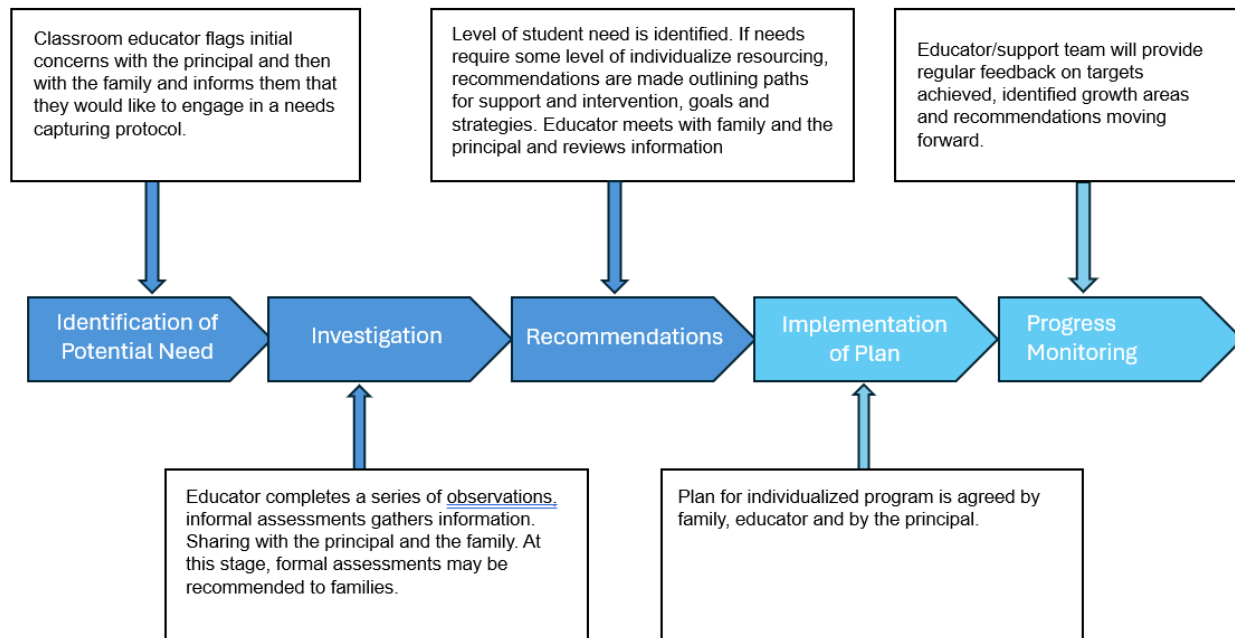
KTA's educators work alongside families and educational partners to identify additional support needs for students. A student may be identified as in need of specific individualized support by a KTA educator, by parents, or through self-identification. This process will occur when, in KTA's determination, the student:

- Is not making adequate academic progress or is below expected level of peer group.
- Struggles to establish or maintain positive relationships with peers and educators.
- Finds it challenging to engage in the community or with learning experiences.
- Finds difficulty in self regulation and recognizing his/her emotions
- Is experiencing a limited sense of well-being or satisfaction with their place in the community or their academic progress.

Other signals include:

- The student's behavior is disruptive to the class and to the student's progress.
- Projects are not completed, classroom responsibilities are not fulfilled.
- The student does not want to come to school and may be withdrawn, anxious, or hostile.

If it is determined that a student needs additional support in school, educators will work alongside families to find the best solution for their child.



Tuition, Payments and Withdrawals

Tuition Fees (Annual Review)

Tuition increases approved by the Board of Directors. Tuition increase permits the school to remain fiscally viable and is dependent on factors such as government grants, staff salary increases, and other general expenses.

Payment Method

Tuition fees can be paid by direct deposit, credit card (assessed by 3%) or by a cheque. Reach out to the school executive assistant for assistance or simply fill out the online form available on our website.

Cheques must be received no later than the last business day before the invoice due date. The cheque should be made payable to:

Chabad of Vancouver Island
Note/Memo: Kineret Tamim Academy

Tuition is invoiced based on the annual tuition amount divided by the number of payments in the plan you chose. For example, in the ten-payment plan, the amount of each tuition payment will be equal to the total annual tuition amount, minus any financial aid and discounts, divided by ten. Each of the ten payments will be the same regardless of the number of school days during that month.

Tuition Schedule

Tuition fee payment plans:

1. Ten payment plan- payments are due on the 1st of each month, from August to May.
2. Two-payment plan- half of your annual tuition payment is due August 1st and the remaining half on January 1st.
3. Full payment plan- You may also opt to pay your entire tuition in one lump sum by August 1st.

Returning cheques/insufficient funds

A \$25 fee will be charged for payments returned due to insufficient funds or stopped payments. If you anticipate you may have problems paying your tuition at any point, please contact the school.

Outstanding Balance

Any past-due balance that remains unpaid after 30 days will result in a phone call from our support team notifying you that you have 30 days to bring your account balance current. If after 60 days of a past-due balance and no effort has been made by the parents/guardians to rectify the matter, you will be contacted by the principal to discuss the situation and determine a payment plan. If the total past-due balance, including any returned payment charges, is not paid in full within the payment plan, you will not be permitted to enroll your child for the following year.

Withdrawal and Refund Policy

If you decide to withdraw your child for any reason during the school year, please provide written notice at least one month in advance. Make sure to include your child's last date of attendance. You will be responsible for the tuition due according to the withdrawal statement below, in addition to any past due invoices, and any other KTA services or programs to which you have committed. To notify us of a withdrawal please email the school at office@tamimvictoria.org.

By enrolling, you hereby agree that if a student accepted into the program is withdrawn (special circumstances will be considered):

- Before September 1st you are responsible to pay 50% of the Total Annual Tuition.
- After December 1st you are responsible to pay the full amount of the Total Annual Tuition

Tuition Assistance

No Jewish child will be denied Jewish education due to their family's financial circumstances. We will collaborate with every family seeking to enroll their children. For the initial three years (2024-2026), the school provides an automatic \$4,000 scholarship for each student. Additional income-based scholarships are available. Please contact the scholarship board at scholarship@tamimvictoria.org