

2022-2023

ELEMENTARY AND MIDDLE SCHOOL HANDBOOK

5782-5783

AT CHABAD ESFORMES HEBREW ACADEMY,
WE LEARN, WE ARE RESPECTFUL, WE ARE RESPONSIBLE, WE ARE SAFE BECAUSE



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EsformesHebrewAcademy.org

Executive Director ~

Director ~

Interim Principal ~

Rabbi Pinchas Ezagui

Chani Ezagui

Cara Szeles

Last revised 9/7/22

Table of Contents

1. GENERAL INFORMATION	3
School Philosophy, Mission Statement	3
Hours of Operation	3
Administrative Staff Directory	4
B.E.S.T. Expectations	6
2. GOALS & EXPECTATIONS	7
Arrival Procedures	7
Dismissal Procedures	7
Departure/Pick Up Procedures	8
Dress Code Procedures	9
Academic & Judaic Curriculum	11
Annual Assessments & Evaluations	12
Academic Student Enrichment	15
J.Sappington Scholarship	16
3. HEALTH & SAFETY PROTOCOLS	16
Communicable Disease	17
Acute Illness/Injury	17
Food Policy	18
Allergy Procedures	18
Physical Contact	19
4. COMMUNICATION PROCEDURES	19
External Communication	19
Teacher Parent Communication Tools	20
Special Events & Activities	21
Hebrew Glossary & Jewish Holidays	22
5. PBIS POLICIES & PROCEDURES	24
PBIS Overview	25
School -Wide Expectations	30
B.E.S.T Expectations Posters	32
Systems for Encouraging Desirable Behaviors	39
Systems for Discouraging Undesirable Behaviors	47
6. STUDENT CODE OF CONDUCT POLICIES	63
Attendance Policies (absences & tardies)	65
Uniform Policies (dress code violations)	71
Restroom Policies	72
Student Conduct Terminology & Definitions	74
Acceptable Use of Technology Agreement	88

General Information

Section 1

SCHOOL PHILOSOPHY

The Esformes Hebrew Academy was established to provide the Jewish parents of Volusia and Flagler Counties with a superior general and religious education for their children.

The program of Torah religious studies is based upon the traditional values of Judaism, presenting subjects in a way that emphasizes their relevance and meaning in today's world. The general studies curriculum is of the highest caliber and is designed to ensure graduating students a competitive position for entering institutions of higher learning.

MISSION STATEMENT

At Chabad Esformes Hebrew Academy, we learn, we are respectful, we are responsible, and we are safe because; We > Me.

Hours of Operation

Monday through Thursday

Arrival:	7:55 a.m. – 8:10 a.m.
Classes Begin:	8:15 a.m.
Dismissal:	4:00 p.m.

Friday

Arrival:	7:55 a.m. – 8:10 a.m.
Classes Begin:	8:15 a.m.
Dismissal:	2:00 p.m.

**Please note that Friday dismissal will be at 2:00 p.m. for the entire year unless otherwise indicated.*

Administrative Staff

EHA

Rebbetzin Chani Ezagui

School Director

Cara Szeles

Interim Principal

New Student Tours

Instructional Leader; General Studies and Hebrew Studies

Dr. Shelly M. Jebens

Guidance Counselor/Psychologist

PBIS/B.E.S.T Behavior Management Coordinator

Program Implementation & Evaluation

Donna Plappert

EHA Administrative Assistant

School Inquiries

School Records Manager

School and Community Program Assistant

Pam Noble

Middle School Teacher/Instructional Coach

Laurie Broad

Preschool Lead Teacher/Instructional Coach

CHABAD

Rabbi Pinchas Ezagui

Executive Director of Synagogue

Rebbetzin Chani Ezagui

Community and Synagogue Affairs

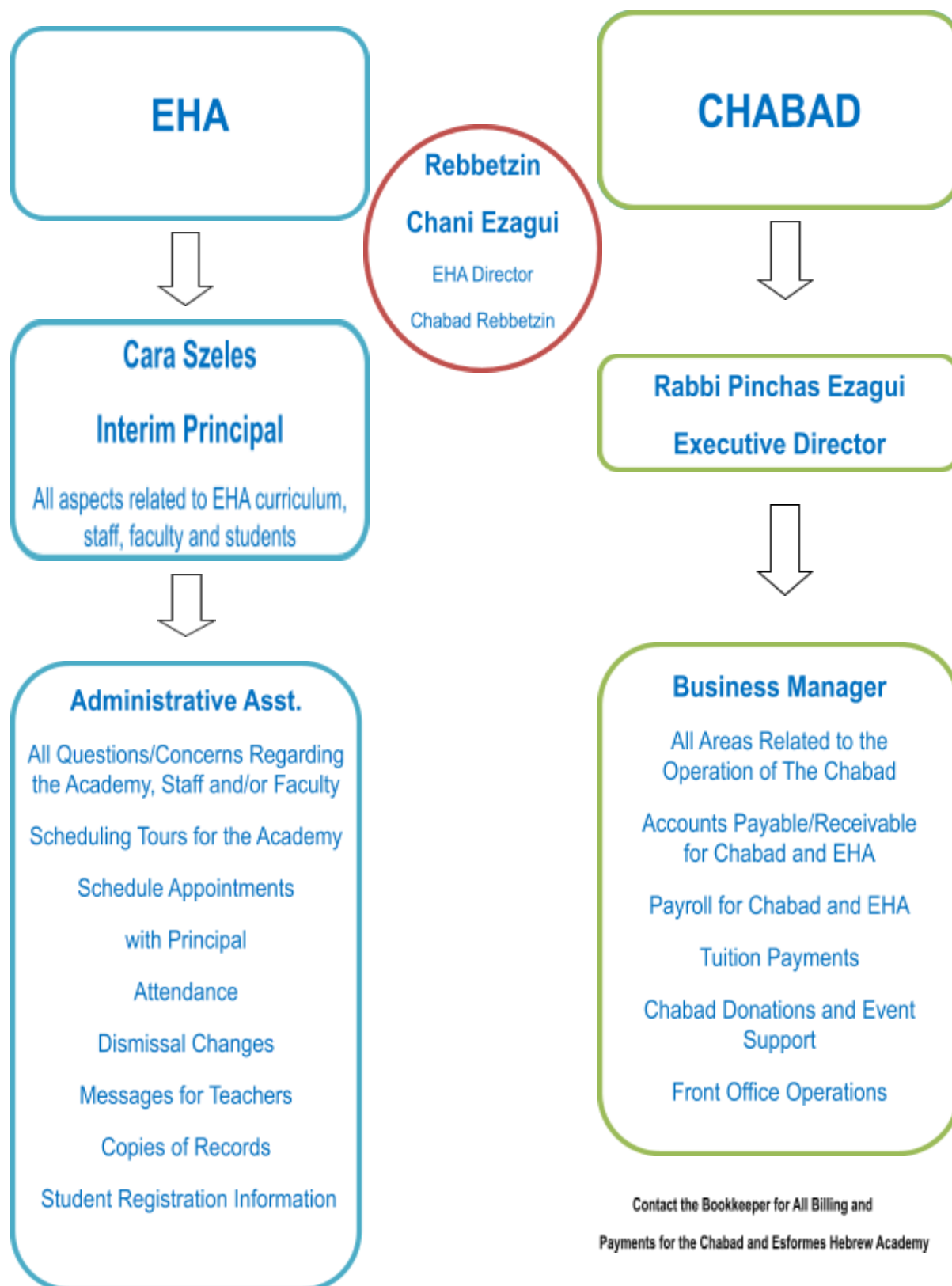
Event Planning Supervisor

Rabbi Mendel Niasoff

Financial Manager

Purchasing & Budget, Payroll

Administrative Staff Directory



B.E.S.T. School-Wide Behavioral Expectations

At Esformes Hebrew Academy, students are expected to do their B.E.S.T.

B BE RESPECTFUL
E EXPRESS EXCELLENCE
S SHOW INTEGRITY
T TAKE ACCOUNTABILITY

Be Respectful

I'm courteous and polite with my actions, words and attitudes toward others, their belongings and school property.

Express Excellence

I'm demonstrating success by going above and beyond while giving my best effort when completing a task.

Show Integrity

I'm demonstrating self-respect by consistently making good choices even when no one is looking in order to be a moral and just person.

Take Accountability

I'm taking ownership of my responsibilities and accepting the consequences of my actions.

GOALS AND EXPECTATIONS

ARRIVAL & DISMISSAL PROCEDURES

Section 2

ARRIVAL PROCEDURES

We value your child at EHA and we look forward to seeing them at school. Every morning, students are welcomed by smiling staff between **7:55 am until 8:10 am**. Our school day begins promptly at **8:15 am**.

When students are on time, they begin their day on a positive note with a warm greeting by EHA staff and opportunities to socialize with their friends. They also have the opportunity to earn incentives as part of our EHA B.E.S.T reward program and gain valuable information which impacts the day's activities.

Please partner with us to ensure your child attends school on time and is ready to learn, grow and demonstrate their B.E.S.T.

Drop Off - Monday - Friday 7:55 am - 8:10 am

Classes begin promptly at 8:15 a.m. A staff member will be present at 7:55 a.m. to greet all K-8 students at the South Entrance. Parents may pull up to the front entrance and drop off their child(ren) in the **Drop off/Pick Up Zone** (yellow curb).

All children are to exit on the passenger's side of the vehicle and proceed on the sidewalk to the **Main Front Entrance**. For the safety of your child, please refrain from dropping him/her off earlier than 7:55 a.m.

All parents must enter and exit through the main entrance.

DISMISSAL PROCEDURES

Students will:

- Talk using inside voices (level 1)
- Keep all belongings in a backpack or lunchbox.
- Wait in your designated classroom for your name to be called on the PA system.
- Walkers/Bikers will be announced first.
- Use the south staircase to exit to carpool.
- Wait under the front awning until their name is called.
- Parents should display name tags on passenger side visor when parking or going through car line.
- Parents who walk to pick up their students at dismissal should wait for them by the bicycle rack.
- Wait for the staff member's directions to walk to the parent's car.

Due to the speedy departure needed to keep traffic flowing, after school eating and doing homework is prohibited inside the classrooms.

Children will only be released to their parents or someone previously designated by the parents with authority for pick-up. If someone other than the parents is picking up and is not on the designated list, please let us know by leaving a message on extension 100. If this is a permanent change, please email donna@esformeshebrewacademy.org.

Parents are expected to be in the carpool line by 4:00pm Monday-Thursday and 2:00pm on Friday. All dismissal changes must be placed on the Dismissal Change voicemail system for EHA by 3:20pm Monday-Thursday and 1:20pm on Friday. (Follow instructions on automated message)

PICK UP – Mon-Thurs 4:00 p.m. Friday - 2:00 p.m.

- Follow main traffic circle to Drop Off and Pick-up Zone (yellow curb)
- Pull up as far as possible.
- Remain in the car. Your child(ren) will be brought to you.
- Please refrain from exiting your car to speak to teachers or other parents.
- The flow of traffic depends on you!

Early Pick-Up/Dismissal Changes - before 3:30pm

If your child must leave before afternoon dismissal at 4:00pm, please let us know by leaving a message on extension 100.

We ask that you please pick your child up by 3:30pm. If you have a dismissal change one or more days in advance, please email donna@esformeshebrewacademy.org. We would also encourage you to make your children's appointments either before 3:30pm or after 4 pm.

Late Arrival - after 8:10 am

EHA doors will be locked promptly at 8:10 a.m. All students **arriving after 8:10 a.m.** will need to check in at the front office and will receive a **late pass**. A staff member will escort the student to their classroom. (See Student Code of Conduct).

Late Pick Up - after 4:15 pm

We understand emergencies can happen, and we do our best to deal with exceptions when necessary. We ask you to keep *in mind* that our staff needs to be elsewhere when sessions finish and that we are not able to properly accommodate children after their scheduled pick-up time. It is clear that this situation is upsetting to children and can ruin a perfectly fine day! Please be sure to be prompt.

Late Fee:

Each minute you are late will be documented. **Chronically tardy** (more than four times per calendar month) parents will be charged **\$10.00** for the first five (5) minutes and then **\$2.00** for each consecutive minute.

Parent Notification of Absence & Tardy

When a student is absent from or late to school, EHA requires the parent to notify the school via email or a phone call indicating the reason for the absence or tardy (within 24 hours). The absence or tardy will be

recorded as **excused** if it meets the criteria below for excused absence/tardy. The absence/tardy will be documented as **unexcused** if the parent fails to send the email notification explaining the reason for the absence or it fails to meet the criteria below.

Excused Absences & Tardies

The following are acceptable reasons for student absences & tardies:

1. Student illness with a note from the parent (7 parent notes maximum).
2. Doctor/Dentist appointment with a note from the doctor/dentist.
3. Serious illness of immediate family requiring student's presence (with a doctor's note).
4. Death in the family.
5. Weddings and other family milestone events will be approved on a case by case basis.

STUDENT DRESS CODE

All students must report to school in the Esformes Hebrew Academy uniform. A choice of uniform options will be offered. Students must purchase the uniform through Land's End or Mrs. Paryzer. Students may wear any choice of leggings or socks. Sweat pants, athletic pants, pajama pants (hats or sunglasses) and anything similar are not permissible for boys and girls. To prevent accidents or injuries, all students must wear closed/secured shoes. **No flip flops or Crocs will be allowed.** Athletic shoes are encouraged for PE.

Yarmulkes/Kippah

Boys are encouraged to wear a Kipa during the day. The EHA Kipa can be purchased for \$10.00. Also, boys navy blue long sleeve t-shirt for optional use under short sleeve polos.

School T-Shirts

Esformes Hebrew Academy "WE>ME" light blue T-shirts must be worn on field trips but can also be worn on Fridays, Rosh Chodesh Assemblies.

The EHA UNIFORM

All uniform pieces must be purchased through Land's End unless otherwise noted. (see website - www.landsend.com and search for Esformes Hebrew Academy).

Girls' Uniform Grades K-4

Girls' Tops:

- Light Blue Long or Short Sleeve knit blouse with school emblem
- Light Blue Long Sleeve T-Shirt for optional use under short sleeve polos or blouses.
- All long-sleeve tops must reach the wrist, not longer or shorter.
- Navy blue long or short sleeve Polo with EHA logo.

Girls' Bottoms:

- *All skirts and dresses must reach the knee**
- Solid A-Line Skirt in Navy
- Solid Pleated Skirt in Navy
- Box-Pleat Skirt in Navy
- Solid Kilt Skirt in Navy
- Solid Cotton Skirt in Navy to be purchased by Devorah Paryzer @ 718.710.0515.

Girls' Dresses:

- Navy Blue Long or Short Sleeve Dress with school logo
- Knee length dresses

Girls' Outerwear:

- Navy Blue Cardigan with EHA logo
- Zip-up Hoodie in solid gray or solid navy with or without EHA logo (no graphics or print).
- Sweatshirts worn inside the building must be an EHA approved sweatshirt.

Girls' Uniform Grades 5-8

Girls' Tops:

- Short-Sleeve Mesh Polo Shirt in Light Blue or White with school logo
- Long Sleeve Mesh Polo Shirt in Light Blue or White with school logo.
- Navy Blue Long Sleeve t-shirt for optional use under short sleeve polos or blouses.
- All long-sleeve tops must reach the wrist, not longer or shorter.
- Navy blue long or short sleeve Polo with EHA logo.

Girls' Bottoms:

- *All skirts and dresses must reach the knee**
- Solid Cotton Skirt in Navy to be purchased by Devorah Paryzer @ 718.710.0515.
- Solid A-Line Skirt in Navy or Khaki
- Solid Pleated Skirt in Navy or Khaki
- Box-Pleat Skirt in Navy
- Solid Kilt Skirt in Navy or Khaki

Girls' Dresses:

- Knee length dresses
- Navy Blue Long or Short Sleeve Dress with school logo
- Plus size dresses and skirts are available on Lands End by special order: 800.963.4816

Girls' Outerwear:

- Navy Blue Cardigan with logo
- Sweatshirts worn inside the building must be an EHA approved sweatshirt.
- Maroon pullover Hoodie for 7th and 8th grade only
- Maroon pullover Hoodie with logo and screenprint for 8th grade only

Boys' Uniforms Grades K-4

Boys' Tops:

- Light Blue Long or Short Sleeve Button-Down Collar Oxford Shirt with school logo
- Light Blue Long or Short Sleeve Polo with school logo
- Navy blue long or short sleeve Polo with EHA logo
- Navy blue long sleeve t-shirt for optional use under short sleeve polos
- Sweatshirts worn inside the building must be an EHA approved sweatshirt.

Boys' Bottoms:

- Navy Blue Long or Short Chino Pants (no jogging pants)
- Navy Blue Long or Short Cotton Pants (no jogging pants)

Boys' Outerwear:

- Navy Blue Cardigan with logo
- Zip-up Hoodie in solid gray or solid navy with or without EHA logo (no graphics or print).

Boys' Uniforms Grades 5th-8th

Boy's Tops:

- Short-Sleeve Mesh Polo Shirt in Light Blue or White with school emblem
- Solid Performance Long Sleeve Mesh Polo Shirt in Light Blue or White with school emblem
- Navy blue long or short sleeve Polo with EHA logo
- Navy blue long sleeve t-shirt for optional use under short sleeve polos
- Zip-up Hoodie in solid gray or solid navy with or without EHA logo (no graphics or print).

Boy's Bottoms:

- Boys' Plain Front Chino or Cotton Pants in Navy or Khaki (no jogging pants)
- Boys' Plain Front Chino or Cotton Shorts in Navy or Khaki (no jogging pants)

Boys' Outerwear:

- Navy Blue Cardigan with logo
- Sweatshirts worn inside the building must be an EHA approved sweatshirt
- Maroon pullover Hoodie for 7th and 8th grade only
- Exclusive pullover Hoodie with EHA logo and screenprint for 8th grade only

CURRICULUM

Our school provides a Curriculum that incorporates all areas of a child's development (physical, emotional, social, and cognitive) through an integrated approach. The curriculum emphasizes learning as an interactive process between not only the teacher but also their peers.

EHA General Studies

General Studies uses the following curriculum:

- Ready Math K-8
- Magnetic Reading
- Hands on Science
- Individualized Instruction

EHA Judaic Studies

- Dot By Dot Hebrew Reading
- Nikud Quest Hebrew Books
- Parsha Pop Up
- Zekelman Standards for Chumash
- World Within a Word Chumash

12 | Esformes Hebrew Academy: Elementary & Middle School Handbook 2022-2023

- Yahadut Jewish Holidays

At Esformes Hebrew Academy, our small class sizes allow us to develop individual learning goals for each student. Thus, one student may be working on writing and vocabulary, another on basic math review, and a third improving problem-solving and logic skills, which is ideal in a multi-level classroom. Teachers create a student-centered environment through differentiated instruction.

Social & Emotional (SEL) Curriculum

The EHA School Counselor is also available to support the social and emotional needs of students. An evidence-based SEL curriculum is taught weekly in all K-8 classes by the School Counselor.

Differentiated Instruction

Differentiated instruction or differentiated learning involves providing students with different avenues to acquiring content, such as:

- hands-on activities
- cooperative learning groups
- small group instruction
- whole group instruction
- one-on-one instruction
- alternative assessments
- project-based learning
- learning centers

Learning Stations

Learning through centers introduces the students to freedom, responsibility and most importantly, decision-making! The time spent in centers is a time for students to:

- strengthen skills/concepts learned in class
- assess their own knowledge
- share this knowledge with others by discussing it or showing how to use it
- assess their own strengths and weaknesses
- use this assessment to direct their choice of centers
- develop responsibility for their learning, as well as class materials/supplies
- develop good work habits
- use time management skills
- learn how to solve problems independently and cooperatively

The first couple of months are dedicated to modeling and training the students to think for themselves. By the middle of October, the students are working independently. When this occurs, individual conferences are able to take place, ultimately planning an individualized curriculum.

All instruction is significantly influenced by Florida State Standards and other Judaic curriculum.

ANNUAL ASSESSMENTS & EVALUATIONS

MAP Assessments

Students in Grades K-8th will take the standardized test three times a year to assess the student's knowledge of the school year. This test is a measuring tool that collects data to answer the important

questions of teachers, administrators, and parents about student performance in key areas of school achievement. Map scores will be sent home for parental review three times per year. Parents are encouraged to review their child's scores and discuss any questions or concerns with their child's teacher.

During MAPS assessments, students may not leave campus for lunch.

K-8th Homework Policy

Homework is an integral part of the curriculum. We believe that homework will contribute to the individual needs of our students if it is:

- Based on skills previously taught
- Realistic and appropriate in frequency and length (see below)
- Not an infringement on valuable family time/religious holidays

The following chart is a good general guide for time allotments for homework:

Kindergarten	10-15 minutes
Grades 1-2	15-20 minutes
Grades 3-4	20-40 minutes
Grades 5-8	40-70 minutes

Each General Studies class will have an at-home reading program. The influence of this program is important because students from homes that support reading are substantially better readers, have larger vocabularies, and have more positive attitudes about reading. Please see to it that your child is following their classroom reading program.

Homework Responsibilities

Students, parents, and teachers share responsibility for homework. By working together, communicating clearly, and following through on our responsibilities we help students gain the most from their homework experience.

Student Responsibilities:

- Get homework assignments.
- Take homework home.
- Complete homework to classroom standards.
- Return homework on time.
- Communicate questions and concerns with teachers.

Parent Responsibilities:

- Provide a quiet workplace.
- Establish a reliable homework time.
- Sign and return paperwork on time.
- Review corrected student work.

14 | Esformes Hebrew Academy: Elementary & Middle School Handbook 2022-2023

- Assist in time management of daily homework and long-term projects.
- Encourage students to communicate questions or concerns to teachers.
- Communicate compliments to the child and teacher.

Teacher Responsibilities:

- Communicate with students and parents regarding homework assignments and expectations.
- Provide relevant homework assignments which provide an opportunity to demonstrate mastery grade level curriculum.

Project-Based Learning Opportunities

Project-Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge.

Essential Project Design Elements include:

- Key Knowledge, Understanding, and Success Skills – The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.
- Challenging Problem or Question – The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- Sustained Inquiry – Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- Authenticity – The project features real-world context, tasks, and tools, quality standards, or impact - or speaks to students' personal concerns, interests, and issues in their lives.
- Student Voice & Choice – Students make some decisions about the project, including how they work and what they create.
- Reflection – Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- Critique & Revision – Students give, receive, and use feedback to improve their process and products.
- Public Product – Students make their project work public by explaining, displaying, and/or presenting it to people beyond the classroom.

Throughout the year, at-home projects could be assigned and parent involvement is encouraged. Although projects are your child's responsibility, please aid them in adhering to project guidelines, such as time management, supplies, and/or monitoring their effort.

STUDENT ACADEMIC ENRICHMENT

Enrichment refers to the increased depth of study of a particular topic. It extends the regular curriculum. Therefore, time will be designated for students to participate in activities that are both fun and educational, such as community service projects, outside science experiments, theater-based literature, etc.

Specials/Electives

Specials are offered 2-4 times per week to enhance student learning and engagement. Specials may include activities such as PE/gym, art, music or other extracurricular activities. However when the students fail to turn in one or more homework assignments, the student must complete the assignment prior to participation in scheduled special activities.

Recess

Recess is a free period that provides a mental and physical break from instruction. During recess, students are able to socialize and choose their activities.

Gym/Physical Education (P.E.)

P.E. is designed to provide students with motor skill development, physical fitness and team building skills. Students gain important social skills such as impulse control, anger management and respect for others. P.E. involves instruction in activities such as physical exercise, games and sports (basketball, tag, football, softball and volleyball). P.E. occurs 3 times per week for grades K-8.

Field Trips

Field trips are periodically used as part of the curriculum. Parents must sign the **Field Trip Release** form in your registration packet. However, parents will also be asked to acknowledge acceptance for the field trip by email to the first bell (homeroom) teacher by (9:00 am). Students are to wear their light blue We>Me T-shirts on all field trips as a measure of safety and security.

Homeroom Teachers

Morah Bassie Rosenfeld:

Mrs. Jackie Cruz

Rabbie C Rosenfed:

Mrs. Schmitt:

Mora Etty Farkash:

Kindergarten

First Grade

Second Grade

Third/Fourth Grade

Fifth - Eighth Grade

Tzedakah

One of the most beautiful mitzvot in Judaism is charity. The children are encouraged to bring a coin every day to put in the Tzedakah box (pushka). This experience in giving helps develop awareness and a commitment to share with others who are less fortunate.

J. Sappington Scholarship Qualifications

The J. Sappington Scholarship Award recipient is a student who consistently demonstrates the “Heart of the Torah” and G-d should precede all other guidelines.

Behavioral Considerations

1. Has received Student of the Month at least once this year.
2. Has completed all homework and classroom assignments.
3. Has received a recommendation from both their English and Hebrew teachers(s).
4. Had no disciplinary referrals.
5. Regularly attends school-sponsored events (Camp Winona, Spelling Bee, etc).
6. Demonstrates a consistent pattern of helpfulness and kindness both in and out of school, and follows class & school rules and procedures.

Academic Considerations

The student received a B+ or higher or corresponding marks (S for Satisfactory, etc) in Core subjects, Hebrew subjects and Special Areas.

The student completed an above average number of units through the year based on teacher input.

In the event that there is not a clear recipient for the scholarship of the above requirements, the school will use its discretion to decide who will receive the scholarship. The following things may be considered: needs and other factors.

HEALTH & SAFETY PROTOCOLS

HEALTH POLICY

The health of our students is important to parents and is also a concern for our faculty. If your children are not feeling well, please keep them home. This will protect their health, as well as the health of the other children in the class.

Section
3

COMMUNICABLE DISEASE PROCEDURES

Please inform the school in the event of communicable disease (i.e., chickenpox, conjunctivitis (pink eye), measles). We are committed to following CDC and Florida Health Department guidelines.

If the staff considers a child too sick to be exposed to the other children or too sick to participate in the day's activities, parents will be called and expected to pick up the child as soon as possible. The staff will use their own discretion concerning the seriousness of a cold and take the student's temperature.

Fever

If a child has a fever of a 100° or higher, the parent will be called and the child **MUST** be picked up immediately. Prior to returning to school, the child must be **fever free without the aid of medication**.

Your child's temperature will be checked upon their return to school. If the child still has a fever or has taken medicine, parents will be notified to pick up their child.

Vomiting/Diarrhea

If your child vomits at home or school, he or she cannot return for 24 hours and must be symptom-free without medication. will require no admittance until a 24 hour period has passed.

Rash (all ages): Any child with an undiagnosed rash will be sent home with any of the following symptoms:

- ✓ rash is spreading over a period of time
- ✓ rash is widespread
- ✓ rash appears to cause discomfort and/or is accompanied by fever
- ✓ rash persists for more than two days
- ✓ rash contains or consists of blisters or rash looks like bleeding under the skin

The child will be excused from school until a note is provided by the child's physician stating the diagnosis and that the child is not contagious.

Head Lice: Any child that is found with live lice or nits in his or her hair will not be permitted to attend school until they are lice/nit-free.

Pinworms: If your child has pinworms, he or she will not be permitted to attend school for 24 hours. A doctor's note will be required to return.

Acute Illness/Injury Procedures

Minor Injury

If your child receives a minor scrape, small cut or bruise at school, appropriate first aid will be administered. For children in grades K-4, parents will be notified via PBIS and or a telephone call or car line dismissal. For children in grades 5-8, parents will be notified via PBIS or email.

Major Injury

If your child has a major injury (bleeding, broken bone, concussion, burn, etc.,) that requires medical attention you will be notified immediately and involved in treatment planning. The parents will also receive an **Incident Report**, completed by the teacher indicating details about the injury.

Crisis Protocol:

In case of a serious medical emergency, EHA will call 911 and the parents. The Emergency Response Team will determine if a child should be treated onsite or transported to the hospital.

FOOD POLICY

Kitchen

Esformes Hebrew Academy follows strict kosher dietary standards, but many students do not in their personal homes. Please be mindful of each student's different level of kosher and encourage your child to be respectful of other family food choices.

Students:

- To protect the health and safety of students, EHA may need to institute nut free zones or classrooms within the facility. The nut free policy will be reviewed and updated annually or as needed. Students within a nut free zone or classroom are expected to follow all food safety guidelines.
- A student may bring an alternative lunch from home on school provided lunch days.
- Children in grades K-4 are not permitted to share their food or snacks with non-siblings.
- All students must wash hands for bread at lunch daily and "bentsch" (say grace after meals).
- Breakfast foods must be finished prior to entering the building.
- All teachers are required to adopt a healthy snack policy.
- Lunches must be ready to eat - no instant soup cups that need hot water added or warming up of food.
- In the event that a student has forgotten lunch, a sandwich will be provided for a fee of \$10 that will be added to the tuition payment or billed through the financial office unless the parent brings the lunch by 9:00 am.

Allergy Procedures

Lunch Area

To protect the health and safety of students, EHA may need to institute nut free zones or classrooms within the facility. The nut free policy will be reviewed and updated annually or as needed. Staff and students within a nut free zone or classroom will be notified in writing and are expected to follow all food safety guidelines.

If there is something on the menu your child can not eat, you may send in an alternative lunch before 9:00 a.m.

Children in grades K - 4 are not permitted to share their food or snacks to reduce the risk of allergic reactions.

Medical Forms:

State regulations mandate that all children have an updated medical form showing that they are up-to-date on their physicals and all vaccinations. Failure to provide an updated medical form WILL prevent your child from attending school. All students MUST have an admittance pass to be admitted to school on the first day.

PHYSICAL CONTACT

Physical Touch

When interacting with students, teachers will use the method of the 3 h's" (Hugs/Handshakes/High Fives). Physical interaction with grades 3rd and above will only be initiated by the student.

Corporal Punishment

Esformes Hebrew Academy does not engage in corporal punishment.

Reasonable Force

In accordance with sections 1003.32, 1006.11 and 1012.75, Florida Statutes, reasonable force, as defined by State Board of Education Rule, may be used by *Esformes Hebrew Academy* personnel in order to maintain a safe and orderly learning environment.

PARENT-SCHOOL COMMUNICATION

Section 4

EXTERNAL COMMUNICATION

Open communication between the school's director, principal, teachers, and parents is an integral component of Esformes Hebrew Academy. We will communicate with parents through Whatsapp, PBIS Parent App and EHA Email.

Whatsapp

We will communicate with parents using a Whatsapp parent group.

❖ **One Way Communication with Parents from EHA Administration and teachers.**

If you are contacted through Whatsapp and would like to respond or have questions, please contact the following individuals:

Step 1 - contact your child's teacher. If no response within 24-48 hours,

Step 2 - contact the school principal. If no response before the end of the school day,

Step 3 - contact the front office

PBIS Parent/Family App & Web Portal

The PBIS Rewards Family App is an essential parent/teacher communication tool at EHA. The App allows parents and guardians to track their student(s) daily behavioral progress, BEST point totals, BEST Store purchases, weekly Club attendance and eligibility for EHA Target Behavior Parties.

Parents and teachers can also quickly communicate with one another through the App messaging feature. If a student receives a discipline referral, parents will automatically be notified through the App and have the opportunity to review the referral and provide comments/questions for the teacher or principal.

The PBIS Family App is free and easy to download on both Apple and Android phones. Parents can also access their child's PBIS data through the **PBIS Family Web Portal** if they prefer to use their computer/laptop instead of their cell phone.

Change of Environment

We need to know of any changes taking place in your child's environment. The birth of a baby, change of babysitter or family crisis can affect your child's behavior in school. The more informed we are, the more we can do to offer extra support and understanding to your child during unusually stressful times.

Change of Contact Information

Please notify the office of changes in mailing address, home or cell phone number, and email address.

Parent Team Association (PTA) Membership

PTA is a formal organization composed of parents, teachers, and staff members intended to facilitate parental participation in our school. The goal of PTA is to support our school, encourage parent involvement, support teachers, and organize fundraising and family events.

TEACHER PARENT COMMUNICATION TOOLS

Communication Folder and a School Agenda

The Communication Folder contains daily work and projects, important information for parents and students, and on occasion, forms that may need to be signed by a parent and returned to the school. **The fee to replace the Parent/Teacher Communicator Folder is \$10.00. Replacement agendas are \$20.00.** Both can be purchased from the bookkeeper. The teachers also use WhatsApp, PBIS or email as a communication tool.

Progress Reports

At the midpoint of each trimester, your child will receive a grade summary in all subjects. This must be signed and returned with your child.

Report Cards

A copy of your child's report card will be given out 3 times a year.

Conferences

Conferences are scheduled three times a year to discuss student academic and behavioral success. During the first trimester a Parent Teacher conference will be held. The Student led conferences are held at the end of the school year during trimester 3. However, if a teacher has concerns about a student's academic progress, an additional conference may be requested and an invitation will be included with the second trimester report card.

Teachers and/or parents may request additional conferences throughout the year. These should be scheduled at least a week in advance.

Be sure to ask your child what he or she is learning in the classroom and review their behavioral progress in the PBIS Family App (weekly points, club attendance, target party eligibility and Student of the Month).

Student Forms

The following forms are included in your child's registration. All forms must be turned in before school begins.

These forms can be found on the website at **www.FACTS.com**.

- Online Registration Completed
- Child's Health Forms (Immunization and Physical)

Additional Forms For New Students

- Teacher-Student Evaluation Form
- Behavior Observation Form
- Final Report Card from previous school
- Initial Visit Form

SPECIAL EVENTS & ACTIVITIES

School Sponsored Events

Parent attendance at school events is essential to the success of their children. Event notices will be sent home throughout the year via your child and emailed to the address on file. Please take a moment each day to check your child's belongings for school notices since many of the notices may be time-sensitive.

School Birthday Parties (K-2)

Birthdays are encouraged to be celebrated at school once a month on Rosh Chodesh. Children love to celebrate at school and we will honor all children who have birthdays during each Hebrew month.

Please coordinate with your child's Hebrew team teacher before purchasing any cakes.

Food brought into the school must be certified kosher. Please check with your Hebrew team teacher before purchasing any cakes. Loot bags and party favors are unacceptable. Please leave ALL candy at home.

You may ask the teacher for the class wish list if wanting to purchase a gift for the children. Your child's teacher will add stories, songs and games to make this a special day for your child. Please contact your child's teacher at **least one week in advance** so that a mutually convenient time and date can be arranged.

Private Birthday Parties:

If you plan on having a private birthday celebration for your child outside of school, please be sensitive to your child's classmates. We recommend you invite all your child's classmates.

Purim Baskets: EHA has firm policies regarding student sharing of foods as well as nutritional guidelines. As we approach Purim, a well-known holiday for sharing sweet foods, please check to see if your child might have received gifts from a classmate that the school is not aware of. Make sure to talk to your child about your family's individual dietary guidelines.

HEBREW WORD GLOSSARY

Alef Bet (Aleph Beis) –

The alphabet in Hebrew, compared to the ABC's.

Bracha – Blessing

There are different blessings for different foods, depending on the foods origin or main ingredient.

Challah –

Twisted egg bread usually eaten on Shabbat and holidays

Daven – Pray

Hashem – G-d

Kiddush –

Blessing over the wine on Shabbat and holidays

Kippa –

Hebrew word for skullcap (another word is yarmulke – pronounced ya mu ka).

Kosher –

Dietary laws that include keeping meat and dairy products separate. Kosher products have been prepared according to strict Torah guidelines. Approximately 60% of all items sold in supermarkets have an identifying kosher symbol.

Mitzvah –

A good deed. In Judaism, it is a commandment

Morah –

A Female Teacher

Rosh Chodesh –

New Jewish Month (based on the lunar calendar)

Moshiach – Messiah

Parsha – A Torah portion

Rabbi –

Leader and teacher

Shema –

Prayer that is the affirmation of the belief in one G-d

Shabbat (Shabbos) –

Hebrew word for Sabbath

Siddur –

Prayer Book

Torah –

First five books of the Bible – each book is divided into portions

Tzedakah – Charity

JEWISH HOLIDAYS

Rosh Hashanah –

Jewish New Year starts the 10 days of repentance – two day holiday

Yom Kippur –

A day of Atonement – one day holiday

Sukkot –

Holiday of harvest – eat in a Sukkah (hut) – eight day holiday followed by

Simchat Torah –

Holiday upon which we complete reading the Torah and start the reading cycle again

Chanukah –

Holiday commemorating the victory of the Maccabees over the Greek Empire, the rededication of the Holy Temple and the miracle where a jug of oil that only was sufficient to burn in the Menorah for one day, burned for 8. Chanukah is celebrated for 8 days. We light the Menorah and eat latkes – potato pancakes

Tu B'shvat –

Jewish Arbor Day

Purim –

Holiday commemorating the victory of the Jewish people against Haman the wicked (Persian Empire) who wanted to annihilate the entire Jewish people. A one-day celebration when we read the Purim story (Megillah), and make noise whenever Haman's name is mentioned, we give extra charity, give gifts of food, and eat triangular cookies called Hamantaschen.

Pesach/Passover –

Holiday commemorating the Exodus from Egypt. We eat Matzah (unleavened bread) and clean our homes of any bread and leavened products – 8 day holiday. Our school is closed for the entire duration of this holiday.

Shavuot –

Holiday commemorating the receiving of the Torah at Mt. Sinai

EHA

Positive Behavior Interventions & Support

PBIS Policies & Procedures



Elementary Handbook 2022-2023

Positive Behavioral Supports & Interventions (PBIS)

We are excited to announce that our school is participating in an important school-wide initiative called Positive Behavioral Interventions and Support (PBIS). What is PBIS? Put simply, it is a proactive, school-wide approach that promotes academic excellence, behavioral competence and social-emotional well being for all of our students. PBIS creates a safe and productive learning environment where teachers can teach and all students can learn effectively.

The PBIS initiative is meant to reinforce the positive behaviors of students doing what is expected of them as well as supporting students who need extra assistance to reach our school wide expectations. PBIS uses a multi-tiered systems approach by developing research-based, school-wide behavior support systems. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based approach for systemic problem solving, planning, and evaluation.

As of October 2019, PBIS has been implemented in over 27,000 schools in the United States. Florida has the 2nd largest number of schools implementing PBIS in the country, with over 2,000 schools trained across 60 districts. Research has shown that schools participating in PBIS have demonstrated;

- Improvements in academic achievement and engagement.
- Improvements in school climate and safety.
- Improvements in social and emotional skills at school and at home.
- Reductions in class disruptions, behavioral issues, discipline referrals and aggression.
- Reductions in teacher and staff turnover.

PBIS at Esformes:

After soliciting feedback and recommendations from EHA staff, teachers and parents, we have adopted a unified set of school-wide rules and expectations that align with our core values. These rules define our expectations for behavior in our school. Our unified school-wide rules, (B.E.S.T) can be found in every classroom and non-classroom setting (hallways, lunchroom, restrooms, playground and Temple). Students will learn the behavioral expectations during the first days of school with review lessons throughout the year.

Be Respectful

I'm courteous and polite with my actions, words and attitudes toward others, their belongings and school property.

Express Excellence

I'm demonstrating success by going above and beyond while giving my best effort when completing a task.

Show Integrity

I'm demonstrating self-respect by consistently making good choices even when no one is looking in order to be a moral and just person.

Take Accountability

I'm taking ownership of my responsibilities and accepting the consequences of my actions.

27 | Esformes Hebrew Academy: Elementary & Middle School Handbook 2022-2023

As part of our PBIS process, teachers and other staff members will use evidence-based practices to increase student learning and decrease classroom disruptions.

To help students learn B.E.S.T. in a positive manner, we will do the following while teaching academic subjects and expected behaviors:

- ==> **Constantly teach and refer to our school-wide expectations (B.E.S.T.)**
- ==> **Provide students with more praise than correction (4:1 ratio of praise to correction)**
- ==> **Talk to students with respect using a positive tone of voice.**
- ==> **Actively engage everyone in the class during instruction.**
- ==> **Use pre-correcting, modeling, prompting and redirecting as we teach.**
- ==> **Look for the (B.E.S.T.) first and provide positive, immediate, frequent and specific feedback.**

To reinforce B.E.S.T, we have developed a school-wide system of rewards and incentives to celebrate and acknowledge students who engage in the expected behaviors. Students that display the B.E.S.T. expectations can earn points in exchange for rewards given daily, weekly and monthly. Likewise, when students show a pattern of behavioral issues, we also developed a progressive school-wide system of consequences that holds students accountable.

We are excited to begin this year as a Positive Behavior Interventions and Support (PBIS) school. The following pages of your staff handbook will review information about our school-wide climate and behavior management plan. Our goal this year is to have 100% of staff members enforcing PBIS principles in order to improve learning outcomes, reduce classroom disruptions and office referrals.

PBIS has many years of research supporting its approach to behavior management and behavior modeling. One of the benefits of implementing PBIS is an increase in the amount of instructional time our students receive because staff members spend less time addressing behavioral issues. As a staff, we will strive to consistently define, teach, reinforce and monitor positive behaviors.

PBIS is truly a win-win program for all involved. Our expectation is that we keep the excitement going to truly impact student achievement.

Sincerely,

PBIS Leadership Team

Chani Ezagui, Director
Cara Szeles, Interim Principal
Shelly Jebens, Guidance Counselor/Psychologist
Rabbi Farkash, Judaic Teacher
Rebbetzin Bassie Rosenfelft, Judaic Teacher
Jason Burnside, General Education Teacher
Laurie Broad, Preschool Lead Teacher
Chani Dadon, Parent Representative
Izrail Khiyayev, Parent Representative
Mushky Asher, Support Assistant
Malky Fogel, Support Assistant

Positive Behavioral Interventions and Supports (PBIS) Defined

Positive Behavioral Interventions and Supports (PBIS) is based on the belief that behavior is learned, related to immediate environmental factors and can be changed. PBIS operates from the idea that students learn appropriate behavior in the same way they learn to read – through instruction, practice, feedback and encouragement. Key features of PBIS include administrative leadership and team-based implementation.

Expectations & Rules

- Staff develop school-wide expectations & rules with input from all stakeholders.

Teaching

- Lesson plans are developed for teaching expectations.
- All staff and students are taught the expectations.

Reinforcing

- A system is developed for reinforcing appropriate behavior.
- System is taught to all stakeholders.

Discipline Process

- Develop effective school-wide discipline process.
- Discipline procedures are consistently used by ALL staff.

Consequences

- Develop effective hierarchy of consequences.
- Consequences are consistently implemented by ALL staff.

Data System

- Timely collection and analysis of behavioral data.
- Data-based problem solving is used to target instruction.

What is School-Wide PBIS?

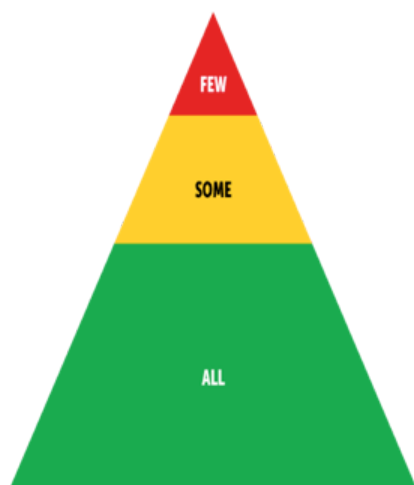
School-wide PBIS is a framework we use for creating customized systems that support student outcomes and academic success. Our goal is to recognize the positive expected behaviors regarding B.E.S.T.

PBIS is a systems approach that fosters a safe and more productive school environment. It is a commitment to addressing student behavior through systems change. Students achieve improved social and academic outcomes, schools experience a reduction in disciplinary practices and school personnel feel more effective.



Multi Tiered Interventions & Supports (MTSS)

MTSS refers to all of the instructional strategies, interventions, and other resources that are used to help ALL students achieve. A successful system blends academic and behavioral supports to create effective environments that address a [range of student needs](#).



Tier 3 (Few Students):

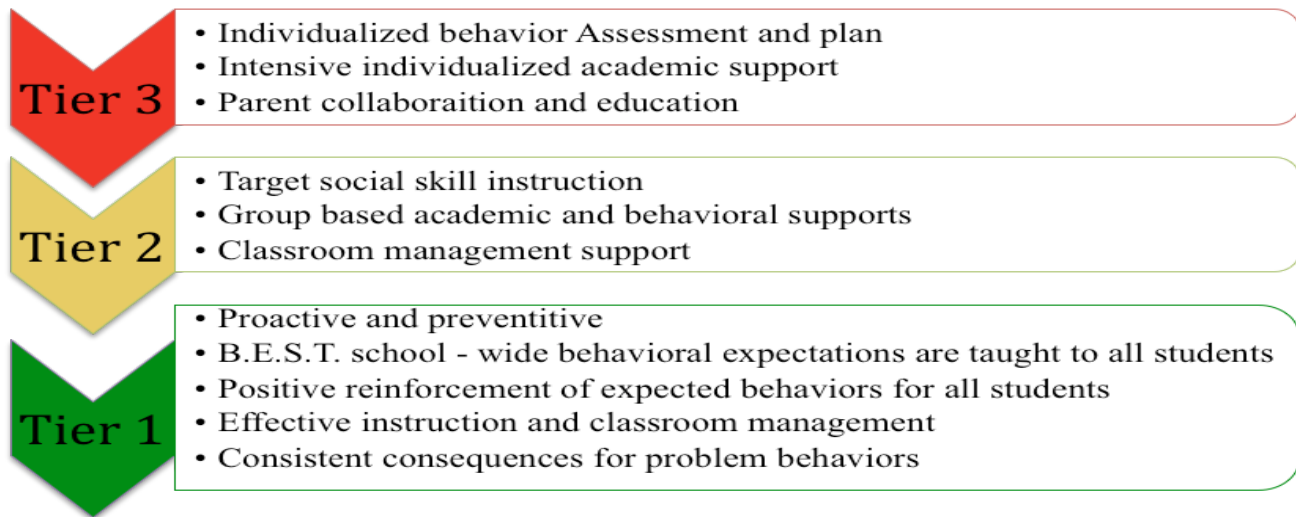
Indicated Practices - are more intense services that are individualized to meet the challenges of students who need more than Tiers 1 and 2 alone.

Tier 2 (Some Students):

Targeted Practices - are designed for groups of students who need more structure, feedback, instruction and support than Tier 1 alone.

Tier 1 (All Students):

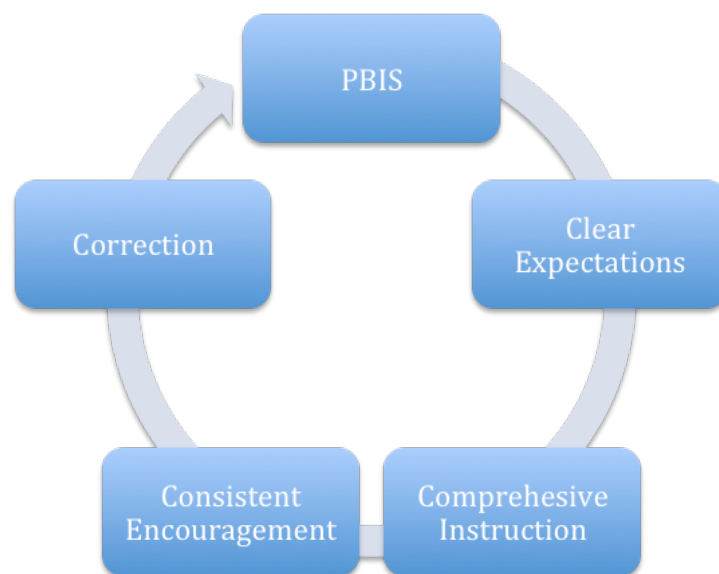
Universal Practices - are experienced by all students and educators across all school settings to establish a predictable, consistent, positive and safe climate.



Essential Components of PBIS

The essential practices of PBIS can be remembered as 5 “Big Ideas” of positive behavior supports. Remember the letter C as a reminder of the big ideas. The “Big Ideas” or essential components of effective school-wide behavior supports include;

1. **Clear Expectations** = 3 to 5 behavioral expectations
2. **Comprehensive Instruction** = taught across all three tiers
3. **Consistent Encouragement** = a system of rewards and positive feedback
4. **Correction** = a system of consequences and corrective feedback
5. **Connection** = relationships with students and their families



Tier 1 is the Foundation

Tier 1 supports the practices we want to see in our school. *Tier 1* school-wide expectations (B.E.S.T.) are the **core curriculum** for the behavioral and social/emotional supports used in all settings and for all tiers of instruction.

Tier 1 supports provide the common language and consistency that lead to:

- **Positive school climate,**
- **Improved attendance,**
- **Increased student achievement and engagement,**
- **Decreased staff turnover, and**
- **Reduced need for more intensive supports.**

Effective Tier 1 practices reduce the need for Tier 2 and Tier 3 supports and interventions!

School-wide universal supports (**Tier 1**) is a set of evidence based strategies and systems to help schools;

1. Reduce school disruption

2. Educate ALL students, including those with challenging behaviors on;

- ❖ Clearly defined expectations (B.E.S.T. Posters)
- ❖ Research-validated practices (PBIS)
- ❖ Supportive administrative systems (classroom and office managed behaviors)
- ❖ Use of information for problem solving (PBIS committee and data meetings)

CLEAR SCHOOL–WIDE EXPECTATIONS

Good Rules are Important

- Rules reveal school values
- Rules provide guidelines for success
- Rules stated positively tell students what to do vs. what not to do
- Rules reduce problem behavior
- Rules increase school safety

Consistent school rules and expectations are the foundation for a thriving school environment where all students can succeed. At EHA, we believe all students are capable of learning and growing. EHA administrators, teachers and staff are committed to not only preparing students to achieve academically but also socially and emotionally for high school and beyond.

School -Wide Behavioral Expectations at Esformes Hebrew Academy

At EHA, students are expected to do their B.E.S.T.;

EHA students will be expected to exhibit these traits in all areas of the school including the classroom, hallway, restroom, lunchroom, playground, Temple and office.

The B.E.S.T. expectations are -

- Simple and easy to remember
- Positively stated (what we want)
- Apply to everyone (staff and students)
- Monitored and enforced by all
- Consistently applied

EHA School-Wide Behavioral Expectations (B.E.S.T.)

B	Be Respectful	I'm courteous and polite with my actions, words and attitudes toward others, their belongings and school property.
E	Express Excellence	I'm demonstrating success by going above and beyond while giving my best effort when completing a task.
S	Show Integrity	I'm demonstrating self-respect by consistently making good choices even when no one is looking in order to be a moral and just person.
T	Take Accountability	I'm taking ownership of my responsibilities and accepting the consequences of my actions.

Classroom B.E.S.T.

B	<u>Be</u> RESPECTFUL	<ul style="list-style-type: none"> • Use kind words & actions • Follow all teacher directions • Raise your hand before speaking • Get permission to leave your seat • Keep hands + feet to yourself • Show a positive attitude • Use level 0 or 1 voice (teacher decides)
E	<u>Express</u> EXCELLENCE	<ul style="list-style-type: none"> • Show your best effort on class work • Complete classwork when expected • Participate in all class activities • Knock & ask permission to enter a different classroom
S	<u>Show</u> INTEGRITY	<ul style="list-style-type: none"> • Be honest and do your own work • Keep your area + the classroom clean • Complete your class job(s) • Use computers as instructed • Speak kindly of others even when they are not there • Stand when adult enters the class
T	<u>Take</u> ACCOUNTABILITY	<ul style="list-style-type: none"> • Be on time for class • Bring required items for class • Complete + submit homework on time • Keep your desk & locker clean • Protect & keep track of B.E.S.T Badge + other class materials • Listen to teacher during safety drills

Lunchroom B.E.S.T

B	<u>B</u>e RESPECTFUL	<ul style="list-style-type: none"> ● Follow staff + teacher directions ● Use kind words + actions ● Raise your hand to leave your seat ● Use level 1 (quiet/inside) voice ● Make eye contact + respond when an adult is speaking
E	<u>E</u>xpress EXCELLENCE	<ul style="list-style-type: none"> ● Actively participate in prayer ● Eat your food ● Sit/work quietly until lunch is over ● Stay in the lunchroom ● Keep your place in line ● Sit at your assigned table ● Use correct placemat
S	<u>S</u>how INTEGRITY	<ul style="list-style-type: none"> ● Include others in your conversation ● Ask teacher before sharing food ● Read the prayer loud enough that others can hear your voice ● Ask permission to leave lunchroom
T	<u>T</u>ake ACCOUNTABILITY	<ul style="list-style-type: none"> ● Use walking feet ● Clean up after yourself ● Push your chair back under table ● Keep lunchroom clean ● Use walking feet ● Take your items with you after lunch ● Report unusual activity to teacher

Restroom B.E.S.T

B	<u>Be</u> RESPECTFUL	<ul style="list-style-type: none"> • Patiently wait your turn • One person per stall • Keep toilet seat wiped and clean • Flush toilet • Put all trash in garbage can • Use level 0 voice (no talking)
E	<u>Express</u> EXCELLENCE	<ul style="list-style-type: none"> • Use the bathroom quickly • Wash hands with soap & water • Close + lock stall door when you enter • Use step stool if needed • Use 1 paper towel to dry your hands • Leave stall door open when done
S	<u>Show</u> INTEGRITY	<ul style="list-style-type: none"> • Wash your hands with soap • Return lost items to your teacher • Clean up trash even when it's not yours • Turn off all water faucets • Tell teacher if bathroom needs supplies (soap, toilet paper)
T	<u>Take</u> Accountability	<ul style="list-style-type: none"> • Get back to learning quickly • Leave room cleaner than you found it • Be aware of school announcements • Check in with teacher when returning to class

Hallway/Stairs B.E.S.T

B	<u>Be</u> RESPECTFUL	<ul style="list-style-type: none"> ● Follow all teacher directions ● Keep hands & feet to yourself ● Respect others personal space ● Respect hallway property ● Use Level zero voice upstairs walking to class ● Be quiet when getting items from your locker or going to restroom
E	<u>Express</u> EXCELLENCE	<ul style="list-style-type: none"> ● Walk on the right side of the hall ● Keep eyes looking forward ● Keep your assigned place in line ● Stay in a single straight line
S	<u>Show</u> INTEGRITY	<ul style="list-style-type: none"> ● Use rail going up + down stairs ● Keep hallway + stairs clean ● Use walking feet ● Go directly to your destination ● Get back to learning quickly
T	<u>Take</u> ACCOUNTABILITY	<ul style="list-style-type: none"> ● Keep your things with you ● Make sure doors are closed after you ● Hold door open for students ● Report unusual activity ● Take 1 step at a time ● Cooperate with EHA staff and approved adults

Temple B.E.S.T

B	<u>Be</u> RESPECTFUL	<ul style="list-style-type: none"> • Use kind words & actions • Enter Temple quietly • Quickly sit in your assigned seat • Follow all teacher directions • Raise your hand before speaking • Get permission to leave your seat • Keep hands and feet to yourself • Use level 1 voice before & after prayer
E	<u>Express</u> EXCELLENCE	<ul style="list-style-type: none"> • Look inside the prayer book while following along with prayer • Say all the words (prayer) clearly • Actively participate in prayer • Pray loud enough so that others can hear your words
S	<u>Show</u> INTEGRITY	<ul style="list-style-type: none"> • Talk to G-d (not friends) during prayer • Bring tissues to your seat before prayer • Use restroom at home before prayer • Only bring necessary items into the Temple • Take all your belongings with you when you leave Temple
T	<u>Take</u> ACCOUNTABILITY	<ul style="list-style-type: none"> • Return books to correct location neatly • Be on time for prayer • Treat Temple property correctly and with care • Use walking feet • Clean up your area of the Temple

Outdoor + Field Trip B.E.S.T

B	<u>Be</u> RESPECTFUL	<ul style="list-style-type: none"> ● Follow all staff directions ● Share and take turns ● Use kind words + actions ● Use equipment correctly ● Follow all activity + equipment instructions
E	<u>Express</u> EXCELLENCE	<ul style="list-style-type: none"> ● Include others in your play ● Bring needed supplies outside ● Line up on time ● Use level 1 to level 2 (outside) voice ● Use bathroom before scheduled activity
S	<u>Show</u> INTEGRITY	<ul style="list-style-type: none"> ● Clean up trash even if it's not yours ● Return all equipment ● Play in your assigned area ● Care for all living things ● Play fairly and follow staff +game rules
T	<u>Take</u> ACCOUNTABILITY	<ul style="list-style-type: none"> ● Throw away trash before leaving ● Report unusual activity ● Play safely ● Help others ● Show compassion ● Ask permission before leaving assigned area

OFFICE B.E.S.T

B	<u>Be</u> RESPECTFUL	<ul style="list-style-type: none"> • Knock for permission to enter • Have a positive attitude • Use level 1 (inside) voice • Follow all staff directions • Ask for permission to touch anything in the office
E	<u>Express</u> EXCELLENCE	<ul style="list-style-type: none"> • Kindly say why you are coming to office • Clean up after yourself
S	<u>Show</u> INTEGRITY	<ul style="list-style-type: none"> • Go directly to the office • Be honest about reason in office • Return to your class quickly
T	<u>Take</u> ACCOUNTABILITY	<ul style="list-style-type: none"> • Accept the consequences of my actions • Show a positive attitude when returning to class

SYSTEMS FOR ENCOURAGING DESIRED BEHAVIORS

Debunking Reinforcement Myths

What is Reinforcement?

Reinforcement can include both intrinsic and extrinsic rewards. Reinforcement includes things like special privileges, sensory experiences, prizes, or verbal praise that is given after a behavior occurs making it more likely to happen again.

Positive feedback is a simple form of reinforcement that gives learners information about their behavior and will be the primary type of reinforcement used at EHA.

Myth 1: Reinforcement is not supported by research.

Positive feedback has been found to increase behaviors and build positive relationships. Numerous studies have repeated these findings and as a whole, the research supports the use of positive feedback as an integral part of teaching and learning.

Myth 2: If you always reward students, they lose their intrinsic motivation.

Positive feedback acknowledges student success. Research shows that reinforcement for new skills can also lead to increased self-motivation. Confidence and a history of success may maintain behaviors without the use of extra rewards!

Myth 3: Aren't you just bribing kids to behave?

Bribes are offered to someone before they are asked to do something they otherwise would not do or maybe should not do. When using positive feedback as a teaching tool, it is given only after successful demonstration of expected or desired behaviors.

As human beings, our sense of self worth and efficacy are positively impacted by regular recognition and verbal praise.

When work and school environments utilize reinforcement systems, individuals are more productive and successful.

EHA Reinforcement System

The “Positive” in PBIS Student Incentives

It is not enough just to teach expected behavior, we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules.

Empirical evidence on effective teaching has found that staff should engage in a rate of 4 positive interactions with students to every 1 negative or corrective interaction.



When adults acknowledge appropriate B.E.S.T behavior they should:

- **Be positive**
- **Be specific, clear**
- **Acknowledge immediately**
- **Acknowledge frequently - look for opportunities to praise (catch them doing good)**

Schedule of Reinforcements (frequency)

At EHA, all students and all teachers/staff will have regular opportunities for recognition, acknowledgement and praise. The acknowledgement system will be divided into the following categories and schedule;

- 1. Daily classroom acknowledgement (Teacher Led)**
- 2. Weekly school-wide acknowledgement (Teacher & PBIS Team Led)**
- 3. Monthly acknowledgement of teacher, staff & students (Teacher/PBIS Team Led)**
- 4. Trimester school-wide acknowledgment of target behaviors (PBIS Team Led)**

Daily Student Recognition (Teacher Led)

B.E.S.T Points System

Teachers will reward students who display B.E.S.T expectations in the classroom using a scoring system that tracks if the student achieved the minimal amount of required points per day. Students can earn points for displaying appropriate behaviors in the classroom depicted on the Classroom BEST poster.

Students can also earn points outside of the classroom in areas such as the lunchroom, hallway, restroom, Temple and outdoors. For each setting students can earn a 3 (exceeds), a 2 (satisfactory) or a 1 (needs improvement). See scoring rubric below.

Behavior Scoring Rubric: Non Classroom Settings

(1)	Poor/Needs Improvement	60% or less engagement and work completion. The Student had to be repeatedly warned about behavioral expectations and may have received a consequence.
(2)	Good/Satisfactory	70% - 89% engagement and work completion. The Student followed 70% - 89% of the behavioral expectations.
(3)	Great/Above the Line	90% - 100% engagement and work completion. The Student followed 90% - 100% of the behavioral expectations and served as a positive role model for other students.

Daily Classroom Rewards (teacher managed)

Below are examples of incentives that could be used by teachers to encourage B.E.S.T. behavioral expectations in the classroom on a daily basis.

In order to earn these rewards, students need to accumulate B.E.S.T points for daily rewards. Daily classroom incentives occur at the end of every day. Students who have earned the minimum points for the day are eligible to receive a daily reward. See ideas below for daily student classroom incentives that have zero cost and are easy to distribute.

DAILY CLASSROOM REWARD EXAMPLES

Name announced to class (B.E.S.T) day	5 minute pass to (draw/color, rest head on desk, stop working)
Wear B.E.S.T day sticker	B.E.S.T bonus points
B.E.S.T note home to parents	Select class activity

Weekly School-Wide Rewards (Teacher & PBIS Team Led)

SCHOOL CLUB ACTIVITIES

To keep our older students engaged and excited about attending Esformes Hebrew Academy, we want them to participate in fun and exciting extracurricular activities they enjoy. All students in 3rd - 8th grade will now have the opportunity to join a school club that promotes the B.E.S.T. expectations.

Club Eligibility

In order to join the club of their choice, students will need to earn the minimum amount of B.E.S.T. points required for their grade level. Once they are a club member, they will need to maintain their minimum weekly B.E.S.T. points to participate in weekly club meetings.

To be eligible for clubs, students will also need;

- No more than **1 absence per week** (excused or unexcused) permitted to attend clubs.
- Have no **Major** discipline referrals documented through PBIS.
- Students with a **Minor** discipline referral will **lose the first 15 minutes** of their preferred Club.

B.E.S.T. Athletic Club (Weekly)

Athletic Club provides students with opportunities to participate in physical activities such as strength building, running, sports and games. Students gain important social skills such as impulse control, anger management, respect for others and team building.

B.E.S.T. Gameroom Club (Weekly)

B.E.S.T. Gameroom Club provides students with opportunities to participate in stimulating enrichment activities that fuel their creativity. Each week students will enjoy playing a variety of games including video, board games, ping pong and foosball.

B.E.S.T Store (Weekly)

Students will be allowed to shop at the B.E.S.T. store once per week according to their grade level schedule. Students will be given a shopping list of items to purchase along with the price of each item. If students are absent during their scheduled shopping time, they will be able to purchase items on the designated make up day if the absence was excused. Any left over point balances will be used to purchase raffle tickets.

The B.E.S.T Store will be stocked with both privileges (intrinsic) and actual monetary (extrinsic) rewards such as games, toys and kosher snacks. See examples below;

Sample B.E.S.T Store Items

PRIVILEGES (Intrinsic)	REWARDS (Extrinsic)
10 minute break pass	B.E.S.T pencils
Lunch buddy pass	B.E.S.T pens
Listen to music pass	Crayons
Special clothing pass	Markers
Free Lunch pass	Kosher snacks
5 bonus points on next assessment	Beverages (ex, gatorade)
Special chair or location (class or lunch)	Dessert
B.E.S.T. Certificate home to parents	Ice Cream
Wear the B.E.S.T button	Toy
Name on B.E.S.T Bulletin Board	Game
Student of the Month Award	Ten dollar movie pass
Student Club Membership	Fifteen dollar gift certificate
Positive Office Referral	Pizza with Principal
Be the Teacher for 10 minutes	EHA School Water Bottle
Safety Patrol Assistant	Amazon Gift card
Lunchroom Assistant	Sketchbook
Gym Assistant	Special erasers
Recess Assistant	Decorative Composition books
Office Assistant	Headphones
Principal Assistant	Sunglasses
No homework pass (5th - 8th)	
Tardy pass (5th-8th)	
RV Lunch (5th-8th)	

WEEKLY REWARD EXAMPLES

School Helper	School Leader	Public Recognition
Lunchroom assistant	School Job (1 week)	Name announced to school
Gym assistant	Davening Prayer Leader	B.E.S.T. Store Shopping Spree
Outdoor Play assistant	Lunch Bentching Leader (on Mic)	B.E.S.T. Button/Ribbon
	After school activity	

Monthly School-Wide Rewards (PBIS Led)

Monthly school-wide incentives occur every 30-31 days of the school year. Students who have earned the minimum points for the month are eligible to receive a monthly reward.

Student of the Month (SOTM)

3 SOTM Award Categories

1. Highest BEST Points SOTM
2. Academic BEST (attendance, grades, homework) Honor Roll SOTM
3. Most Improved Rising Star SOTM

NOTE: Students can only be recognized in one category even if they have the highest points in multiple categories. Each month there will be **9 separate** students who earn SOTM.

Highest BEST Points: "B.E.S.T SOTM" all categories (3 students)
➤ (K-2) student with the highest B.E.S.T. Points for the month (all categories).
➤ (3-8) students with the highest B.E.S.T. Points for the month (all categories). <ul style="list-style-type: none"> ● Middle school student ● 3-4 grade student

Academic BEST: “Honor Roll SOTM” (<i>highest grades</i>) (3 students)
➤ (K-2) student that has the highest grades for the month (FACTS)
➤ (3-8) students who have the highest grades for the month (FACTS). <ul style="list-style-type: none"> • Middle school student • 3-4 grade student

Note: consider homework & attendance in addition to grades if multiple students qualify.

Most Improved Student: “Rising Star SOTM” (3 students)
➤ (K-2) student that has the greatest improvement in behavior/points that month.
➤ (3-8) students who have the greatest improvement in behavior/points that month. <ul style="list-style-type: none"> • Middle school student • 3-4 grade student

Note: greatest improvement in points earned from week 1 to week 4.

SOTM/VIP STATUS

Students who earn SOTM will have VIP privileges all month long. Grade level teams will establish privileges at the beginning of the school year.

1. K-8 teachers will have established VIP privileges for SOTM nominees.
2. Examples include;
 - First pick of class job
 - First in line
 - Earn interest on points
 - Rollover points get extra raffle tickets
 - Photo on the lobby tv screen.
 - Extra recess or privilege (lunch on the mitzvah tank)

See other ideas below for monthly student incentives that have zero cost and/or are easy to distribute.

MONTHLY REWARD EXAMPLES

School Helper	School Leader	Public Recognition
Office Assistant Principal Assistant Community Assistant	Serve on B.E.S.T Student Council Club Service Learning Volunteer	Name on B.E.S.T Bulletin Board Student of the Month Target behavior party (ex attendance) Positive Office Referral

Trimester/Annual School-Wide Rewards

(PBIS Team Led)

Target Behavior Parties

Every trimester, the B.E.S.T Leadership Team will target a behavior that needs improvement school-wide. For example, if attendance is an issue, students who have not received more than 3 tardy passes will be invited to participate in the Attendance Target Behavior Party. Target behavior data will be reviewed at the B.E.S.T Leadership Team meetings to determine the area of focus.

The academic year is divided into 3 trimesters. Every trimester, a B.E.S.T behavior expectation will be selected as our targeted behavior goal for that time period. Students that demonstrate the specified target behavior for that trimester will earn the privilege to attend the Target Behavior Party.

B.E.S.T. Citizen Award Recognition Program

B.E.S.T. Citizen awards are given to students annually for academics, accountability and attendance. At the conclusion of the school year, EHA staff review all students that consistently demonstrate EHA behavior expectations and nominate them for the **B.E.S.T Citizen Award**.

Students considered for this award met the following criteria:

1. **Maintained good attendance (90% or higher)**
2. **Maintained B.E.S.T. behavioral expectations**
 - No discipline referrals,
 - Attended clubs regularly,
 - SOTM at least once in any category
3. **Maintained above average grades**
 - Progressing (grades 2-8)

- Satisfactory Progress (grades K – 1)

B.E.S.T Field Trips

Once to twice per year students will have the opportunity to participate in a B.E.S.T field trip that they earned by displaying B.E.S.T behavioral expectations;

- No more than 2 office discipline referrals,
- Academic excellence (Above Average) and
- Good attendance (90% or higher).

AFTER SCHOOL ENRICHMENT ACTIVITIES

B.E.S.T Student Council (Monthly)

B.E.S.T Student Planning Club provides students with opportunities to assist the PBIS Leadership Team with organizing B.E.S.T activities, incentives and facilitating student buy-in.

In order to participate, students need the minimum amount of B.E.S.T. Points. Students will be invited to participate in the EHA Pulse Staff meetings to share their ideas and feedback as student representatives.

B.E.S.T Service Learning Project (Monthly)

Service learning provides students with opportunities to develop civic engagement skills. By working with community members, students can enhance their group, organizational and interpersonal skills. They also can gain important experience working with diverse members of their communities. Once per month, the PBIS Leadership Team will create a community -based service learning opportunity for students. Service Learning Club activities typically occur after school. In order to participate, students need the minimum amount of B.E.S.T. Points.

SYSTEM FOR DISCOURAGING UNDESIRE BEHAVIORS

Our goal at EHA is to always use positive reinforcement and acknowledgement when students demonstrate the B.E.S.T behavioral expectations.

However, when students struggle to meet B.E.S.T behavioral standards, it is also our responsibility to provide corrective feedback and consequences in order to hold students accountable for rule violations.

Progressive Discipline

When deciding what disciplinary action should be taken, the principal or designee shall consider the student's age, previous conduct, probability of a recurring violation, intent, attitude, and severity of the offense. Any imposed disciplinary action should occur in a progressive manner.

Teacher Response Continuum

Teacher discretion is always needed when deciding to respond to inappropriate student behaviors. At EHA, teachers are encouraged to use the (4:1) ratio of positive to corrective feedback.

Next, teachers should consider the severity of the student behavior (major/minor) and utilize a progressive continuum of consequences. (See Behavior Flow Chart, pg. 54).

MINOR Behaviors

Minor behavior incidents are typically low in intensity/severity. These incidents are considered "Teacher Managed" because the person who witnessed the behavior provides the corrective feedback and disciplinary response.

MAJOR Behaviors

Major behaviors are typically high in severity or could result from repeat minor incidents that have been upgraded to a major behavior infraction.

These incidents are considered "Office Managed" because the disciplinary response is provided outside of the student's assigned setting by someone like the school Principal or Director.

DISCIPLINE EXPECTATIONS

Classroom rules and procedures are established and practiced during the first days/weeks of school and posted for all to see.

The classroom rules and procedures are reviewed with students periodically (first 2 weeks of school, after each quarter, after breaks, and when **classroom** management becomes an instructional barrier). Both positive and negative consequences should also be posted in the classroom.

The following guidelines should be considered:

- Each and every staff member is responsible for the discipline of ALL students.

- All classes should practice proper B.E.S.T. hallway, bathroom, lunchroom and common area behaviors.
- Every STAFF must follow the discipline plan in order for it to be successful.

Teacher Managed Discipline (Minor)

Office Managed Discipline (Major)

<ul style="list-style-type: none"> -Work completion -Rude comments/Disruptions -Focusing/Following Directions -Talking-disruptive behavior -Not participating -Refusal to work -Low levels of verbal misuse -Bullying (initial incidents) -Hyperactivity/movement -Student-to-student conflict (nonphysical) -Throwing small items (paper balls) -Minor destructive behaviors (breaking pencils) -Social media/Technology/Cell phone violations 	<ul style="list-style-type: none"> -Physical violence/ threats -Continuous Disruption: after going through the PBIS steps. -Teacher Disrespect/verbal abuse (name calling, profanity, etc.) -Repeated disruptions/defiance that stops teaching and learning -Sexual Contact /Comments/ Gestures -Repeated theft/vandalism -Extreme bullying -Uncontrollable outbursts -Serious safety issues -Stealing (parent contact) -Category II and Category III behaviors
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EHA MINOR Behavior Definitions

MINOR Behavior Problems (Category 1)	Definition
Inappropriate Language	Students engage in low-intensity inappropriate language that is not directed at someone. Student uses replacement words such as “stupid”, “ugly”, “retarded”, etc.
Physical Contact	Students engage in non-serious, but inappropriate physical contact such as not keeping hands and feet to self, pushing/shoving, picking up other students, hugging in line, etc.
Defiance	Students engage in brief or low-intensity failure to respond to adult requests. Example: If a student is asked to complete an assignment and responds, “No, I don’t want to”.

Disrespect	Students engage in brief or low-intensity verbal or non-verbal displays of rudeness or discourtesy. Example: arguing, tone of voice, eye rolling, etc.
Disruption	Students engage in low-intensity, but inappropriate disruption such as noises, rocking chair, tapping pencil, etc.
Dress Code	Students wear clothing that is not within the dress code guidelines outlined in the student handbook such as wearing a hat, hood up, clothes with offensive designs or writing, etc.
Property Misuse	Students engage in low-intensity misuse of property such as writing on books, writing on walls, tipping chairs back, destroying pencils, etc.
Tardy	Students are late to school or late returning to scheduled class or activity up to 5 times or 30 minutes. 5 tardies equal 1 absence.
Theft	Students engage in minor acts of stealing. Example: takes pencils from another student.
Technology Violation	Student use of cell phone, music, camera, computer and or other electronic devices in violation of the school policy.
Unauthorized Area	Students are found in an area where they are not supposed to be at that time. (leaving classroom without permission)
Other	Students engage in any other minor behaviors that do not fall within the above categories. Example: running, inappropriate volume.

EHA MAJOR Behavior Definitions

MAJOR Behavior Problems (Category 2 & 3)	Definition
Abusive Language	Students deliver verbal messages that include swearing, name calling or use of words in an inappropriate way that is directed at someone.
Fighting/Physical Aggression	Students engage in actions involving serious physical contact where injury may occur. Examples: hitting, punching, biting, hitting with an object, kicking, hair pulling, scratching, throwing chairs or other objects, etc.
Major Defiance	Students engage in refusal, or continuous refusal, to follow directions, talk back and/or deliver socially rude interactions.
Extreme Disrespect	Students engaged in continuous verbal or non-verbal displays of rudeness or discourtesy such as inappropriate gestures, arguing, yelling, etc.
Harassment/ Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures or written notes.
Stealing	Student is in possession of, having passed on, or being responsible for removing someone else's property without that person's permission.
Lying/Cheating	Student delivers a message that is untrue and/or deliberately violates the rules.
Property Damage	Students caused significant damage to someone's belongings that required monetary compensation or replacement of the item.
Tardy/Skipping	Students have been late 6 or more times to school or returning to class. Student has not returned to class or missed a scheduled class.

Possible EHA Consequences

TEACHER MANAGED CONSEQUENCES

Re-Teach Behavioral Expectation	Students are offered the opportunity to re-learn the expected behavior by modeling, verbal reminder and written example from the teacher.
Verbal Warning	Students are offered the opportunity to change the unwanted behavior following a verbal warning from the teacher. Many times, this warning can stop additional consequences from occurring.
Apology/Make Amends	Students are offered the opportunity to show remorse and make amends for the unwanted behavior. This action can often stop any further consequences from occurring.
In Class Timeout	Students spend time in a specified area away from scheduled class activities and peers. The students will be offered academic work, or they will be provided with a reflective activity (“B.E.S.T. Think Sheet or Time Out Assignment”) to encourage the expected behavior.
Seating Change	Students will have their assigned seating location changed. The teacher may use this intervention to move the student away from others who possibly trigger the student to misbehave (talking with buddy). Or the teacher may want to move the student away from the window or class materials that may be the source of distraction.
Teacher Proximity	Students will have their assigned seat moved closer to the teacher’s desk or the front of the room to minimize distractions and increase opportunities for non verbal redirection (ex., eye contact).
Parent Contact	Student’s parent will be notified via phone, email or letter that their child had difficulty meeting B.E.S.T. behavioral expectations.

Classroom Behavior Contract	Consequence for referral results in students receiving an individualized plan specifically related to the student's concerning behaviors inside of the classroom.
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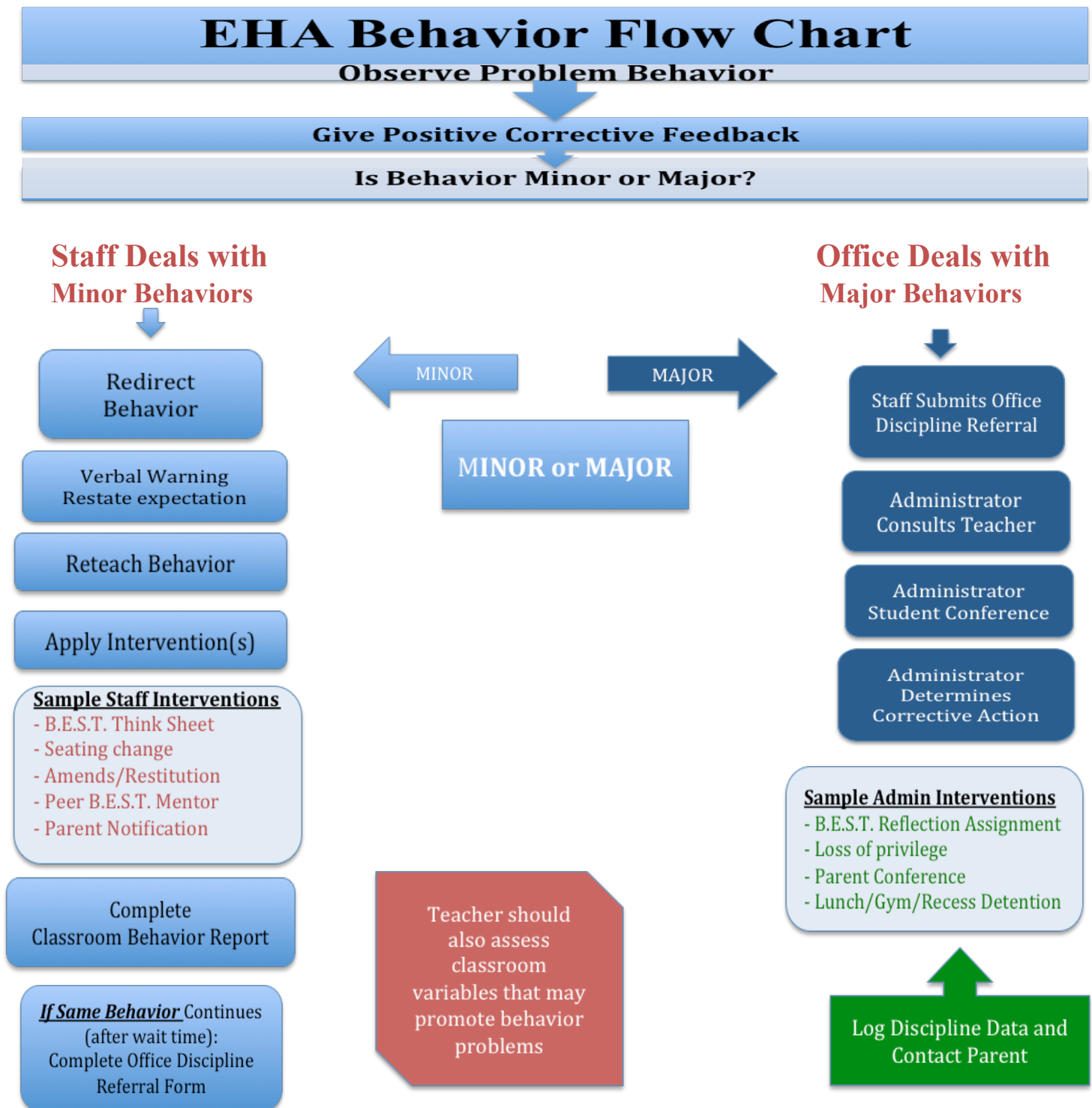
ADMINISTRATOR MANAGED CONSEQUENCES

Loss of Privilege	Consequence for referral results in students being unable to participate in some type of privilege.
Student Conference	Consequence for referral results in student meetings with an administrator, teacher and/or staff member (in any combination). Students may be asked to complete B.E.S.T Think Sheet or other reflection activities.
Lunch/Gym/Recess Detention	Consequence for referral results in students missing part or all of their lunch, gym or recess time with peers.
Parent Contact	Consequence for referral results in parent communication by phone, email, or person-to-person about the problem.
Parent Conference	Consequence for referral results in face-to-face student meeting with the administrator, teacher and parent.
Community/School Service	Consequence for referral results in involvement in community service activities or projects. (trash pick up, lunchroom cleaning etc.).
Restitution	Consequence for referral results in apologizing or compensating for loss, damage, or injury.
School-Wide Behavior Plan/Contract	Consequence for referral results in students receiving an individualized plan specifically related to the student's concerning behaviors outside of the classroom.

Removal (in school/out of school suspension) or expulsion	Consequence for referral results in a period of time when a student is not allowed at school. Removal can be used if the student is an ongoing threat of disruption or if the student's presence poses a danger to people or property.
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Student Motivation for Behavior

Possible Student Motivation	Definition
Avoid Adult	Students engage in problem behavior to get away from adults.
Avoid Peers	Students engage in problem behavior to get away from peers.
Avoid Tasks/Activities	Students engage in problem behavior to escape from work tasks or activities.
Obtain Adult Attention	Students engage in problem behavior to gain adult attention.
Obtain Peer Attention	Students engage in problem behavior to peer attention.
Obtain Items	Students engage in problem behavior to gain items or activities.



PBIS Discipline Referral Procedures

All minor and major discipline referrals will be documented through the PBIS *Advanced Referral System*.

Part 1: Completed by Staff

Major Referrals Form - Partially Submitted
* Indicates required field

Part 1 – Filled out by Staff

Student: Lucas Campos (7 - M)

Student Code: 3212777

Date/Time: 09/06/2019 10:58 am

Staff: Eva Rodriguez

Homeroom Teacher: Eva Rodriguez

Locations *: Hallway **1**

Problem Behavior*

Primary Issue *: Inappropriate behavior/language **2**

Secondary Issues (optional):

- ☐ Building Rules
- ☐ Bullying/Harassment
- ☐ Defiance/Disrespect
- ☐ Disruption
- ☐ Fighting
- ☐ Inappropriate behavior/language
- ☐ Possession of alcohol, drugs, or weapons
- ☐ Other

Redirections*

- ☐ Take a Break
- ☐ Proximity Control
- ☒ Student Conference **3**
- ☐ Counselor Visit
- ☐ Parental Phone Call
- ☐ Move Seat
- ☐ Assignment Modification
- ☐ Detention

Possible Motivations

- ☐ Obtain Peer Attention **4**
- ☐ Obtain Adult Attention
- ☐ Obtain Item or Activity
- ☐ Avoid Peer Attention
- ☐ Avoid Adult Attention
- ☐ Avoid Task or Activity

Description of Incident *:
Used inappropriate language when referring to another student **5**

ATTACH FILE

DELETE SAVE & LEAVE OPEN **6** SUBMIT TO OFFICE

Part 2: Completed by Administrator

PBIS Rewards Demo School STACI ADLER HELP

Part 2 – Filled out by Referral Admin

Referral Admin: Staci Adler

Administrative Action/Response*:

- ☐ Loss of Privilege
- ☐ Time in Office
- ☐ Conference with Student
- ☐ Other
- ☐ Parent Phone Call
- ☐ Act of Apology
- ☐ Behavior Room
- ☐ In School Suspension
- ☐ Out-of-School Suspension
- ☐ Detention

Administrative Comments *:

Student Response/Comments:

Note to Guardian:

Private Information: This will only be viewable to the Referral Administrators

*Administrative Comments:
This is a serious matter and it was handled accordingly.

Student Response/Comments :

Note to Guardian:

Private Information: This will only be viewable to the Referral Administrators

DELETE SAVE & LEAVE OPEN MARK COMPLETE

Send Notification to Parent ☒

Example Referral Form

Part 1 – Completed by Staff

Student: Maria Flores (7 - F) 3212425

Date/Time: 02/27/2018 01:56 pm

Staff: Staci Adler

Locations: Hallway

Major Referral Cause*

Redirections*

Possible Motivations

Primary Issue *:

Building Rules

Proximity Control

Secondary Issues (optional):

Description of Incident *: comments

Part 2 – Completed by Referral Admin

Referral Admin: Staci Adler

Administrative Response/Action*:

Time in Office

Conference with Student

Administrative Comments *: Comments

Student Response/Comments *:

Note to Guardian:

Referral Completed on 06/13/2018 04:14 pm

Parent Signature: _____ Date: _____

Individualized Behavior Plans (Tier 2)

Behavior Plan Guidelines:

Students that are having difficulty demonstrating B.E.S.T. expectations for behavior or classwork/homework may need an **Individualized Behavior Plan (Tier 2)**. Parents will be notified that their son or daughter needs more support at this time and an individualized behavior plan is needed.

Students on a behavior plan need reinforcement of expectations by rewarding the good behaviors you see throughout the day and by consistently issuing both positive and corrective feedback.

A behavior plan will list 2-3 behavioral/classwork goals that the student has struggled to demonstrate linked with positive rewards and corrective consequences for noncompliance. Each day the child's behavior will be documented through PBIS. Using the **Check In Check Out (CICO)** form, assigned teachers will evaluate each behavior goal with a score of 3 (exceeds), 2 (satisfactory) or a 1 (needs improvement).

Data entered into the CICO form will be used to create daily progress reports viewable in PBIS by the parents, teachers, guidance counselor and administration. The guidance counselor will meet with the student 2-3 times per week to review progress toward goals and address barriers to success.

Check In Check Out (CICO)

The screenshot illustrates the PBIS Rewards system interface for F.D. Roosevelt Middle School, showing the process for checking in a student for a CICO (Check In Check Out) form. The interface includes a sidebar with navigation options and a main area with a 'Check-in a CICO Student' dialog box and a 'Teacher/Student Check-in' form.

Check-in a CICO Student Dialog Box:

- Search for a student to Check-in.
- Student Search (input field)
- Your CICO students by group
- 1st Period (dropdown menu)
- Students listed: Syenne Abuzahra (2022034 (8 - F)), Lucas Campos (3212777 (8 - M))
- CANCEL button

Teacher/Student Check-in Form:

- Teacher/Student profile: Syenne Abuzahra, ID: 2022034, Grade: 8
- Please select a class period (dropdown menu)
- Behavior tracking table:

	1	2	3	
Arrived at Class				
Stayed on Task				
- Comments (text area)
- Points section:
 - 3 Met expectations; mostly on target, minimal delay
 - 2 Met some expectations; 75% on target
 - 1 Met few or no expectations
- CANCEL and SUBMIT buttons

CICO Student Progress Report

Parents can view their child's daily progress toward individualized behavior goals by opening the **CICO Progress Report** in the PBIS Family App. Teachers can communicate with parents by using the **Comments** section of the Progress Report.

Parents are also able to monitor their child's overall success through the PBIS Family App or web portal (B.E.S.T store purchases, Club attendance, Target Party eligibility and discipline referrals).

Every 60-90 days, a team meeting with the parents, guidance counselor, teacher(s), principal and director will be scheduled to review the student's overall progress and current needs.

AT&T 1:14 PM 84%

PBIS Rewards

F.D. Roosevelt Middle School

Check-In Check-Out Plan
Date: 04/21/2022

Goal: 10
Earned: 13
Status: Completed

REVIEW

Period	Earned	Teacher
1	3	Andrew Weber

Goal:	Points
Was Respectful	2
Stayed on Task	1

Comment: Let's keep working on staying on task.

CICO Behavior Rating System

RATING	DESCRIPTION
3	GREAT DAY! Student followed all B.E.S.T. expectations with minimal to no redirection.
2	GOOD/SATISFACTORY DAY Student followed the majority of B.E.S.T expectations with 2 or less verbal warnings.
1	NEEDS IMPROVEMENT DAY Student had to be repeatedly warned about behavior and may have received a consequence. (Classroom Behavior report or Discipline Referral may have been completed).

Classwork/Homework Behavior Goals

When a student's individual behavior plan includes coursework/homework noncompliance, the student's planner should document classwork/homework completion for the week and require parent signature.

Students must have completed an adequate amount of classwork/homework in each core subject in order to participate in weekly incentives. Grade level teams will determine the minimum homework completion requirement.

Core subject area teachers will need to keep track of coursework/homework completion in their class and document in the student's planner. Teachers should also note in the CICO report and student planner when a reward or consequence has been given to the student.

Consequences

When a student has demonstrated a pattern of non compliance with the individual behavior plan, corrective feedback and consequences may be necessary to promote behavior change. Before consequences are implemented, the referring teacher will consult with the grade level team and the EHA guidance counselor.

Revised (B.E.S.T) PBIS Procedures (2022-2023)

POINT ENTRY

BEST Points will be entered daily for accuracy, timely student feedback and identifying behavior patterns.

1. Revised **deadline** is 5:00 pm (Thursdays the deadline is 3:30 pm).
2. All staff will receive a daily reminder through the PBIS App
3. A face to face reminder will also be provided for teachers to enter points by 5:00 pm.
4. A point audit report will be generated at 5:00 pm daily to ensure all points have been entered.

STUDENT POINT BALANCES & BEST BADGES

To facilitate behavior change, students need access to their BEST points on a daily basis. This helps students make the necessary behavior changes to improve their success the next day.

All grade level teams will have;

1. Established classroom procedures/routines for checking points.
2. Established classroom procedures/routines for discussing behavior ratings with students when necessary.
3. Review with students the rationale for badges and reinforce the importance of students taking responsibility for their badges.
 - Students will be taught that badges are a part of their school uniform and considered school property that requires care.
4. Established arrival and dismissal procedures/routines for securing BEST badges including use of reinforcement and corrective feedback.
5. Established procedures for missing BEST badges.
 - Students will be required to use their points to replace a missing badge. Every day the badge is missing it will cost them **5 points per day**.
 - When students have lost their badge, they will be required to use their points to purchase a replacement badge. (ex = 50 points).

- EHA will order plastic sleeves for the badges to protect them from damage.
- Lanyards will have special pins or stickers to acknowledge student success and personalize the badge wearing experience.
- The Classroom BEST poster was revised to include “wearing and caring for their badge” under Accountability.

BEST POINTS & BEST STORE

The BEST points scoring system will now be based on behavior descriptions specified in the Classroom BEST Poster. Each behavior listed on the poster is worth 1 point. Students will also be able to earn points based on School Setting. For Davening, Restroom, Hallway, Lunchroom and Outdoor settings, students can earn a (3) exceed expectations, (2) meet expectations or (1) need improvement.

1. BEST Store prices will be revised to reflect the new scoring system.
2. Classrooms will shop according to their designated shopping schedule.
 - K-4 BEST Store opens Thursdays 3:00 pm - 3:50 pm.
 - 5-8 BEST Store opens on Thursdays 2:00 pm - 3:00 pm
3. All K-8 classrooms will have clear procedures for students who are absent on the designated shopping day.
 - Any student with an **excused absence** will be permitted to shop on Friday mornings between 8:00 am - 10:00 am.
 - Any other students who missed shopping for any reason other than an excused absence will have their points rolled over and used to purchase raffle tickets.
4. K-8 students with remaining point balances will no longer have their points reset to zero after shopping in the BEST store. Now, any remaining points will be used to purchase raffle tickets that will be redeemed during the monthly school assembly.

SUBSTITUTE TEACHERS

A Substitute Teacher Lesson Plan will be necessary for BEST points when the classroom teacher is absent.

1. The Lesson Plan will need to explicitly state who will collect the behavioral data and who will enter the points.
 - Substitute teachers who are not familiar with BEST will only be responsible for collecting the behavioral data to share with the classroom teacher who will enter the daily points.
 - If the classroom teacher is not able to enter points due to illness or lack of computer access, a designated EHA staff person will enter points using the behavioral data collected by the substitute teacher.

CLUB ELIGIBILITY & PARTICIPATION

Students must be present 4 days per week to attend clubs.

1. No more than 1 absence per week (excused or unexcused) permitted to attend clubs.
 - Clubs = 1 absence
 - Target Parties = 3 absences for the trimester
 - Teachers will have access to attendance data through the FACTS report card program.
 - A major discipline referral through PBIS will disqualify a student from Clubs.
 - A minor referral will result in a 15 min timeout from clubs.
 - ★ This will be reflected in the student's points with a comment explaining why they lost time in clubs.
 - ★ This will also be communicated on the grade level WhatsApp so all teachers know why and can explain to parents if needed.
 - ★ A flyer will be sent home to parents explaining this procedure.

SOTM/VIP STATUS

Students who earn SOTM will have VIP privileges all month long. Grade level teams will establish privileges at the beginning of the school year.

1. K-8 teachers will have established VIP privileges for SOTM nominees.
2. Examples include;
 - First pick of class job
 - First in line
 - Earn interest on points
 - Rollover points get extra raffle tickets
 - Photo on the lobby tv screen.
 - Extra recess or privilege (lunch on the mitzvah tank)

MORNING MEETING & SEL CHECK IN

In order to set students up for success, K-8 teachers will include a "Morning/Afternoon Meeting" procedure at the beginning of their morning or afternoon class (10 minutes).

1. During the Morning/Afternoon Meeting, teachers will review the agenda for the day, BEST behavior expectations (what will it look/sound like).
2. During the Morning/Afternoon Meeting, teachers will allow students an opportunity to complete an informal or formal (PBIS) SEL check.
3. During Morning/Afternoon Meeting, teachers will allow students an opportunity for team building and establishing rapport through a fun icebreaker activity. "What was your favorite _____."
4. The school counselor will come during the first week of school to teach students about the importance of emotional self check ins and how to complete an SEL check.

EHA

STUDENT CODE of CONDUCT



EHA DISCIPLINARY CODE OF CONDUCT

At Esformes Hebrew Academy we believe this is your school and it belongs to every student, every parent and every staff member. Our Positive Behavior Interventions and Supports (PBIS) Handbook was created to promote and maintain a safe and orderly educational community that keeps students in school, engages them in learning and fosters each student's social development. Our ultimate goal is to make EHA one of the best private schools in the nation by creating and maintaining a student-oriented environment.

Parents you can help us reach this goal by:

- **Sending your child to school on time each day**
- **Reading all information sent home**
- **Assisting with homework**
- **Ensuring your child gets enough rest**
- **Making arrangements to visit your child's classes**
- **Attending Parent/Teacher conferences**
- **Maintaining contact with your child's teacher(s)**
- **Contacting the school whenever you have questions/concerns**

Creating and maintaining Positive Behavior Interventions and Supports (PBIS) is essential to supporting the academic, behavioral and overall growth of our students. It is essential to the culture of our staff and families as well.

STUDENT CODE OF CONDUCT POLICIES

Students are expected to conduct themselves ethically and morally with respect and consideration for the rights of others. The Student Code of Conduct protects students and staff by ensuring that no student will be penalized for anything other than a violation of established school rules and regulations. The Student Code of Conduct holds students responsible for the consequences of their actions.

Outlined in the Student Code of Conduct are rules and regulations which students are subject to while in school or participating in any school-related activities. The Student Code of Conduct also applies to behavior outside of school when it targets a student, school employee, official or volunteer or when it creates a fear of a specific and significant disruption of school.

Any violations of the Student Code of Conduct are subject to disciplinary action. The following information includes the types of conduct that are subject to suspension or expulsion from school or other forms of disciplinary action. The rules also apply to any form of student misconduct, regardless of where the misconduct occurs.

EHA Attendance Policy

All schools are mandated to follow Florida standards with the enforcement of school attendance (*Florida Statute 1003.26 & 984.151*). Every school must monitor and keep a record of each student’s attendance. At EHA, we must also further monitor attendance for students on state scholarships and for federal/state funding (Title I, Title IV).

The tardy/attendance plan was developed to address (1) state requirements for monitoring attendance, (2) students who are routinely late for class or checked out early and (3) prevalence of chronic illness/absences among students. As illustrated, the plan provides targeted interventions that research suggests effectively improve student attendance.

Early Warning System – Florida Senate Bill 850 (2015)

There is strong empirical evidence that Early Warning Systems (EWS) are a powerful tool in identifying and monitoring the progress of students who may be at-risk for not graduating high school on time. In 2015, in compliance with the Department of Education’s focus on Early Warning System indicators, the state of Florida passed Senate Bill 850.

Senate Bill 850 legislation requires schools serving students in grades 6-8 to utilize the Early Warning System to identify students with;

1. Attendance rates below 90% regardless of whether absences are excused or unexcused.
2. Failing Language Arts or Mathematics courses.
3. One or more disciplinary consequences.
4. Below average scores on statewide assessments in Language Arts or Mathematics.

Florida schools are required by Senate Bill 850 to identify at-risk students who display 2 or more EWA indicators and engage in data-based problem solving to identify the root causes. They must also match evidence-based interventions to student needs and monitor the effectiveness of the interventions to truly improve student outcomes. Schools need to also document their efforts by including EWS data in their school improvement plans.

EHA School-Wide Attendance Goals

Increase student attendance to a rate of 90% for the number of days attended and on time for school.
Decrease the number of students who miss 5 or more days of school per year.
Increase student and parental awareness about the importance of attending school daily and on time.
Reward students who achieve attendance rates of 90% or higher.

Attendance Policies & Procedures

Being routinely late to school or class and or leaving early from school has the cumulative effect of missed instruction time, which adversely impacts academic achievement and overall student development.

At EHA, students can be dropped off between 7:55 and 8:10 am. The school day begins promptly at 8:15 am with children seated at their desk ready to learn and participate.

Students that arrive on time for school will receive positive feedback and have the opportunity to earn rewards and privileges for demonstrating B.E.S.T. attendance expectations.

Tardy Procedure

Students arriving after 8:10 am, the following will occur;

- EHA front door will be locked and students arriving late will sign in at the front office and receive a tardy slip. Tardies will be recorded in the student's record.
- A designated EHA staff member will then escort the student to their scheduled class.

To help reduce excessive tardies and early dismissals, EHA will link tardies to attendance and equate 5 tardy slips to 1 day of absence, which will be recorded in the student's record. When a student falls below the 90% attendance record or has excessive tardies/early dismissals, they will also receive consequences according to the student handbook and school –wide discipline code of conduct.

Excused Absence(s)

The following are acceptable reasons for student absences:

1. Student illness with a parent note. (maximum allowed is 7). After the 7 parent note, a doctor's note will be required for an excused absence.
2. Student doctor or dental appointments. (medical documentation will be requested).
3. Major illness of an immediate family member or death of an immediate family member. (Immediate family is determined as parents, siblings, aunts, uncles, legal guardians, or a member of the student household).
4. Weddings and other family milestone events will be approved on a case by case basis.

Parent Notification of Absence

When a student is absent from school, EHA requires the parent to notify the school via email or a phone call indicating the reason for the absence (within 24-48 hours). The absence will be documented as **unexcused** unless the parent sends the email notification explaining the reason for the absence.

Attendance Monitoring Team (AMT)

The team meets monthly to review student attendance and serves as the primary point of contact for students who are late or miss school. The team contacts parents either by phone, email, or face-to-face meetings to discuss student attendance and identify barriers to regular school attendance and The AMT

also serves as a resource for other teachers and staff who are dealing with students who fail to attend class regularly. The AMT includes the school Director, Principal, Guidance Counselor and Teacher(s) – (based on student’s grade level).

Attendance Notification System

Student Absences

Based on Florida requirements, the school will adopt a tiered series of notifications for students who are missing an increasing number of school days. The school will use a variety of communication measures (e.g., meetings between the principal and student; phone calls; letters; etc.) to connect with parents.

The parent notification of student absence will occur as students miss 1, 5, 8, 12, 15 and 18 days of school.

Days Absent	Parent Notification of Student Absence(s)
1	Phone Call or Email (<i>Main Office</i>) - Parents will receive a phone call or email from the school indicating their child has missed the school day. This is just to ensure parents are aware the student was absent.
5 -7	Parent Letter (<i>Homeroom Teacher</i>) - Parents will receive a warning letter via email from the homeroom teacher explaining the student has missed 5 -7 days of school without a parent or doctor’s note and remind the parent of the importance of regular school attendance.
8 -11	Phone Call, Mailed Letter and Meeting (<i>Principal</i>) - Parents will receive a phone call from the school informing them their son or daughter has missed 8-11 days of school without a doctor’s note. A letter will be emailed and mailed home from the school requiring that the parent meet with the school’s principal and counselor to discuss support that can be provided to facilitate improved attendance as part of an “early intervention.”
12 - 14	Intervention Phone Call (<i>Guidance Counselor</i>) – The parent will receive a letter from the school counselor stating their child has been referred to the Attendance Monitoring Team. The AMT will conduct an evaluation and parent conference to assess barriers to school attendance and develop an Attendance Support Plan to improve the student’s attendance. The child will be placed on Attendance Probation.
15	Florida Attendance Requirement (<i>Principal</i>) – We are required by law to inform the state when a student has missed 15 days of school (unexcused). <i>Florida Statute 1003.26 & 984.151</i>
18	Exclusion (<i>Principal/Director</i>) – If a child misses 18 days of school, the child will be immediately unenrolled from Esformes Hebrew Academy. The parents will need to have a conference with the Director, Principal, Guidance Counselor and their child’s teacher to discuss the student's inactive status and possible sanctions such as suspension, make up classes or permanent withdrawal from Esformes Hebrew Academy. The parent also has the option to enroll the child at another school of their choice.

EHA Prevention Services

EHA will provide parents and families with information about the importance of attendance as one of the primary prevention strategies. Moreover, the school will also introduce school-wide incentives to encourage students to strive for B.E.S.T. attendance expectations.

Community Interventions

EHA has partnered with the Department of Children and Families (DCF) as a community resource for students and their parents. Students who miss 15 or more days of school will be referred to the DCF Resource Department for additional assistance to help support the family. The DCF worker will work with the student and their family to identify potential barriers to school attendance and connect them with services and/or other supports to enable regular school attendance.

Evaluation and Assessment

To evaluate absenteeism and truancy reduction efforts, EHA will gather the following information.

1. Total number of days absent for each student enrolled through the school year.
2. Number of parental notifications sent.
3. Number of parental meetings held to discuss student attendance.
4. Number of phone calls made to inform parents about their son or daughter's attendance.
5. Number of consequences related to attendance.

Unexcused Absence

Days Absent	Discipline Referral	Unexcused Absence Intervention
5 -7	WARNING	Homeroom teacher will send a Warning letter home to parents.
8-11	MINOR	Student & parent meeting with the school principal. MINOR disciplinary referral with related consequences (see Student Code of Conduct).
12-15	MAJOR	Student and parent meeting with the Attendance Monitoring Team. MAJOR disciplinary referral with related consequences (see Student Code of Conduct).

EHA Attendance Notification System

Student Tardies

Based on Florida requirements, EHA has adopted a tiered series of notifications for students who are tardy an increasing number of school days. EHA will use a variety of communication measures (e.g., meetings between the principal and student; phone calls; letters; etc.) to connect with parents.

Days Tardy	Parent Notification of Student Tardies
1 - 4	Email or Phone Call (<i>Main Office</i>) - Parent will receive a phone call or email from the school indicating their child has missed the school day. This is just to ensure parents are aware the student was absent.
5 - 7	Letter (<i>Teacher</i>) - Parent will receive a warning letter emailed from the teacher explaining the student has been tardy 5 -7 times or 30 minutes or more without a parent or doctor's note and remind the parent of the importance of regular school attendance.
8 - 11	Phone Call, Mailed Letter and Meeting (<i>Principal</i>) - Parents will receive a phone call from the principal informing them their son or daughter has been tardy 8-11 days of school or 60 or more minutes without a doctor's note. A letter will be emailed home from the principal requiring that the parent meet with the school's principal to discuss supports that can be provided to facilitate improved attendance as part of an "early intervention."
12-15	Intervention Phone Call (<i>Guidance Counselor</i>) – Parents will receive a letter stating their child has been referred to the Attendance Monitoring Team (AMT). AMT will conduct an evaluation and parent conference to assess barriers to school attendance and develop an Attendance Support Plan to improve the student's attendance. The child will also be placed on Attendance Probation.
18	Florida Attendance Requirement (<i>Principal</i>) – We are required by law to inform the state when a student has been tardy 18 days of school (unexcused). <i>Florida Statute 1003.26 & 984.151</i>

Tardy Policy & Procedures

Student tardiness adversely impacts academic and social/emotional functioning due to reduced instruction time. One absence will be recorded after the student receives their 6th tardy slip.

Examples of **Excused** tardies include, but are not limited to, the following:

1. Student illness with a note from parent (7 maximum)
2. Doctor/Dentist appointment with a note from the doctor/dentist.
3. Serious illness of immediate family requiring student's presence (with a doctor's note).
4. Death in the family.
5. Weddings and other family milestone events will be approved on a case by case basis.

The following will occur when a student is late to school or class;

1. Five - seven tardy slips will result in a warning letter sent from the homeroom teacher.
2. Eight-eleven tardy slips will result in a Minor behavior infraction with related consequences.
3. Twelve - fifteen tardy slips will result in a Major behavior infraction with related consequences.

As indicated in the Student Code of Conduct, excessive student absences and tardies may be evaluated and addressed by the Attendance Monitoring Team.

Unexcused Tardy

Days Tardy	Discipline Referral	Unexcused Tardy Intervention
5 -7	WARNING	Homeroom teacher will send a Warning letter home to parents.
8-11	MINOR	Student & parent meeting with the principal. MINOR disciplinary referral with related consequences (see Student Code of Conduct).
12-15	MAJOR	Student and parent meeting with the Attendance Monitoring Team. MAJOR disciplinary referral with related consequences (see Student Code of Conduct).

Make Up Work

Students have the opportunity to make up work without additional penalty for excused absences.

Medical Documentation

Students with more than 8 absences will only be excused if verified through a doctor's note or letter from the court. The doctor's note must have the date of appointment.

Dress Code Violation Policy & Procedures

Daily uniform checks will be conducted. The first 2 violations will be labeled MINOR infractions. The 3rd uniform violation will be labeled a MAJOR infraction.

First Dress Code Violation (PBIS)

For the **1st Minor Infraction** the student and parent will be given a written warning through PBIS. The student and parent will also receive a review/reteaching of the B.E.S.T. dress code expectations by a designated EHA staff member. The student will be asked to wear a used uniform for the day, which must be returned before dismissal. The parent will be notified of the uniform violation with a letter via email or PBIS from the designated EHA staff person.

Second Dress Code Violation

For the **2nd Minor Infraction**, the student will be *charged a fine* for the **purchase of a used uniform**. The teacher will review the dress code expectations with the student and submit a MINOR discipline referral through PBIS. A letter will also be sent home by the teacher via email or PBIS to the parents informing them of the uniform infraction and the monetary fine. The parents will need to acknowledge receipt of the letter either through PBIS or email.

Failure to electronically acknowledge receipt of the MINOR Discipline referral and fine could result in further disciplinary action.

Third Dress Code Violation

Upon receipt of the student's **3rd uniform violation**, the infraction will be labeled **MAJOR** and the student will be subject to disciplinary action as specified in the Student Code of Conduct. The teacher

will submit a MAJOR discipline referral through PBIS. The student will also meet with the principal to discuss their recurrent uniform infractions and be informed of the imposed consequence.

The student will need to change into a **new uniform** provided by the school and will be **charged a monetary fine**. The principal will email a letter to the parents informing them of the 3rd uniform MAJOR infraction, monetary fine and disciplinary action. The principal will request a face to face meeting with the parents if the third infraction occurred within the same trimester.

The parents will need to return the letter with their signature and acknowledgement of the dress code expectations.

Failure to acknowledge back to the principal could result in further disciplinary action.

Dress Code Violation

Violation Number	Discipline Referral	Dress Code Interventions
1st Violation	WARNING	Written warning letter, given a used uniform to wear for the day and return at dismissal.
2nd Violation	MINOR	Reteaching of B.E.S.T. uniform expectations, \$20 fine added to your tuition bill to cover the cost of a used uniform to wear for the day and take home to keep.
3rd Violation	MAJOR	Meet with the principal to review the disciplinary consequences. A \$30 fine was added to your tuition bill to cover the cost of a new uniform to wear for the day and take home to keep.

EHA Restroom Policy & Procedures

First Floor Restrooms

In order to maintain the safety and security of our school, the restrooms located on the main level (first floor) require active monitoring and adult supervision of students. EHA makes every effort to have visitors notify the front office when they enter the building. However, it is possible that a visitor may need to use the restroom while they are visiting.

Consequently student use of the first floor restrooms will always need to be supervised by an EHA staff person and should only occur during the following times;

Morning Arrival before 8:15 am

Students are expected to report directly to their first class before 8:15 am in order to be marked present and on time for attendance purposes.

- Students may use the restroom between 7:55 am - 8:10 am. 3-8th grade students will report to Shul by 8:10 am. If a student needs to use the restroom after attendance is taken, they must first get permission from their teacher. Once a student has permission to use the restroom during class time, they will report to the designated EHA staff member stationed outside the first floor restroom doors.
- Only 1 male student (male restroom) and 1 female student (female restroom) will be admitted into the restroom at a time. Students are expected to promptly return to class once finished in the restroom. If the student fails to return to class within 5-10 minutes, the student could be marked as skipping and could receive consequences.

Afternoon Lunch/Recess/Gym

Students will have an opportunity to use the restroom before afternoon activities such as lunch, gym and recess according to their class restroom schedule and classroom procedures. However, in the event a student needs to use the restroom during or after lunch, recess or gym, an adult must provide supervision.

- If a student needs to use the restroom, they must first ask the teacher for permission. Once a student has permission to use the first floor restroom, they will report to the designated EHA staff member stationed outside the first floor restroom doors.
- Only 1 male student (male restroom) and 1 female student (female restroom) will be admitted into the restroom at a time. Students are expected to promptly return to their designated area (lunch, recess or gym). If the student fails to return to class within 5-10 minutes, the student could be marked as skipping and receive consequences.

Second Floor Restrooms

General Use Restroom Designation

The second floor has a total of 2 single stall restrooms. Consequently, in order to increase restroom capacity and efficiency, these restrooms will be used as general student restrooms available to any student male or female.

All teachers and staff will follow the master restroom schedule to make sure every student is given an opportunity to use the bathroom at least twice a day (morning and afternoon).

Students that need to use the restroom outside of their scheduled class time will need to get their teacher's permission and follow the classroom restroom procedures and B.E.S.T expectations.

- If a student has permission from their teacher to use the restroom but both restrooms are in use, the student is able to sit in the waiting chair until a restroom becomes available.
- If a student has permission from their teacher to use the restroom but both restrooms are in use and both waiting chairs are also occupied, they are to return to class for further instruction from the teacher.

Student Code of Conduct Terminology & Procedures

SEARCHES OF STUDENTS AND PROPERTY

The school may conduct random searches of students to prevent unwanted behaviors to provide an environment that is conducive to learning and protects the health and safety of the school community. The goal behind a random search is to maintain a safe school and to guard the safety and well-being of the students in our care.

The school may search the following: a student's outer clothing, coats/jackets, pockets, book bags or other property including purses and a student's locker

Students have no expectation of privacy in cell phones or electronic devices if brought to school (mobile phone, iPod, iPad, digital cameras, etc.). If there is reasonable suspicion that a search will reveal a violation of school rules, cell phones and other electronic devices may be confiscated and **searched**,

including searching calls, e-mails, texts, contacts, pictures and other communications including Internet access.

SEXUAL HARASSMENT

All persons associated with Esformes Hebrew Academy are expected to conduct themselves at all times to provide an atmosphere free from sexual harassment.

Definition of student-on-student or employee-on-student sexual harassment: Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature that is so severe, pervasive and objectively offensive, it undermines and detracts from the educational experience, so that an individual is effectively denied equal access to the school's resources and opportunities.

School administrators are the appointed sexual harassment grievance officers vested with the authority and responsibility for investigating all sexual harassment complaints. Anyone who believes that he/she has been subjected to sexual harassment or has witnessed sexual harassment shall report the incident to Administration. Sexual matters, including the identity of both the charging party and the accused are kept confidential to the fullest extent possible. Although discipline may be imposed against the accused upon a finding of guilt, retaliation is prohibited.

BULLYING AND HAZING

Bullying, harassment, or intimidation is defined as intentional written, verbal, or physical acts a student has exhibited toward another particular student more than once so that the behavior causes mental or physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student.

Hazing is defined as doing an act or coercing another, including the victim, to do any act of intimidation or harassment to any student or other organization that causes or creates a substantial risk of mental or physical harm to any person.

Hazing, bullying, harassment, and intimidation are strictly prohibited. Using technology and/or electronic communication devices (including cellular telephones, smartphones, and other electronic communication devices), to bully, harass or intimidate is prohibited at all times, including at any time on school property, and at school-sponsored events. No student, including leaders of student organizations, may plan, encourage or engage in any hazing and/or bullying.

Students may report incidents of bullying to school personnel. Reports may be anonymous. School personnel aware of incidents must report these incidents to administration. Deliberately making false reports of bullying, harassment or intimidation are prohibited and a student may be disciplined for making a false report of this nature.

DISCRIMINATION

Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.

Corrective Interventions for Minor Category 1 Offenses

School-Wide Expectations What's Expected of Students	Expected Behavior What Students Should Do	Behavior Infraction What Students Should Not Do	Corrective Interventions What Are the Consequences
B.E.S.T BE Respectful EXPRESS Excellence	Follow directions Obey school/class rules	Disobedient/ Disrespectful Behavior	Re-teach behavioral expectations Give verbal warning Amends/apology Think Sheet/B.E.S.T Reflection
	Treat others the way you want to be treated Raise your hand before speaking	Disruptive Behavior	

SHOW Integrity	Wear a clean school uniform	Dress Code Violation	In class timeout Parent contact for additional support Lunch/gym detention away from peers Restitution Behavior contract Parent conference Loss of privilege(s) Office Discipline Referral
	Use kind words	Inappropriate Language	
	Tell the truth Turn in your own work	Lying/Cheating	
	Be on time Leave your cell phone at home Use class computers for school work	Tardy Technology Violation	
TAKE Accountability			

Corrective Interventions for Major Category 2 & 3 Offenses

School-Wide Expectations What's Expected of Students	Expected Behavior What Students Should Do	Behavior Infraction What Students Should Not do	Corrective Interventions What Are the Consequences
B.E.S.T BE Respectful	Use kind words	Abusive Communication	Teachers need to do initial investigation. Then report all information to an administrator.
	Handle your own belongings	Property Damage	Administration will then assign possible consequences

EXPRESS Excellence SHOW Integrity TAKE Accountability	Keep hands and feet to myself	Fighting	including, but not limited to the following: <ul style="list-style-type: none"> • Detention during • Restitution • Behavior contract • Parent Conference • In school suspension • Refer to counselor • Removal (temporary) • Removal (permanent)
	Practice good personal space	Harassment/ Bullying	
	Treat others the way you want to be treated	Physical Aggression	
	Report strangers in the building	Safe School Environment II	
	Be honest	Stealing/theft	
	Stay in your assigned areas	Trespass/Loitering	

Category I Offense Definitions

Students will receive consequences and corrective instruction when they commit, attempt to commit, aid or abet in the commission, conspire to commit or participate in any manner (even if not completed) in any of the offenses designated in this section.

In most instances, Category I infractions will be corrected by the teacher or supervising adult. If a pattern of these offenses persists, a corrective behavior plan may be necessary, and students may be referred to an administrator.

Any Category I offense can be upgraded to a Category II or Category III offense depending on the circumstances.

Disobedient/Disrespectful Behavior

Students are expected to do what the school staff tells them to do. School staff includes administrators, teachers, paraprofessionals, secretaries, custodians, transportation drivers, lunchroom workers, and school volunteers. Disobedient behavior is defined as when a student engages in brief or low-intensity failure to respond to staff requests or when a student engages in the refusal to follow directions, talks back, and/or delivers socially rude interactions.

Disruptive Behavior

Students are expected to follow the school-wide B.E.S.T. behavioral expectations. Students must not interrupt the learning of others or behave in a manner that causes disruption to the school environment. Disruptive behavior is defined as any student engaging in inappropriate disruption that includes, but is not limited to, talking out, making noises, yelling out, throwing small objects, horse playing, unauthorized out-of-seat behaviors, or any activities that are distracting one or more classmates.

Dress Code Violation

Students are expected to follow the EHA Dress Code. A dress code violation is defined as any student wearing clothing that does not adhere to the dress code as defined by the school, or when a student wears clothing that does not fit within the dress code guidelines practiced by the school. This includes, but is not limited to, inappropriate symbols, signs, showing inappropriate body parts, or any other distracting items.

Inappropriate Language

Students are expected to be respectful of others. Inappropriate language is defined as any student engaging in low-intensity instances of inappropriate language. An example might include name-calling, verbal put-downs, or gestures that do not promote positivity.

Lying/Cheating

Students are expected to be truthful and show integrity when engaging in any school related activities. Lying is defined as when any student delivers a message that is untrue and/or deliberately violates rules. Cheating is defined as any student that does not complete their own work through dishonesty, deceit, or by any other means other than those authorized by the teacher.

Plagiarism

Students are expected to do their own work. Students can collaborate and take information from others as long as the student acknowledges this in his/her work. Plagiarism is defined as taking someone else's work or ideas and passing them off as one's own.

Safe School Environment I

Students are expected to follow school rules, school policies and state laws to ensure the environment remains safe for everyone. A safe school environment violation is defined as any student engaging in an act that jeopardizes the safety of one or more students or the school facilities from an individual's action. For Category I, this may include, but not limited to, propping a door or gate open.

Tardy/Early Dismissal

Students are expected to be at school on time and ready to learn. Tardy is defined as any student who arrives at school after 8:10 (or signals that class has started). Early Dismissal is defined as when a student is signed out or leaves prior to the official end of the school day.

Technology Violation

Students are expected to focus on academics when they are at school. A technology violation is defined as any student who engages in non-serious or inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, tablet, and/or computer. The school, or the employees do not take responsibility for damaged, missing, or lost personal electronic communication devices.

Category II Offense Definitions

Students that commit, attempt to commit, aid or abet in the commission, conspire to commit or participate in any manner (even if not completed) in any of the offenses designated in this section will be required to participate in activities designed to prevent repetition of the offenses. Teachers or supervising adults may choose corrective strategies for Category II infractions that include but are not limited to, teacher-assigned consequences, in class detention or referral to school administrators. Students may be recommended for time out of room, removal from school, suspension from school and other consequences designed to stop the unwanted behavior. Any Category II offense can be upgraded to a Category III offense depending on the circumstances.

Abusive Communication

Students are expected to be respectful of others and treat others the way they would want to be treated. Abusive communication is defined as when a student delivers a message that includes, but is not limited to, swearing, name-calling, notes, or the use of words, gestures, or images in an inappropriate way.

Destruction of Property/Property Damage

Students are expected to respect EHA, their own and other's property. Destruction of property is defined as when a student participates in an activity that results in destruction or disfigurement of property. This can take place on school property or any school-sponsored event, even if the event is not located on school-owned property.

Fighting

Students are expected to solve disagreements peacefully or with the support of a staff member. Fighting is defined as any student who participates in an incident involving physical violence.

Harassment/Bullying

Please refer to the information in the beginning of this handbook for definitions and additional details. Students are expected to be respectful of others and treat others the way they would want to be treated. Bullying is defined any student who delivers direct, repetitive, and/or intentional disrespectful messages/communications* (verbal, written, or as a gesture) to another person that includes threats and intimidation, through obscene gestures, pictures, written notes, or by any technology means (text, e-mail, instant messages, social media, Facebook, Twitter, etc.).

Harassment is the delivery of disrespectful messages in any format related to gender, ethnicity, race, religion, disability, physical features or other protected class. Harassment is defined as the continued

unwanted actions of a student(s) that can include threats or demands and the purpose is to make someone fearful or anxious.

Harassment is a form of discrimination and will be treated the same.

* Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal matters. Any verbal and/or physical gestures/contact of a sexual nature to another student/adult are included in this definition.

Physical Aggression

Students are expected to solve disagreements peacefully or with the support of a staff member. Students are expected to respect their peers, themselves, staff and visitors to the school. Physical aggression is defined as any student who engages in actions involving serious physical contact (e.g., hitting, punching, pushing, shoving, hitting with an object, kicking, hair pulling, scratching, etc.). This action includes when one student is the aggressor and another student is passively involved in the altercation.

Safe School Environment II

Students are expected to follow school rules and state laws to ensure the environment remains safe for everyone. A safe school environment violation is defined as when a student engages in an act that jeopardizes the safety of one or more students or the school facilities from an individual's action. For Category II, this may include, but not limited to, letting someone in the building or on the campus.

Sexual Harassment/Misconduct

Students are expected to protect the safety and respect the rights of others. Students must not make comments, gestures, notes, or by any other means communicate messages of any sexual nature that might offend or be distasteful to another person. Sexual Misconduct is defined as a range of behaviors of a sexual nature that is with or without consent that creates an unwanted, unnecessary, hostile or offensive learning environment. Sexual Harassment is defined as unwelcomed and non-consensual comments, remarks, advances, and other verbal and physical conduct that creates a hostile or offensive learning environment.

Stealing/Theft/Forgery/Impersonation

Students are expected to respect the property of EHA and others. Stealing/theft/ forgery is defined as any student who is in possession of, having passed on or being responsible for removing someone else's property or has signed a person's name without that person's permission. Impersonation is defined as when a student acts or pretends to be another person for the purpose of fraud, getting out of trouble, getting someone else in trouble or for their entertainment at another's expense.

Trespass/Loitering

Students are expected to remain in appropriate school locations under the direct supervision of staff. Students are to follow the school rules in regard to school property.

Truancy

Students are expected to be at school on time, in class/synagogue and ready to learn. Truancy is defined as any student who leaves class, misses class or leaves school premises without permission.

Tardy

Student tardiness adversely impacts academic functioning due to reduced instruction time. Tardy is defined as five or fewer tardy slips and will result in a warning letter sent by the homeroom teacher.

Six to eight tardy slips will result in a MINOR behavior infraction with related consequences. Nine or more tardy slips will result in a MAJOR behavior infraction with related consequences. For every 6 unexcused tardies, one unexcused absence will be recorded.

Category III Offense Definitions

The staff member, finding a student that committed, attempted to commit, aided or abetted in the commission of, conspired to commit or participated in any manner (even if not completed) in any of the offenses designated in this section, will submit a recommendation to the Head Principal that the student be referred for expulsion.

Ormond Police may be informed of any Category III offenses. Possible criminal charges may be pursued.

Alcohol/Impairment Substance

Students are expected to respect their health and wellness by following the state laws designated in the Florida Revised Code. Alcohol infringement is defined as a student being in possession of alcohol, selling alcohol, distributing alcohol, using alcohol, or being impaired by alcohol or another substance.

Assault on Staff

Students are expected to get help from staff when needed to solve problems non-violently. Students may not physically confront a staff member. If a student is concerned about his/her treatment from a staff member, the student is responsible for reporting his/her concern to another staff member. Assault on a staff member is defined as, but is not limited to, when a student hits, kicks, shoves, pushes, or otherwise causes physical harm to a staff member.

Assault on Student

Students are expected to get help from staff when needed to solve problems non-violently. Students may not physically attack another student. Assault on a student is defined as, but is not limited to, when a student hits, kicks, shoves, or otherwise causes physical harm to another. Physical assault includes attacking, pushing, striking, or intentionally and violently injuring a defenseless person.

Bomb Threats/False Alarms

Students are expected to follow the laws regarding the safety of students, visitors, and staff. Students must not set off a fire alarm at any time unless there is an emergency. Destroying or damaging a fire alarm is prohibited. Tampering with the fire alarm includes setting off the squeal alarm (plastic box) or the actual alarm when there is not an emergency. Students must not make bomb threats by written, verbal, text,

social media, or any other means against any CCA school building. Bomb threats are defined as when a student delivers a message of possible explosive materials or pending explosive materials on campus or near campus.

Combustibles

Students are expected to follow the laws regarding the safety of students, visitors, and staff. Combustibles are defined as substances/objects readily capable of causing bodily harm and/or property damage (such as matches, lighters, firecrackers, gasoline, lighter fluid, or the like). It also includes when a student plans and/or participates in malicious burning of property.

Drugs (Possession, Use, Intoxication)

Students are expected to respect their health and wellness by following the state laws designated in the Florida Revised Code. A student may not be in possession of illegal drugs/substances/paraphernalia, selling any drugs/substances/ paraphernalia, distributing any drugs/substances/ paraphernalia, using illegal drugs/substances/ paraphernalia, or being under the influence of illegal drugs/ substances.

Prescribed or over-the-counter medicine is for the student's use only and must be submitted to the school office upon arrival at school. The prescribed over-the-counter medication is permitted in school only with permission from parents in the original container and with the written authorization and supervision of the doctor.

Extortion

Students are expected to respect their peers and others. Students must accept "no" for an answer when making a request from another person. Extortion is defined as when a student gets money or a promise by using threat or force. A student must not make a person do anything he or she does not want to do by using threat or force.

Pornography

Students are expected to protect the safety and respect the rights of others. Students may not take, text, e-mail, distribute, or share any explicit images, photos, drawings, multimedia, or videos of themselves, other students or third parties. Students may not attempt to access pornographic material through the Internet or any devices that are able to access the Internet (computers, tablets, iPads, laptops, smart phones, cellular phones, etc).

Safe School Environment III

Students are expected to follow school rules, and state laws to ensure the school's environment remains safe for everyone. A safe school environment violation is defined as when a student engages in an act that jeopardizes the safety of one or more students or the school facilities from an individual's action. For Category III, this may include, but not limited to, willingly letting someone in the building or room with previous knowledge of intent to harm, harass, bully, or intimidate others.

Sexual Assault/Sexual Battery

Students are expected to protect the safety and respect the rights of others and treat others the way they would want to be treated. Students must not sexually attack or sexually abuse another person. This is also defined as unwanted touching.

Weapons

Students are expected to bring only approved academic school supplies to school. School supplies such as a compass, scissors, pens, etc., must not be used as a weapon. Students must not bring, possess, handle,

transmit, or use a weapon. Students may not be in possession of knives, guns (real or look-alike), or other objects readily capable of causing bodily harm. Weapons include, but are not limited to, knives, firearms, razors (of any kind), defensive weapons (mace, stun gun, Taser), or other items (hammer, box cutters, baseball bats, chains, tattoo paraphernalia, bullets, etc).

EHA Discipline Process:

What Families Can Expect

Steps Following Student Misbehavior:

When the principal finds a student has committed an offense, the principal, other school administrator or administrator-designee will:

1. Investigate the incident, including meeting with the student, teacher and others involved to gather information and hear everyone's explanation of events.
2. Notify the family of the behavior infraction and corrective strategy if used.
3. If a suspension or permanent removal is warranted, send a letter to the family explaining the incident and the consequence given.

Actions Families Can Take:

1. Ask for a meeting with the principal to discuss the decision and request information about the investigation or the appeal process.
2. To appeal a consequence of suspension or expulsion, parents must write to the principal stating the reason for the appeal and submit the reason to the school office within 5 days of the infraction.
3. The letter will be forwarded to the school director, who will make a final decision on the suspension/expulsion.

Possible EHA Consequences

These consequences are not intended to be the only choices nor are they sequential. The goal of any consequence is to change or stop the unwanted behavior.

Re-Teach the Behavioral Expectation –

Students are offered the opportunity to learn the expected behavior by modeling, verbal reminder, and written example from the teacher. Students' understanding and following correction can stop more consequences from occurring.

Verbal Warning –

Students are offered the opportunity to change the unwanted behavior by a verbal warning from the teacher. Many times, this warning can stop additional consequences from occurring.

Student Conference -

Consequence for referral results in student meetings with an administrator, teacher, and/or staff member (in any combination).

Apology/Make Amends -

Students are offered the opportunity to show remorse and make amends for the unwanted behavior. This action can often stop any further consequences from occurring.

Timeout -

Consequence for referral results in students spending time in a specified area away from scheduled activities/classes. The students will be offered academic work, or they will be provided with a reflective activity to encourage the unwanted behavior to stop.

Community Service -

Consequence for referral results in involvement in community service activities or projects.

Loss of Privilege -

Consequence for referral results in students being unable to participate in some type of privilege.

Time with Administrator -

Consequence for referral results in students spending time in an area away from scheduled activities/classes.

Lunch Detention -

Consequence for referral results in students missing lunchtime with peers.

Recess Detention-

Consequence for referral results in student missing recess with peers.

Parent Contact -

Consequence for referral results in parent communication by phone, email, or person-to-person about the problem.

Before/After School Detention -

Consequence for referral results in students attending classes before or after school.

Restitution -

Consequence for referral results in apologizing or compensating for loss, damage, or injury; community service.

Parent Conference -

Consequence for referral results in student meetings with administrator, teacher and parent. In-School

Behavior Plan –

Consequence for referral results in students receiving an individualized plan specifically related to the student's concerning behaviors.

Removal -

Consequence for referral results in a period of time when a student is not allowed on campus. Removal can be used if the student is an ongoing threat of disruption or if the student's presence poses a danger to people or property.

Other Decision - Consequence for referral results in administrative decision that is not listed. Staff using this area will specify the administrative action taken.

***Administration reserves the right to make changes to the consequences based on the details of the individual incidents.**

Acceptable Use of Technology Agreement

EHA students will develop research, information fluency and technology skills that will allow them to be successful in the digital world. At EHA, we also want them to navigate the world of technology by gaining the skills necessary to live safely and ethically. Computer and internet access, digital communication, collaboration tools and online learning spaces are critical to teaching these skills. The guidelines set forth in this document are based on the Children's Internet Protection Act (CIPA), Children's Online Privacy Protection Act (COPPA), and the Guidelines for Acceptable Use of Technology to promote safe, legal, and ethical use of technology in schools.

Failure to adhere to school's policies, procedures, and guidelines for the use of school technology resources may result in revocation or restriction of access privileges and/or disciplinary action as defined in the Student Code of Conduct.

Technology is defined as any desktop computer, laptop, chromebook, Smart Board, cell phone or landline telephone. It also includes any technological programming such as Social Media, Internet, Google Classroom or other computer programs.

I will:

1. Follow all school and classroom policies, procedures and guidelines when using technology.
2. Use all EHA technology resources to create files and projects for school related work, research, and college and career planning.
3. Keep my usernames and passwords private.
4. Treat others with respect and use appropriate communication in all electronic interactions with others.
5. Immediately tell a teacher or another staff member if I receive an electronic comment or communication that makes me feel uncomfortable, or if I accidentally access inappropriate materials, pictures, video, or websites.
6. Respect the work and intellectual property rights of others, and I will not intentionally copy, damage, or delete another user's work. I will properly cite my sources when I use someone's information, pictures, media, or other work in my own projects and assignments.
7. Respect the privacy of others. I will limit all in-school photography, video and audio recording to educational use. I understand that this applies to both EHA technology resources and my personal electronic devices.
8. Post any social media items that are true, helpful, inspiring, necessary and kind.

I will not:

1. Use EHA technology resources to find, create, or send information to spread lies, misinformation; or harass, harm, or bully others.
2. Use technology to gain unauthorized or inappropriate access to EHA technology resources.
3. Use, retrieve, store, or send improper language, pictures, or other digital content.
4. Use EHA technology resources or my personal electronic device to cheat. I will not get or give answers to tests; search for and/or copy answers or information on the internet or other electronic resources contained on or in any technology resource or device; copy and submit someone else's information or assignment as my own; or conduct other similar forms of electronic cheating.
5. Access inappropriate or blocked resources using personal Wi-Fi accounts, anonymous proxy sites, or by any other manner while on school property during any hours.
6. Share or post any personally identifiable information about others or myself that could help someone locate or contact others or me. This includes and is not limited to such things as email address, full name, home or school address, phone number, parent's or guardian's names, and school name.

I understand

1. Use of technology resources, including networks, computers or mobile devices, and the internet is a privilege, which may be denied, revoked, or restricted at any time for misuse or abusive conduct.
2. EHA reserves all rights to control its technology resources and may monitor or restrict a user's technology resources.
3. EHA may search any computer, mobile device, or electronic storage device that is assigned to or owned by a user; and EHA may retrieve, alter, and delete any data created, received, or maintained by the user using EHA technology resources.
4. Use of the EHA technology resources is at my own risk; the system is provided on an "as is, as available" basis; and EHA is not responsible for any loss, damage, or unavailability of data stored on the system regardless of the cause.
5. Online learning spaces and communication and collaboration tools should be treated as a classroom space. Language and behavior that is not appropriate in the physical classroom is not appropriate in online spaces, no matter what time of day those spaces are accessed.
6. Assignments in online learning spaces are just like any other assignment in school, and students are expected to follow all policies and procedures in the Student Handbook, including all policies related to cheating, plagiarism, and acceptable use of technology.

7. Personal electronic devices are at an increased risk of being stolen, misplaced, or damaged, and EHA is not responsible for any damage or theft of personal property.
8. Use of personal electronic devices during the school day is not allowed and is limited to legitimate educational purposes only with teacher permission.
9. I may be subject to disciplinary action for using technology in violation of school policies, procedures, guidelines, or the Student Handbook.

Cell Phone & Smart Watch Agreement Grades 5-8

Student Name:

Grade:

Parent(s) Name:

Please read the following cell phone expectations and place a check mark or X next to each statement. This form is to be completed by all middle school parents regardless of their child having a cell phone or smart watch.

- ☐ Esformes Hebrew Academy is not responsible for any property lost while at school or at school events.
- ☐ If a student's parent feels his or her child requires a cell phone for use to and from school, he or she must email this completed cell phone permission form by Friday, August 19th to donna@esformeshebrewacademy.org
- ☐ Students must drop off cell phones in the Front Office upon arrival and pick them up at dismissal. **Cell phones/smart watches are not allowed to be kept in backpacks or cubbies.**
- ☐ Cell phones must remain in the Front Office throughout the day. Under no circumstances are students allowed to retrieve their phones.
- ☐ Violation of this policy will result in confiscation of the phone. Parents will then be asked to retrieve the cell phone from school.

By checking yes below, I'm acknowledging my child has a cell phone/smart watch and or we are in agreement with the above provisions concerning my child's use of a cell phone or smart watch.

Parent Acknowledgement:

Yes

No

Date:

Student Acknowledgement:

Yes

No

Date:

Parent Acknowledgement

Acknowledgement of Receipt and Reading of the EHA Student Handbook

Dear Parents/Guardians and Students,

The Student Handbook including PBIS, Student Code of Conduct and the Technology Use Agreement includes important policies and procedures pertaining to Esformes Hebrew Academy's safe operation.

Your acknowledgement and signature below means you have carefully reviewed these policies and the information provided in this handbook.

By signing below, I understand and agree to follow EHA's Student Handbook regulations, PBIS policies, Student Code of Conduct expectations and the Acceptable Use of Technology Agreement.

Parent's/Guardian's Signature

Date