

# 2022-2023

## Preschool Handbook

5782-5783

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



1079 West Granada Boulevard, Ormond Beach, FL 32174

Telephone: 386-672-9300 Fax: 386-672-9303

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

Executive Director ~ Rabbi Pinchas Ezagui   Director ~ Chani Ezagui   Interim Principal ~ Cara Szeles

### **School Philosophy**

The Chabad Esformes Hebrew Academy Preschool exists to provide a safe, developmentally appropriate environment for Preschool age children. Our focus is to provide a stimulating early care and education experience fostering Jewish values, a love of learning which promotes each child's social, emotional, physical and cognitive development.

### **Motto**

At Chabad Esformes Hebrew Academy we learn, we are respectful, we are responsible, we are safe because;  
WE > ME

## **GENERAL INFORMATION**

### **SCHOOL HOURS**

#### **Monday through Thursday**

Arrival:	8:30am-8:40am
Classes Begin:	8:45am
Dismissal:	4:00pm

#### **Friday**

Arrival:	8:30am-8:40am
Classes Begin:	8:45am
Dismissal:	2:00pm

**Half-Day Option for Preschool**  
**Times Vary Per Age Group- Monday through Friday**

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

## ARRIVAL & DISMISSAL PROCEDURES

### Attendance Criteria

At EHA, we value your child and love seeing their beautiful faces at the start of the school day. We care about your child's academic, emotional and spiritual wellbeing. We are committed to your child's success and attending school regularly is the foundation of their educational advancement.

When students are present and on time, they begin their day on a positive note with a warm greeting by EHA staff and opportunities to socialize with their friends.

Daily school attendance is vital to a child's healthy cognitive, emotional and social development. However, being routinely late and or absent from school has the cumulative effect of reduced instruction and enrichment time.

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

### Arrival Procedure

Students can be dropped off between 8:30 am and 8:40 am. The school day begins promptly at 8:45 am with children ready to learn and participate in class activities.

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

### Tardy Procedure

Students arriving after 8:40 am, the following will occur;

- EHA front door will be locked and students arriving late will sign in at the front office with a designated EHA staff member.
- A designated EHA staff member will then escort the student to their scheduled class.

### 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](mailto:donna@esformeshebrewacademy.org). We would also encourage you to make your children's appointments either before 3:30pm or after 4 pm

### LATE PICK UP - after 4:05 pm

- Students who are not picked up by 4:05 will be supervised by an EHA staff member until a parent arrives.

- Park in a **designated parking spot**. Parking in the Drop-Off/Pick-Up Zone, (yellow curb), is prohibited.
- Come inside and pick up your child.
- Each minute you are late will be documented. Chronically (more than four times per calendar month). tardy parents will be **charged \$10.00 for the first five (5) minutes and then \$2.00 for each consecutive minute**.

### **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 hours).

### **BEFORE SCHOOL PROCEDURE**

- Preschool carline will be open between 8:30am - 8:40am at the Preschool back gate.
- Please proceed to the back gate and remain in your vehicle until a staff member arrives.
- All students should exit from the passenger side of the vehicle.
- If your child arrives after 8:40am, please park in a designated parking spot, and walk your child to the Front Entrance. A staff member will walk your child to class.

### **UNINTERRUPTED LESSON TIME**

To allow the teaching staff to engage and focus on the students during circle time, late students will not be allowed to enter into the room during this time. Parents must remain with their children until circle time is over.

**Circle time is from 9:00 am – 9:30am**

### **DISMISSAL PROCEDURE**

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](mailto:donna@esformeshebrewacademy.org).

Parents are expected to be in the carpool line by 3:50pm Monday-Thursday and 1:50pm 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.

Children who leave at 12:15 will be dismissed from the front of the school.

### **See General Information**

- Preschool students will be dismissed from the back Preschool gate between 3:50pm-4:05pm.
- 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! Parents are responsible for buckling in their children.**

### **PRESCHOOL STUDENTS**

Florida Statutes require **all** preschool students be signed in by a parent or designee.

## **VISITING PROCEDURE**

ALL visitors, including parents, must:

- \*Park in a **designated parking spot**. Parking in the Drop-Off and Pick-Up Zone, yellow curb, is prohibited.
- \*Ring doorbell to the left of the front door
- \*Come directly to the office to sign-in and obtain a visitor/volunteer pass.
  
- \*After reporting to the office and receiving a pass, parents or visitors will be directed to their conference room or classroom.

Parents are encouraged to visit and confer with the teachers or administrators; however, parents must make an appointment in advance. Teachers cannot be interrupted for conferences during instructional time, or during times when they are supervising children.

## **SCHOOL CLOSINGS**

**Esformes Hebrew Academy** follows the Volusia County school system in the event of emergency closings.

# **HEALTH POLICY**

The health of our preschool students is important to their 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.

Please inform the school in the event of communicable disease (i.e., chickenpox, conjunctivitis (pink eye), measles).

**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. (Please see the list of all forms to be turned in below.)

### **Fever:**

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.

**If the 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 and if they still have a fever or have taken medicine, parents will be notified to pick up their child.**

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

**Students with a rash** will be sent to the office for observation.

**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:** All children will have their hair checked for lice or nits periodically. Children that are found with lice or nits in their hair will not be permitted to attend school until they are lice/nit-free.

**Pinworms:** If a 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.

**Minor Injury:** If your child receives a minor injury or bruise at school, appropriate first aid will be administered. You will receive a Boo-Boo Report, completed by the teacher indicating details about the injury. Parents will sign the report as well.

**Major Injury:** If your child has an accident, illness or medical condition which results in a major injury, the appropriate emergency medical services (EMS) personnel will be contacted immediately and parents and or emergency contacts will be notified. Examples of major injuries include but are not limited to bone fractures, loss of consciousness or concussion, open wounds, first degree burns and allergic reactions. The parents will also receive an **Incident Report**, completed by the teacher indicating details about the injury. Parents will sign the report as well.

**Emergency Numbers:** Parents must keep the school updated with any changes to phone numbers, emergency contacts, and other pertinent information.

**STUDENT FORMS**

The following forms are included in your child’s back to school packet. All forms must be turned in before the first day of school.

- \_\_\_\_\_ Online Registration
- \_\_\_\_\_ Additional Forms Printed, Signed and Returned
- \_\_\_\_\_ Child’s Health Forms (Immunization and Physical)

**ADDITIONAL FORMS FOR NEW STUDENTS**

- \_\_\_\_\_ Preschool Teacher-Student Evaluation Form
- \_\_\_\_\_ Relocation/Principal Form (to be sent by Front Office directly to school)

- \_\_\_\_\_ Behavior Observation Form
- \_\_\_\_\_ Initial Visit Form

## **DRESS CODE**

1. Please send two completely labeled changes of clothing (i.e. socks, underwear, shirt, pants) in a plastic bag (with the child's name written on the outside of the bag). These changes of clothing will remain at school.
2. Please keep in mind, your child will be engaged in messy crafts/floor activities/water play. In spite of wearing protective smocks, they sometimes get paint or other media on their clothing, so please dress your child accordingly.
3. For safe playtime outdoors, all children must wear closed toe shoes. To prevent accidents or injuries, all students must wear closed/secured shoes. Athletic shoes are encouraged for outdoor play and gym. Flip-flops, sandals, crocs or opened toed shoes are not permissible.

### **PK TOTE BAGS**

PK students must use an EHA Tote for transporting their communication folders and other school related items in. The fee for these items is included in your supply fee.

For a replacement tote bag or communication folder the **fee is \$10.00**.

### **YARMULKES/KIPPOT**

The **Esformes Hebrew Academy** Kippa can be purchased for \$10.00

### **PLEASE KEEP THESE ITEMS AT HOME:**

- Baby Bottles
- Candy
- Gum

## **FOOD POLICY**

### **SNACKS-CHOKING HAZARDS/LUNCH**

To make your mornings simpler and to keep consistency for our preschoolers, we provide a wholesome snack daily.

### **Food Allergy**

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 or staff within a nut-free zone or classroom will be notified in writing and expected to follow all food safety guidelines.

Keep in mind that we provide a morning and an afternoon snack for the preschool students. Because we are so concerned about the safety of

your children, we follow the Department of Children and Families guidelines at snack time. Please remember that certain foods are considered choking hazards and should not be sent at all according to the DCF Guidelines.

**The following is a list of foods that are choking hazards and **must NOT be sent to the preschool:****

- Whole/round hot dogs
- Popcorn
- Chips
- Pretzel nuggets
- Whole grapes
- Nuts
- Cheese cubes/sticks
- Any food that is of similar shape and size of the trachea/windpipe
- Whole carrots

**As a general guideline, food for Torah Tots should be cut into ¼ inch pieces or smaller. Food for 3 and 4-year-olds should be cut into ½ inch or smaller.**

**To Be Included:**

Fruit, Crackers, Veggie-Straws, Granola Bars, Rice Cakes, etc.

## **School Lunches**

**Students should bring lunch when one is not provided by the school. If a student does not have lunch, a sandwich will be provided and a \$10.00 fee will be applied to the student's tuition.**

## **SCHOOL PARTIES & BIRTHDAYS**

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 the children who have birthdays during each Hebrew Month. A teacher will contact you to coordinate your child's celebration.

All food and decorations will be purchased by your child's Hebrew teacher. The teacher will also collect \$20 from the birthday child for those items.

**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.



## PARENT-SCHOOL COMMUNICATION

Open communication between the school's director, principal, teachers, and parents is an integral component of **Esformes Hebrew Academy**. A weekly newsletter will be sent home with updates and information regarding

the preschool program. PLEASE be sure to check your email, Whats App, and student bags for any necessary information.

### **WhatsAPP**

EHA will communicate with a **Parent WhatsApp** Group

- One Way Communication with Parents from EHA administration and teachers.

### **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 any mailing address, home or cell phone number, and/or email address changes.

### **Daily Notes:**

#### **For Torah Tots and Young 3 Year Olds.**

\*Look in your child's bag

\*Your child napped/didn't nap

\*Your child ate/didn't eat

**Note:** Each child will be provided with a Parent/Teacher Communicator Folder. Information provided in the Teacher Communication Folder includes 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. Two and Young Three Year Old children's class will also be sent home with a daily information sheet. Notes will be discontinued after winter break (January).

The fee to replace the Parent/Teacher Communicator Folder is \$10.00 and can be purchased from the Finance Manager.

### **School Events**

Parent attendance at school events is essential to children's school success. 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.**

### **Parent Team Association (PTA)**

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

## 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. Teachers prepare the environment for children to learn through active exploration. Opportunities are provided for children to choose from a variety of interest areas, with time to explore through discovery and involvement. Adults facilitate children's engagement with materials and activities and extend the children's learning by asking open-ended questions or making suggestions that stimulate children's thinking.

Educational documentation of your child's learning will be presented in the form of a Portfolio. The Portfolio will capture the five domains of your child's learning: Approaches to Learning, Social-Emotional Development, Language and Literacy, Cognition and General Knowledge, and Physical Development. Each child in our program has a portfolio that follows their development. These documentations come in the form of a developmental checklist, stories, photographs, conversations, and artwork, much like a personal journal or diary. The Portfolios show off the child's strengths, their relationships with others, and their growth over the course of the school year. Parents are welcome to view their child's portfolio throughout the year.

### LEARNING CENTERS

To promote the child's total development, the following **learning centers** will be included in his/her pre-school experience:

- **Dramatic Play**
- **Construction Center (Blocks)**
- **Art Center**
- **Writing Center**
- **Computer/Listening**
- **Library**
- **Math Manipulatives**
- **Science \*Language/Literacy (ABC's)**

Once entering the classroom and being greeted by the teacher, the students are given the freedom to explore the various learning activities and interest centers that have been prepared before their arrival. These centers are changed from week to week, day to day, and sometimes from hour to hour. Keeping the centers new keeps the children interested. However, enough things remain the same to provide the security and comfort of familiarity. Every Friday, the children will celebrate Shabbat by baking Challah and participating in a model Shabbat dinner.

### POTTY TRAINING

Teachers will assist with potty training if the child is ready. This is a parent and teacher effort and is up to the discretion of the Director and teacher if the child is ready or not.

### SHOW AND SHARE

Friday will be Show and Share Day for all preschool classes. The children can bring in any item related to the designated theme they choose from home, of course, with the approval of Mom first! They will have the opportunity to talk about it to their classmates during circle time and share it with their friends during free play.

This gives the children an opportunity to share their belongings with their friends while boosting their confidence. Toys should **ONLY** be brought in for Show and Share Day. Teachers cannot be responsible for toys brought in any other day.

### **SHABBOS PARTY**

Every Friday each preschool class will hold a Shabbos Party and two children will be picked to be the Shabbos Imma and Abba. Parents will be provided with a list of the date your child is selected to be Imma/Abba\*\*. Upon the child's chosen date, he/she can come to school dressed like he/she is going to Shul.

*\*\*If for any reason your child is unable to attend the Shabbos party during the assigned week, please let your child's teacher know. You may choose to switch the date and make arrangements with another parent in the*

*class. It will be the parents' responsibility to make the arrangements and to notify the teacher of any such changes.*

### **ATTACHMENT TOYS**

Please keep items such as: blankets, baby dolls, teddy bears, and pacifiers to be kept at home. However, if your child **MUST** have them for attachment reasons, we will allow, however, encourage the weaning process.

### **PHYSICAL EDUCATION**

Physical Education is implemented in the weekly curriculum. Our P.E. Coach, is dedicated to assisting the children with strengthening balance and coordination; developing throwing and catching skills, social participation, teamwork and motor coordination while having fun too.

### **OUTDOOR PLAY GUIDELINES**

The preschool students will be going outside daily. Large motor development is essential, as well as fresh air, vigorous activity and the freedom of the playground is important. Moderate cold or rainy weather will not keep us inside, but teachers will listen to the children and adjust the outdoor schedule based on their comfort. All children must have the appropriate clothing for the weather conditions. If the weather is threatening thunder & lightning or there is a tornado warning we will stay inside.

### **PRESCHOOL NAPTIME**

According to recent research conducted by the National Institute of Health (NIH), classroom naps enhance memory and support learning in preschool children. As preschoolers grow and develop, naps give their bodies and minds time to rest and recharge. Well rested children will retain more information they have learned throughout the day.

During naptime, every preschooler will experience a relaxing and quiet atmosphere with the lights dimmed and soft music playing. Children are encouraged to take a nap for optimal cognitive and emotional functioning. However, for those children who do not fall asleep, they will have the option to lie down quietly or be given a quiet activity.

### **COMMUNITY VISITORS**

The staff welcomes interesting visitors (i.e., doctors, musicians, artists) to the program, who will talk with the pre-school children about their professions, interests, or hobbies. Please inform the staff if you know of such a person, since the children will enjoy their participation in the program.

### **TZEDAKAH**

One of the most beautiful mitzvot in Judaism is charity. The children are encouraged to bring a penny 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.

### **MITZVAH NOTE**

Mitzvah notes are sent home each week. Parents are encouraged to send a note periodically with a written mitzvah your child has done at home. Every morning the Hebrew teacher will read the notes after davening. Children really look forward to hearing what their parents have to say.

# Esformes Hebrew Academy

## Positive Behavior Interventions & Support

### PBIS Policies & Procedures



## Preschool Handbook 2022-2023

## Positive Behavioral Supports & Interventions (PBIS)

We are excited to announce that our school has been participating in an important school-wide initiative called Positive Behavioral Interventions and Supports (PBIS) since 2021. 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 provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. 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 and teachers, 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). Your students will learn the behavioral expectations during the first days of school with review lessons throughout the year.

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 academics 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.

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

<b>B</b>	<b>Be Respectful</b>	I'm courteous and polite with my actions, words and attitudes toward others, their belongings and school property.
<b>E</b>	<b>Express Excellence</b>	I'm demonstrating success by going above and beyond while giving my best effort when completing a task.
<b>S</b>	<b>Show Integrity</b>	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.
<b>T</b>	<b>Take Accountability</b>	I'm taking ownership of my responsibilities and accepting the consequences of my actions.

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.

Thank you,

PBIS Leadership Team

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

## Positive Behavioral Interventions and Supports (PBIS) Defined

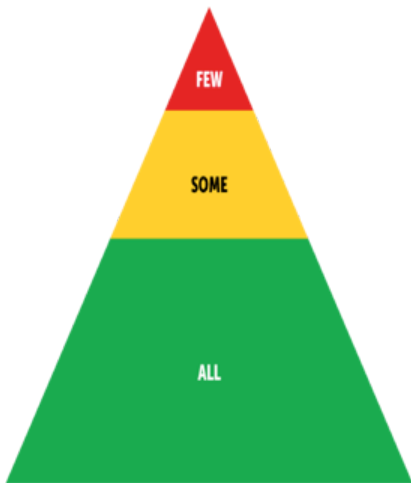
Positive Behavioral Interventions and Supports (PBIS) is based on the belief that behavior is learned, related to immediate environmental factors and can be changed. PBIS operates from the idea that students learn appropriate behavior in the same way they learn to read – through instruction, practice,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





## Multi Tiered Interventions & Supports (MTSS)

MTSS is the foundation of PBIS and refers to 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.

## 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 and
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.;

**B** Be Respectful

**E** Express Excellence

**S** Show Integrity

**T** Take Accountability

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

# SYSTEM FOR ENCOURAGING DESIRED BEHAVIORS

## Debunking Reinforcement Myths

### What is Reinforcement?

Reinforcement can include 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.

## 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)

## SYSTEM FOR DISCOURAGING UNDESIRED 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.

### 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.

# Esformes Hebrew Academy

## STUDENT CODE of CONDUCT



## **EHA DISCIPLINARY CODE OF CONDUCT**

## **STUDENT CODE OF CONDUCT**

Students are expected to conduct themselves ethically and morally with respect and consideration for the rights of others.

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. This 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.

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
- 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.

## **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 school director 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.

### **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.

### **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.

### **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.

### **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.



**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.

## Parent Acknowledgement

### *Acknowledgement of Receipt and Reading of the EHA Student Handbook*

**Dear Parents/Guardians and Students,**

The Student Handbook including PBIS and Student Code of Conduct 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, and the Student Code of Conduct expectations.

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Parent’s/Guardian’s Signature

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Date