

# **2016-2017 ELEM/MIDDLE AND HIGH SCHOOL HANDBOOK**

5775-5776



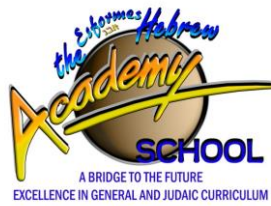
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EsformesHebrewAcademy.org**

**Head Rabbi ~ Pinchas Ezagui School Director ~ Chani Ezagui Principal ~ Selena Bowe**

**REVISED 9/11/2016**



Dear Parents and Students:

Welcome to Esformes Hebrew Academy (EHA), a program of Chabad Lubavitch of Greater Daytona. We are pleased you have chosen us as a “home away from home” for your child. At Esformes Hebrew Academy, we are proud to offer a creative Jewish environment where your child’s unique style is valued and nurtured. We encourage your child to explore the world, to learn to be part of a group and to solve problems in a constructive manner. Learning is self-rewarding, joyous, and non-competitive.

Esformes Hebrew Academy shares with parents the important role of raising children to be caring, responsible, and creative Jewish children. We look at each child as an individual worthy of our attention and respect.

Children need to learn how to care for and respect others so we help them practice non-violent, friendly ways of communication and cooperation.

We use an interactive approach of child centered, integrated instruction. Our environment allows the students to be partners with the educators in driving the curriculum. The Jewish values are woven into activities throughout the day.

We want our students to be taught in a creative and encouraging atmosphere, so we plan a program that respects their individual abilities and personalities. Our program focuses on social and emotional growth, the foundation for learning and living. Our overarching goal is to develop the whole child by providing a quality education, promoting Jewish values, academic achievement, a love of learning, acquiring life skills, and to ensure our students are able to pursue the professions they desire.

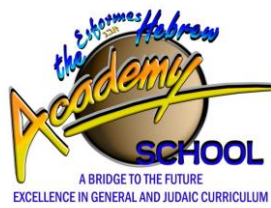
In summary, EHA provides the excitement of new discoveries and development of responsible and independent thought. Our teachers impress upon their students basic attitudes, skills, and how to study, which will always stay with the student. Our philosophies and policies are annually reviewed by the director, principal, and staff to reevaluate our effectiveness and to make the necessary amendments.

We hope to make you feel a part of our “family,” as EHA is a place where parents and, indeed, the entire family play a very integral part of the educational process. Through holiday celebrations, newsletters, parent conference, social activities, and PTO functions, your family becomes a significant part of the Jewish community.

Sincerely,

*Chani Ezagui*  
Rebbetzin Chani Ezagui  
Director

*Selena Bowe*  
Ms. Selena Bowe  
Principal



## ABOUT US

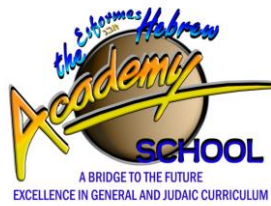
### **School Philosophy**

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.

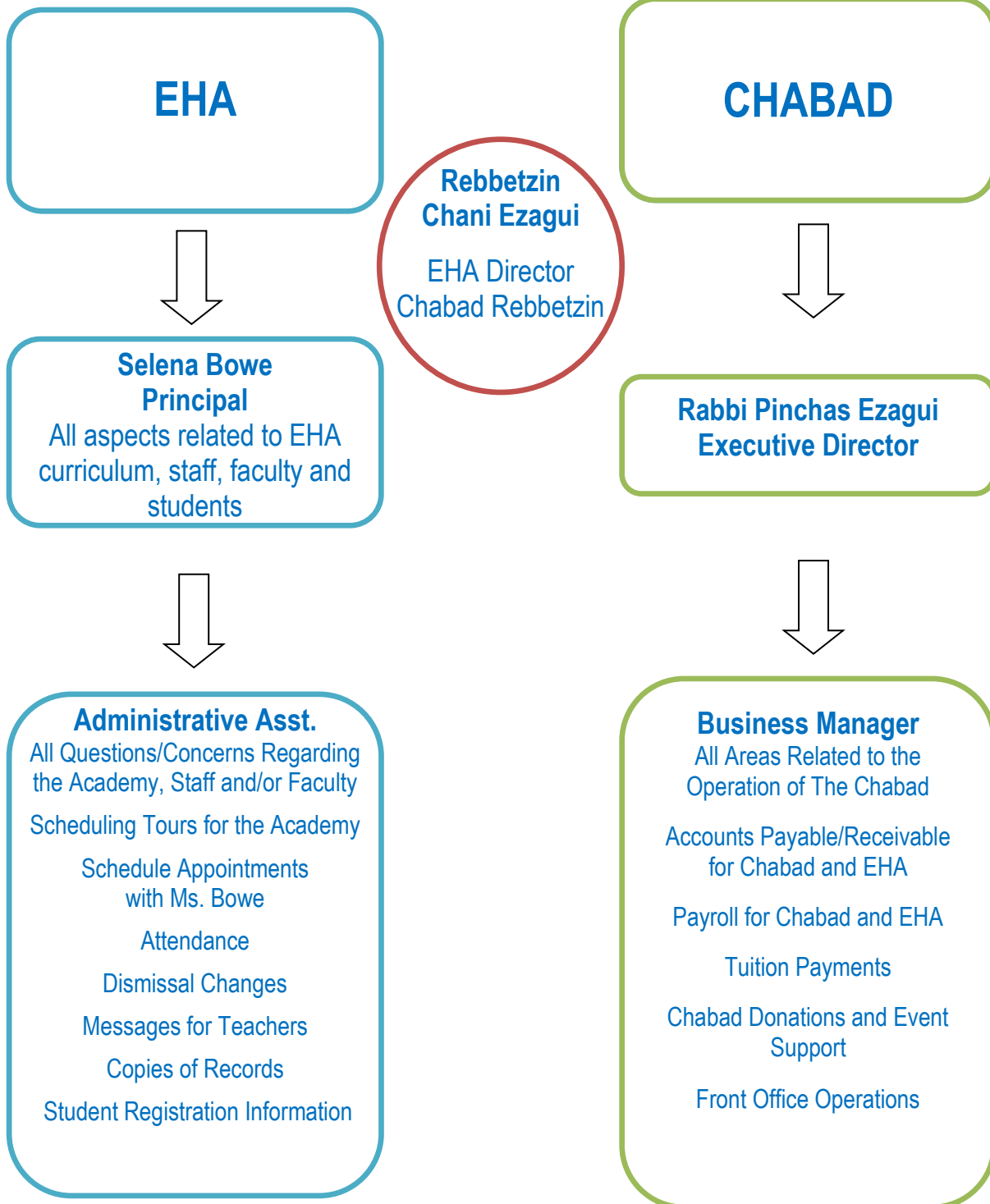
The program of religious studies is based upon the traditional values of Judaism, presenting subjects in a way that emphasizes their relevance and meaning in today's world. The general studies curriculum is of the highest caliber and is designed to ensure graduating students a competitive position for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

### **Mission Statement**

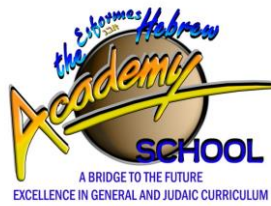
Our mission is for parents and teachers to work together, in an atmosphere of mutual respect and cooperation, to develop the whole child, by providing a quality education, promoting Jewish values, academic achievement, a love of learning, acquiring life skills, and to ensure our students are able to pursue the professions they desire.



## FOR QUESTIONS CONTACT



**Contact the Business Manager for All Billing and Payments for the Chabad and Esformes Hebrew**



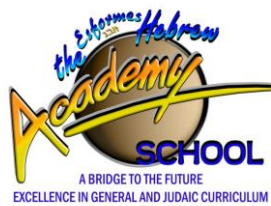
## GENERAL INFORMATION

### **SCHOOL PROGRAM – TIMES**

Monday through Thursday  
8:15 a.m. – 4:00 p.m.

Friday  
8:15 a.m. – 2:00 p.m.\*

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



## GOALS AND EXPECTATIONS

### Chayal Expectations

Research has shown there are nine characteristics found most often in high-performing schools. The entire staff at Esformes Hebrew Academy is committed to stay focused and improve in these areas. The nine characteristics of effective schools include:

- ❖ Clear and shared focus
- ❖ High standards and expectations for all students
- Effective school leadership
- ❖ High levels of collaboration and communication
- ❖ Curriculum, instruction, and assessment aligned with state standards
  - ❖ Frequent monitoring of learning and teaching
    - ❖ Focused professional development
    - ❖ A supporting learning environment
- ❖ High levels of family and community involvement

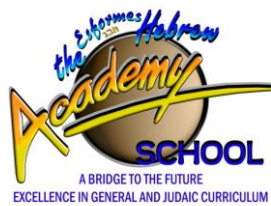
In contemplating these characteristics, the staff has identified how we can support high standards and expectations for all students. We have discussed the importance of students taking responsibility for their behavior and academic success. Students having difficulty with their behavior before school, after school, or at recess will often have difficulty focusing in class.

Our school-wide plan, “Chayal Expectations” is aimed to ensure students are achieving what they are capable of: *Chayal* Behavior each day in our academic, social, emotional, and physical pursuits. Our program includes efforts to support positive student behavior with incentives. Throughout the year, we will have assemblies and classroom lessons on a regular basis, as well as, common language and clear messages that will be delivered by all staff. We hope you will read through this plan and be as committed at home as we will be at school in asking them about their Chayal behavior, and praising them with encouraging words!

### School Behavior Goal:

Students at Esformes Hebrew Academy will strive for *Chayal Rewards* throughout the school day by putting forth the effort to excel in their academics and exhibit Chayal expectations.

- ✓ Teachers and staff will teach, model, and practice each of the behavioral expectations throughout the year.
- ✓ Teachers and staff will acknowledge student behaviors that meet *Chayal* expectations.
- ✓ Teachers and staff will implement I–HUM strategies.
  - I – interact with students
  - HU – heads up, always looking around at students
  - M – moving constantly in and around students
- ✓ Teachers and staff will follow procedures for infractions.
  - **Verbal Acknowledgement:** “Use kind words please.”
  - **Refocus:** “Refocus please.”  
(Gives the child a chance to reflect on their behavior and how it can be changed next time in another part of the classroom or in a buddy classroom)
  - **Principal or Director’s Office**



## Infraction Chart

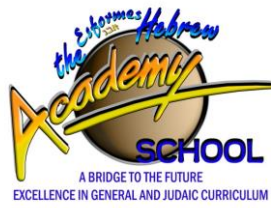
<b><u>Mild/Moderate</u></b>	<b><u>Serious</u></b>	<b><u>Severe</u></b>
<i>Teacher Intervention</i> *Failing to follow directions *Arguing *Chasing *Playing in restrooms *Teasing/name calling *Chewing gum *Cell phone usage during school hours	<i>Teacher/Parent Intervention</i> *Defiant *Disobeying *Malicious teasing/insults/bullying *Rough Play *Vandalism/destroying property *Gossiping/rumoring *Fighting (lower level) *Pushing/hitting/kicking *Invading privacy in restroom *Profanity/obscene language *Physical annoyance	<i>Administrator/Parent Intervention</i> *Biting *Choking *Discriminatory language/behavior *Fighting (severe) *Throwing hard objects with intent to harm *Verbal threats/intimidation *Weapons *Initiating a physical fight

**\*These are only examples-any other behaviors will be categorized using staff's discretion.\***

## **DISCIPLINE POLICY**

The policy of **Esformes Hebrew Academy** is to provide a safe and educational environment for all of our students. Naturally, conflicts between children do occur and some children may not adjust as quickly as others to a school environment. Our staff will model positive behavior and provide exciting activities to allow children to learn and grow at their own pace and intervene when the need arises. Our discipline policy includes the following steps:

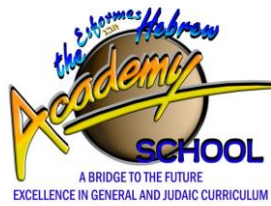
1. **Redirection** – if altercations between children occur or a child is unable to interact positively with other children, the children or child is redirected to different activities.
2. **Reinforcement** – positive behavior is reinforced to children by simple and non-accusatory language and modeling by the teacher.
3. **Intervention** - a preventative plan is formulated by the child's teacher to include more one-on-one time during school hours with activities the child enjoys.
4. **Collaboration** – an intervention plan is discussed between teacher and parents which will be used both in the classroom and at home.
5. **Assessment** – with the parent's approval, the child may need to be assessed by a qualified specialist.
6. **Intercession Plan** – with the aid from the assessment results, the specialist, an intercession plan will be initiated in the classroom and the teacher, and the parent, strategies will be developed.
7. **Suspension/Expulsion** – Children, who physically hurt others, may be suspended from school and repetition of aggressive behavior could lead to expulsion. Any student who brings a dangerous weapon or explosive to school will be expelled. The Director or the Principal will make the final determination on whether a student's actions warrant this consequence.



### ***No Tardy Reward***

Each month, students who were not tardy will be recognized. These students will be recognized at a school assembly and through the public address system. To qualify: when present, students must be in their classrooms by 8:15 a.m. Being in the hallway or elevator at 8:15, and not in the classroom, is considered tardy. Students do not need to have perfect attendance to qualify.





# *J. Sappington Scholarship*

## *Qualifications*

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

### **Citizenship Considerations**

- ✚ Has the student received Student of the Month at least once this year? \_\_\_\_ (yes or no)
  - If more, how many times? \_\_\_\_
  - The requirements of Student of the Month are as follows:
    - On time arrival for entire month
    - All homework and classroom assignments completed
    - Teacher recommendation from both English and Hebrew teachers (s)
    - No behavior consequences for the month
    - Regularly attends school-sponsored events
- ✚ Demonstrates a consistent pattern throughout year of helpfulness and kindness in and out of school, and following class & school rules and procedures

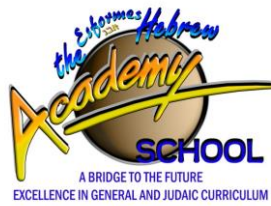
### **Academic Considerations**

- ✚ Received a B+ or higher or corresponding marks (S for Satisfactory, etc) in Core subjects, Hebrew subjects and Special Areas
- ✚ Completed an above average number of units through the year based on teacher input

### **Family Participation**

- ✚ Volunteer hours are completed

*\*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.*



## POLICIES AND PROCEDURES

### Before School Procedure

***Help your children learn consideration for others by bringing them to school on time. When a child enters a classroom late, it is disruptive to the teacher and other students. This is also difficult for the child who is late. In addition to missing an unhurried greeting from the teacher, the child may miss the valuable information which impacts the day's activities.***

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 North Entrance. Parents may pull in front and drop off their child(ren) in the Drop off/Pick Up Zone. All children are to exit on the passenger's side of the vehicle and proceed on the sidewalk to the North Entrance. Parents may also park and walk with their children to the North Entrance. For the safety of your child, please refrain from dropping off him/her earlier than **7:55 a.m.**

\*Late Start Days: 10:00 a.m. Doors will be open from 9:55 a.m. to 10:10 a.m. See below for entrance procedure after 10:10 a.m. All times are adjusted to late start times.

**Doors will be locked promptly at 8:10 a.m. Students arriving between 8:10 a.m. and 8:15 a.m. must be taken upstairs by their parent. Any student arriving after 8:15 a.m. must first come to the office with their parent and sign the tardy log. The OFFICE STAFF must then take the student upstairs. (See Tardiness). For students who walk to school, a staff member will escort the child to the second floor.**

### ***Boys Attending Minyan***

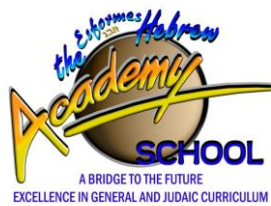
Boys attending this minyan must be in the small shul at 8:15 a.m. They will be escorted upstairs at 8:55 a.m., and must be in class by 9:00 a.m. Attendance will be taken and lateness will be marked.

### Dismissal Procedure

#### **Students will:**

- \*Sit in an age-appropriate chair with their class with their feet on the floor.
- \*Talk using inside voices (level 2)
- \*Keep all belongings in backpack or lunchbox.
- \*Wait for staff member's permission to leave Social Hall.
- \*Hold younger sibling's hands if applicable while walking through hall to the main entrance doors.
- \*Wait for staff member's directions to walk to parent's car.

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



## Parents:

**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 on the designated list, the office needs to be notified no later than 3:15 p.m.**

**On Time-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 car. Your child(ren) will be brought to you.

***If you need to speak to a child's teacher, please park in a parking spot and come inside. Please refrain from exiting your car to speak to teachers or other parents. The safe flow of traffic depends on you!***

**Early Pick Up - before 3:55 p.m.**

\* Parents are expected to be in the carpool line by **4:00 p.m.** All dismissal changes must be placed on the Dismissal Change voicemail system for EHA by 3:20pm. (follow instructions on automated message)

\*Park your car in a **designated parking spot.** (Parking in Drop Off and Pick-Up Zone (yellow curb) is prohibited.)

\*Come in and sign-out your child from the main office.

**Late Pick Up -after 4:05 p.m.**

\*Park in a **designated parking spot.** (Parking in Drop Off and Pick-Up Zone (yellow curb) is prohibited.)

\*Come inside and pick up your child in the Social Hall.

\*Each minute you are late will be documented. Parents **will be charged \$10.00 for the first five (5) minutes and then \$2.00 for each consecutive minute.**

## Visiting Procedure

ALL visitors (including parents) must:

\*Park in a **designated parking spot.** (Parking in Drop Off and Pick-Up Zone (yellow curb) is prohibited.)

\*Ring doorbell to the left of the front or back entrance.

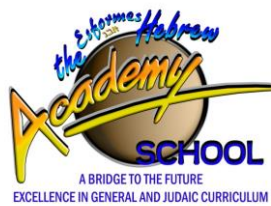
\*Come directly to the office to sign-in and obtain a visitor/volunteer pass.

\*After receiving a pass and reporting to the office, parents or visitors will be directed to their conference or classrooms.

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.

## Emergency Procedures

All faculty and office staff must be familiar with emergency procedures. With any emergency, all extra staff will report to the Early Childhood area to assist with the younger children. Remember to STAY CALM and listen for instructions. In most cases the Director or the Principal will be responsible for coordinating the first response to an incident. Teachers will not call parents, or release children to parents until instructed to do so. Direct all media inquiries to the Director or Principal. Teachers and/or parents will refrain from answering any questions.



## **Evacuation Procedure**

*Primary Route: All classes report to the primary assembly area located in the parking lot to the west of the building on Granada Boulevard.*

*Secondary Route: All classes go to the front parking lot by the Mitzvah Tank.*

1. When a fire alarm sounds or a Code Blue is called, each teacher will quickly line up the students from their class.
2. Each teacher will take an attendance sheet and a binder containing emergency contact numbers.
3. Students will WALK, quickly and quietly to the designated assembly area. Each class will follow the evacuation route posted in their classroom. Unless instructed otherwise, the primary route will be used.
4. The teacher will do a student count as the children are lined up, leaving the school, and once they have arrived at the assembly area.
5. The students will not return to the building until clearance is given by a Fire Services Officer, school personnel, or an administrator.
6. If there is evidence of possible smoke in the building by sight or smell, even if the alarm does not sound, all children will be evacuated, following the above procedures. After the children are safely in the assembly area, the teacher will notify administration.
7. In the event of a bomb threat, teachers will escort children along the primary route or as directed by school administration.

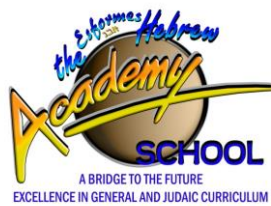
## **School Closings**

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

## **Health Policy**

The health of elementary school students is important to their parents and is also a concern for our faculty. Parents have the responsibility to determine whether their child is well enough to come to school. 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., chicken pox, conjunctivitis (pink eye), measles). Sending a child to school with any sign of a communicable disease is not only being indifferent to the well-being of other students, moreover, the parent is placing the child into a very uncomfortable situation that can easily be avoided by keeping the child home.



If the staff considers a child too sick to be exposed to the other children, parents will be called and asked to pick up the child as soon as possible. The staff will use their own discretion concerning the seriousness of a cold, cough, or other health issues.

**Medical Forms:** State Regulations mandate all children have an updated medical form showing 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.

**Head Lice:** All children will have their hair checked for lice or nits periodically. Any child found with lice or nits in his or her hair will not be permitted to attend school until they are lice/nit-free.

**Minor Injury:** If your child receives a minor injury or bruise at school, appropriate first aid will be administered. You will receive an Accident/Incident Report, completed by the teacher indicating details about the injury. Please sign the report and bring it back to school on the following day.

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

### **Hallways/Stairs**

- \*Walk at all times through hallways and up and down the stairs.
- \*Keep hands, feet, and objects to themselves.
- \*Take one step at a time while using the stairs.
- \*Report any unsafe or unsanitary conditions to a staff member
- \*Refrain from opening and propping any exterior doors without staff member's permission.

### **Elevator**

- \* Students may only take the elevator with adult supervision during school hours.

### **Social Hall/Meal Time**


#### ***Lunch Line:***

- \*Face forward and keep hands, feet, and objects to themselves.
- \*Use whisper voices in line.

#### ***Lunch Area:***

**K-2<sup>nd</sup> must bring in store packaged items for snack/lunch in its original packaging. (Even traces of dairy can cause allergic reactions)** Also, we will have non-dairy lunches Monday, Tuesday, Thursday and Friday. **Please note that on Wednesdays, the EHA Café will serve pizza. However, students are not allowed to bring ANY dairy items at ANY time.**

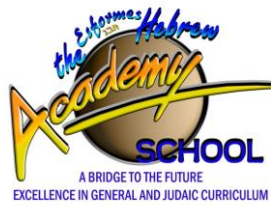
- \*Due to student allergies. All lunches and snacks brought from home MUST be dairy-free
- \*Sit at assigned class tables and stay in seats until called on to wash or get in the lunch line.
- \*Get permission to leave table (utensils, garbage, restrooms, condiments, etc.)
- \*Stay seated until dismissed by lunch monitor.
- \*Walk at all times and keep off of the folding wall.
- \*Keep trays on the table while eating.
- \* Use proper table manners and be respectful to the lunch monitor
- \* Children are not permitted to share their food or snacks

Please do not bring any food items with this symbol. 

If there is something on the menu your child can not eat, you may send in a **non-dairy** lunch as an alternative.

## DAIRY FREE SNACK IDEAS





## **Restroom**

***(ONLY one student in the restroom at a time)***

- \*Knock before entering.
- \*Flush toilet.
- \*Wash hands with soap and warm water.
- \*Dispose of paper towels in the waste basket.
- \*Turn off the lights.
- \*Be sure to leave the restroom clean and tidy.

## **Parent-School Communication**

Open communication between the school's director, principal, teachers and parents is an integral component of the Esformes Hebrew Academy.

### ***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***

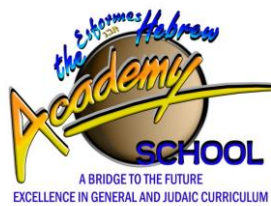
Please notify the office of changes in mailing address, home or cell phone number, and email address.

### ***School Events***

Parent attendance at school events is essential to your child's school success. Event notices will be sent home throughout the year via your child, posted on Facebook, and emailed to address on file.

### ***Parent Teacher Organization (PTO)***

The PTO 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.



## **Parent-Teacher Communication**

### ***Daily Communication***

Each child will be provided with a Parent/Teacher Communicator Folder. Information to be included is daily work (including homework) 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 cost to replace the folder is \$3.00.

### ***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.

### ***Parent-Teacher Formal Conferences***

Formal conferences are scheduled twice a year in the months of December and April to discuss your child's academic and behavioral success. Teachers and/or parents may request additional conferences. These must be scheduled at least a week in advance.

### ***Report Cards***

A copy of your child's report card will be given during Parent-Teacher Conferences and at the end of the school year.

### ***Other Forms of Communication***

\*Phone      \*Email      \*Daily Communicator Folder

## **School Birthday Parties**

Birthdays are encouraged to be celebrated at school on the Hebrew birth date. Children love to celebrate their birthdays at school and we recommend you have a party for the class. You may bring a special snack for the occasion: water, juice, cake or cupcakes work best. Food brought into the school must be certified kosher. Please check with the school's director before purchasing any cakes or snacks. 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.**

***Please refer to the Birthday Party Information Guide to plan your child's birthday party.***

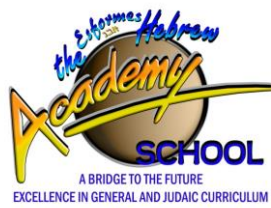
**Private Birthday Parties:** If you plan on having a private birthday celebration for your child outside of school, please be sensitive to your child's classmates. We recommend you invite all your child's classmates.

**Purim Baskets:** If your child brings a Purim Basket for a classmate or a child in another class, he/she must bring in one for each child in the class.

## **Parent-Student Communication**

Be sure to ask your child what they are learning in the classroom and inquire about their Student of the Month behavior. (See Responsibility)





Throughout the year, at-home projects will 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.

## **Teacher-Student Communication**

### ***The teacher and student will...***

- \*Show mutual respect. (See Respect)
- \*Work together to ensure a positive learning environment.
- \*Communicate academic and behavioral goals.
- \*Communicate academic, social, and/or emotional concerns.

## **Student-Student Communication**

### ***The student will...***

- \*Show mutual respect. (See Respect)
- \*Work together to ensure a positive learning environment.
- \*Communicate using appropriate voice levels per teacher's request.
- \*Work together to solve minor issues in a respectful manner.

## **Attendance Policy**

Attendance at school is important to a child's achievement and success in school. When your child is absent from school, please call the school at 672-9300 by **9:00 AM**. In addition, a written note from the parent is required within two days of the student's return to school.

### **Excused absences:**

- Illness or injury
- Death of an immediate family member
- Medical or dental appointments
- Educational opportunity with prior approval by the principal
- Unexpected emergencies

**All other absences will be considered unexcused.** Family trips will be considered unexcused absences. Students will be given the opportunity to make up work missed due to the absences.

## **Plan of Action**

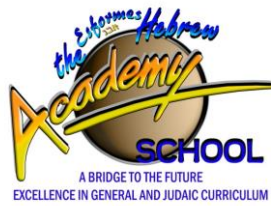
**Three Unexcused Absences per trimester:** Letter will be sent home with an attendance profile attached. Letter will be signed by administrator, parent, and student.



## **Tardiness**

Arriving on time is an essential skill that must be learned at an early age. It shows respect for others and conveys the importance of the destination, whether it is the arrival to school or an appointment. Students are to be in their classrooms no later than 8:15 a.m.

**When students change class, tardiness will also be documented in each teacher's class.**



## Student Forms

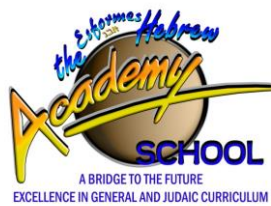
The following forms are included in your child's back to school packet. All forms must be turned in before school begins.

- \_\_\_\_\_ Tuition Payment Agreement
- \_\_\_\_\_ Student Comprehensive Information Sheet
- \_\_\_\_\_ Emergency Contact List
- \_\_\_\_\_ Emergency Transport & Treatment Authorization
- \_\_\_\_\_ Arrival & Dismissal (Parental Release Form)
- \_\_\_\_\_ Immunization and Physical Forms
- \_\_\_\_\_ Field Trip Permission Slip
- \_\_\_\_\_ School Service Hours
- \_\_\_\_\_ Communication Preference Form
- \_\_\_\_\_ Volunteer Opportunities
- \_\_\_\_\_ Late Pick-up Fee
- \_\_\_\_\_ Photo Release
- \_\_\_\_\_ Handbook Acknowledgement Form

**Step Up For Students Scholarship Families** must schedule an appointment with the front office in October to bring renewal process. Any family who has not met with the office staff by Thanksgiving break will not be able to return after Thanksgiving break as part of the SUFS EHA student requirement

## **Additional New Student Forms**

- \_\_\_\_\_ Initial Visit Inquiry Sheet
- \_\_\_\_\_ New Student Application Checklist
- \_\_\_\_\_ Behavioral Observations
- \_\_\_\_\_ Teacher Recommendation
- \_\_\_\_\_ Report Cards (1<sup>st</sup>-8<sup>th</sup>)
- \_\_\_\_\_ Progress Reports (Pre-K-K students)
- \_\_\_\_\_ Letter of reference from teacher



## **Students will:**

### ***Classroom/Special Areas***

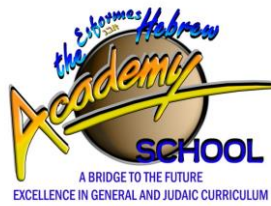
- \*Be polite to teachers and students.
- \*Share.
- \*Sit on chair correctly.
- \*Take turns.
- \*Listen and respond respectfully to teachers and peers.
- \* Follow game rules.
- \*Raise hand when appropriate.
- \*Be polite to everyone.
- \*Doesn't interrupt others.
- \*Use play/computer equipment properly.
- \*Help others.
- \*Be respectful of inside activities when outside.  
(stay away from all doors leading inside)
- \*Follow directions the first time.
- \*Show integrity (honest and truthful)

### ***Transitions (Hallways, Restrooms, and Assemblies)***

- \*Keep hands to selves, not on people or bulletin boards.
- \*Whisper voices only used when necessary.
- \*Be respectful, polite applause and laughter when appropriate during assemblies.
- \*Demonstrates good listening skills. (not talking to neighbors, etc.)
- \*Follow directions the first time.

### ***Social Hall/Meal Time***

- \*Demonstrate respect for personal and community property.
- \*Keep hands to self.
- \*Eat own food ONLY.
- \*Touch only personal food.
- \*Use manners such as Please and Thank You.
- \*Quiet down quickly for announcements.
- \*Use inside voices.
- \*Keep eye contact with, and actively listens to lunch monitor when speaking.
- \*Communicate with peers and lunch monitors in respectful and courteous manner.



## Classroom Management

The goal of classroom management is to help the child become self-disciplined. This is viewed as an integral part of educating the child. Discipline at Esformes Hebrew Academy School will take the form of positive classroom management. The school recognizes that children are unique individuals who behave and learn in different ways. The school strives to help the child become self-controlled. The school encourages children to be independent and to solve their own problems. The teacher will lead the child to this point gradually, offering assistance and modeling along the way.

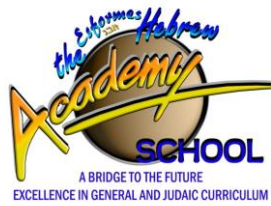
- \*Expectations are stated in the positive form, such as "Please walk," versus "Don't run"
- \*Teaching staff uses meaningful and descriptive praise.
- \*Teaching staff respects the child.
- \*Teaching staff does nothing to humiliate or shame the child.
- \*Teaching staff speaks to the behavior, not the child.

***Parents are encouraged to participate in the education of their children. Without the cooperation and partnership between parents and school staff, we cannot effectively help a student reach his or her full potential. The major role of parents is to continually show their children they are interested and supportive of how they are doing in school. By working together, parents and staff can help the student increase achievement and improve behavior.***

### The parent/guardian is responsible for:

- \*Acknowledging the right of the school site personnel to carry out school rules and procedures.
- \*Communicating behavior expectations with his/her child(ren).
- \*Praising/rewarding your child for practicing *expectations*.
- \*Preparing students to meet expectations for Student of the Month and No Tardies
- \*Providing a nutritious breakfast and adequate rest for your child.
- \***Providing a healthy snack for morning recess (fruit, veggies, granola bar etc.)**
  - **Candy, Chocolate, any sugar filled dessert are not allowed as a snack option.**
- \*Dressing your child appropriately for school and outside activities. (See Dress Code)
- \*Having your child arrive at school on time (see Before School Procedure/Tardiness)
- \* Making sure your child is picked up promptly after school. (See On Time Pick-Up)
- \* Follow parking lot safety procedures as directed by staff members when dropping off/picking up your child. (See Dismissal Procedures)
- \* Check your child's folder/backpack daily for school communications and homework.
- \* By providing an appropriate time and place for completing homework. (See Homework Policy)
- \* Communicate with your child's teacher regarding any questions or concerns.  
(See Parent/Teacher Communication)
- \*Checking to make sure that all items that are not school related are left at home  
(i.e. toys, games, sports equipment, trading cards, make-up, iPods, Gameboys etc.)

***Thank you for your continuing support and cooperation. By working together, our school becomes an exciting and warm place where everyone learns in a safe and caring environment.***



### **The student is responsible for:**

- \*Demonstrating a positive attitude towards learning.
- \*Following all school and classroom procedures.
- \*Following all directions given by any staff member.
- \*Communicating with parents about what is being learned in school.
- \*Turning in all assignments when due.
- \*Showing 100% effort in any task being performed.
- \*Communicating with teachers about any academic, social, or emotional issue.
- \*Dressing appropriately for school. (See Dress Code)
- \*Bringing in Tzedakah (See Tzedakah)

### **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. Students may wear any choice of stockings or socks. Leggings are prohibited. All students must wear closed/secured shoes. No flip flops or Crocs will be allowed.

#### ***YARMULKES/KIPPOT***

Boys are encouraged to wear a Kipa during the day. The Hebrew Academy Kipa can be purchased for \$10.00.

#### ***Dress Code Violations***

Daily uniform checks will be conducted. Any violation will be labeled a minor or major infraction. Minor infractions will first be given a verbal reminder, as well as, a sticker note that they were spoken to about their uniform. If repeated, the student will receive a written note home explaining their violation. However, if the infraction is labeled major, then the student will be sent to the office to change into a used uniform provided by the school. This uniform must be returned before dismissal.

### **The EHA Uniform**

All uniform pieces must be purchased through Land's End unless otherwise noted.

(see link on school website-[www.esformeshebrewacademy.org](http://www.esformeshebrewacademy.org))

#### **Girls' Uniform K-5**

Tops:

- Light Blue Long or Short Sleeve knit blouse with school emblem
- Navy Blue Long Sleeve T-Shirt for optional use under short sleeve polos or blouses.

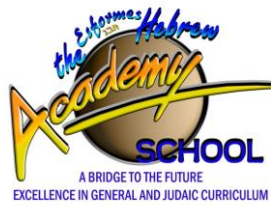
*All long sleeve tops must reach the wrist, not longer or shorter.*

Spirit sleeves must be navy or grey during school days.

Bottoms:

Below the Knee Skirts

- Solid A-Line Skirt in Navy
- Solid Pleated Skirt in Navy
- Box-Pleat Skirt in Navy



- Solid Kilt Skirt in Navy
- Any leggings MUST be covered by socks. The bottoms must not be showing.

*All bottoms must reach the tip of the girl's fingertips.*

*Girl's skirt length must be at least 3 inches above the ankle.*

Dresses:

- Navy Blue Long or Short Sleeve Dress with school emblem

*All dresses must reach the tip of the girl's fingertips.*

*Girl's dress length must be at least 3 inches above the ankle.*

Outerwear:

- Navy Blue Cardigan

### **Girls' Uniform 6-8**

Tops:

- Short Sleeve Mesh Polo Shirt in Light Blue or White with school emblem.
- Long Sleeve Mesh Polo Shirt in Light Blue or White with school emblem.
- 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.*

*Spirit sleeves must be navy or grey during school days.*

Bottoms:

- Girls - Below the Knee Skirts
- 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
- Any leggings MUST be covered by socks. The bottoms must not be showing.

*All bottoms must reach the tip of the girl's fingertips.*

*Girl's skirt length must be at least 3 inches above the ankle.*

Dresses:

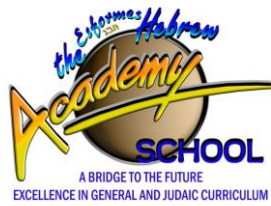
- Navy Blue Long or Short Sleeve Dress with school emblem

*All dresses must reach the tip of the girl's fingertips.*

*Girl's dress length must be at least 3 inches above the ankle.*

Outerwear:

- Navy Blue Cardigan



## **Boys' Uniforms K-5**

Tops:

- Light Blue Long or Short Sleeve Button-Down Collar Oxford Shirt with school emblem
- Light Blue Long or Short Sleeve Polo with school emblem

*ALL shirts MUST be tucked in.*

Bottoms:

- Navy Blue Long or Short Pants

Outerwear:

- Navy Blue Cardigan

## **Boys' Uniforms 6-8**

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

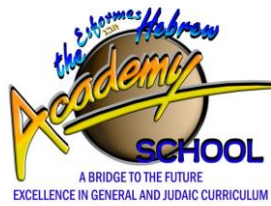
Bottoms:

- Boys' Plain Front Chino Pants in Navy or Khaki
- Boys' Plain Front Chino Shorts in Navy or Khaki

Outerwear:

- Navy Blue Cardigan





## **Curriculum**

Our school provides an Individualized 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.

### ***Individualized Instruction***

An *Individualized Curriculum* is a course of study designed specifically for each individual student. In a typical large-class setting with 25-35 pupils, students are forced to work at the pace and intensity of the majority of the group. One student may find the class too slow and need a challenge, another might find the same course too rapid and struggle to master material not fully understood. At Esformes Hebrew Academy, our small-class sizes allow us to develop individual learning goals for each student. All lessons are self-paced by the learner. 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.

### ***Differentiated Instruction***

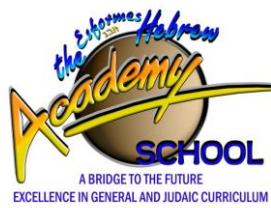
Differentiated instruction or differentiated learning involves providing students with different avenues to acquiring content, such as:

- \*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 in centers. When this occurs, individual conferences are able to take place, ultimately planning an individualized curriculum.**

### Curriculum Focus

<p><i>Hebrew Studies:</i></p> <ul style="list-style-type: none"> <li>*Torah *Rashi *Mishnah *Gemorah *Prayer*</li> <li>*Blessings*Interpretation*Reading Skills*</li> <li style="padding-left: 40px;">*Hebrew Language *</li> <li>*Oral Expression*Composition*Grammar*</li> <li style="padding-left: 40px;">*Handwriting*Religious Law*History</li> </ul>	<p><i>General Studies:</i></p> <ul style="list-style-type: none"> <li>*Mathematics*Language Arts*Writing*</li> <li>*Spelling/Vocabulary*Reading*Phonics*</li> <li style="padding-left: 40px;">*Science*Social Studies*</li> </ul>
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All lessons meet The Work Sampling System: Omnibus Guidelines, and Common Core Standards.

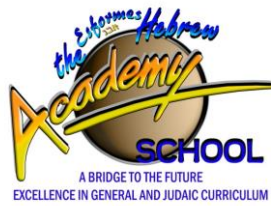
### Grading Scale

For Grades K-8:

STATEMENT	RUBRIC NUMBER	PERCENTAGE	GRADE	COMMENTS
<b>Exceeds</b>	4	100	A	<ul style="list-style-type: none"> <li>• I can complete the task without help.</li> <li>• I can explain how to do the task in my own words.</li> <li>• I can help someone who is struggling with the task.</li> <li>• I can explain how it applies to my life.</li> </ul>
<b>Secure</b>	3.5	87.5	B	<ul style="list-style-type: none"> <li>• I can complete the task without help.</li> <li>• I can show that I understand.</li> <li>• I can find my own mistakes.</li> </ul>
<b>Developing</b>	3	75	C	<ul style="list-style-type: none"> <li>• I can complete the task with help or an example in front of me.</li> <li>• I may still make a few mistakes.</li> <li>• I can find my mistakes with help from someone.</li> </ul>
<b>Beginning</b>	2	50	F Not Acceptable	<ul style="list-style-type: none"> <li>• I can follow the task while someone explains it to me.</li> <li>• I cannot figure out what I am doing wrong.</li> <li>• I cannot figure out how to start.</li> </ul>

### Field Trips

Field trips are periodically used as part of the curriculum. Only students with a signed permission slip may attend these trips. Students must give their permission slips and trip money to the teacher in charge of the trip prior to the date of the trip. Students are to wear their school uniforms on all field trips as a measure of safety and security.



## **Annual Assessments**

### ***The L'Havin U'Lehaskil Assessment-Hebrew Testing***

The Chumash program was developed to significantly improve your students' ability to learn Chumash independently, evaluate student knowledge of the basic skills presented in the program, as well as to identify areas of individual and/or group strengths and weaknesses, assessments are administered annually.

### ***Standardized Testing***

Students in Grades 3-8 will take the standardized test in May/June 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.

## **K-8<sup>th</sup> Homework Philosophy 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:

<b>Kindergarten</b>	<b>15-20 minutes</b>
<b>Grades 1-2</b>	<b>30-45 minutes</b>
<b>Grades 3-4</b>	<b>45-60 minutes</b>
<b>Grades 5-8</b>	<b>1-1/2 hour</b>

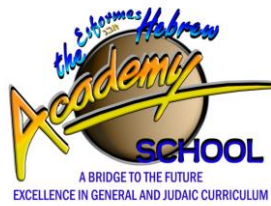
Each General Studies class will have an at-home reading program. The influence of this program is important because students from homes support reading are substantially better readers, have larger vocabularies, and have more positive attitudes about reading. Please see to it that your child is following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

## **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 assignment.*
- \*Take homework home.*
- \*Complete homework to classroom standards.*
- \*Return homework on time.*
- \*Communicate questions and concerns teachers.*



### **Parent Responsibilities:**

- \*Provide a quiet workplace.
- \*Establish reliable homework time.
- \*Sign and return paperwork on time.
- \*Review corrected student work.
- \*Assist in time management of daily homework and long-term projects.
- \*Encourage student to communicate questions or concerns to teachers.
- \*Communicate compliments to child and teacher.

### **Principal Responsibilities:**

- \*Ensuring the educational program is free from disruption by establishing, with staff involvement, appropriate school rules and procedures.
- \*Communicating to parents, staff and students the established district policies, school rules and procedures regarding discipline.
- \*Enforcing district policy and school rules with consistency and in a fair and respectful manner.
- \*Assisting students, parents and staff in the early identification of behavior problems.
- \*Establishing and maintaining a safe and peaceful school-wide environment.

### **Teacher Responsibilities:**

- \*Establishing and communicating a discipline plan for his/her classroom informing the parent of the classroom expectations and procedures.
- \*Reviewing the discipline policy, rules, and procedures with their students every semester.
- \*Enforcing district policy and school rules with consistency and in a fair and respectful manner.
- \*Establishing an atmosphere of proper behavior in the classroom so every student has a full opportunity to learn.
- \*Communicating with students and parents regarding behavior concerns, consequences, and strategies for improvement.
- \*Reporting to the director or principal continuing behavior concerns that are not improving with teacher and parent interventions.
- \*Providing a learning and teaching environment in which all children will demonstrate mastery of having the knowledge and skills of the grade appropriate Common Core Curriculum.

## **Student Planners**

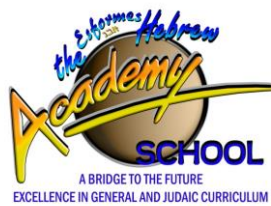
Each child in K-2<sup>nd</sup> will be provided with a Parent/Teacher Communicator Folder. Information to be included is daily work and projects, important information for parents and students, and on occasion, forms that may need to be signed by a parent and returned to the school. The fee to replace the Parent/Teacher Communicator Folder is \$3.00.

Student Planners will be distributed to all 3<sup>rd</sup>-8<sup>th</sup> students on the first day of school to help your child remain organized and for homework assignments. Should your student's planner be lost or damaged beyond use, there will be a \$10.00 fee to replace it.

## **Project Based Learning Programs**

Project Based Learning is a teaching method in which students gain knowledge and skills by working for 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 of 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.

### **Academic Enrichment**

Enrichment refers to the increased depth of study of a particular topic. It extends the regular curriculum. Therefore, a time will be designated for students to participate in activities that are both fun and educational, such as community service projects, outside science experiments, theatre-based literature, etc. All lessons will encourage cooperative learning. Hebrew and General Studies days/times TBA.

## **Recess**

Recess is free period where the students are able to socialize and choose their activities, most of the time outside, but sometimes inside. However, when the students fail to turn in one or more homework, assignments, the student must complete it to the best of their ability during this time. In addition, if the student is late, they must sit the total minutes tardy, and make up any work they may have missed.

## **Clubs**

Book Club, Science Club, Yearbook, and Math Club

These clubs will be lead by the students. Meetings will take place on Fridays.

### **Student Ambassadors**

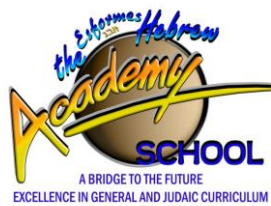
#### **EHA Student Ambassadors will...**

- \*be members of the middle class
- \*represent the student body as a whole by having a member from each class.
- \*promote and assist with school events.
- \*assist with fundraising.
- \*assist with family tours and other areas determined by the principal

### **Newspaper**

#### **Members of the Newspaper Staff will...**

- \*produce a monthly newspaper for the school.



- \*learn the roles and system of newspaper publication.
- \*conduct interviews.
- \*utilize and develop writing skills.
- \*attend and report on school events.
- \*report on school and classroom happenings.

### **Yearbook**

#### ***Members of the Yearbook Staff will...***

- \*create a lasting memory book that captures the essence of Esformes Hebrew Academy.
- \*learn the roles and system of book publication.
- \*develop and maintain a budget.
- \*market and sell yearbooks and yearbook ads.
- \*utilize and develop writing skills.
- \*conduct student surveys and polls.
- \*attend and report school events through pictures.

### **Safety Patrol**

#### ***Members of the Safety Patrol will...***

- \*do their best to keep all students safe by enforcing school policies.
- \*be a role model for the school.
- \*follow the Safety Patrol Code of Conduct found in the Safety Patrol Handbook.

## **Special Areas**

The students will participate weekly in special area classes:

- \*Art \*Fitness/Martial Arts \*Dance \*Music – special class offerings may change

## **Miscellaneous Policies**

### ***Telephone Use***

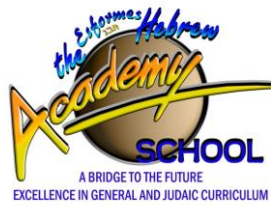
Students may not use school phones. If a teacher finds it necessary to contact a parent, a call will be made by a staff member.

### ***Miscellaneous Policies***

Extra Curricular programs will take place in after school. Coach Joe Giddens Sports facilitate the extracurricular program at EHA. Parents will need to register and pay fees to Coach Joe Giddens Sports (more information will be provided at the Meet and Greet)

## **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.



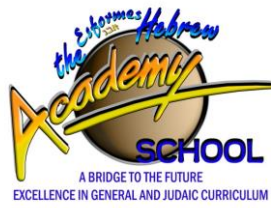
## ENCOURAGING WORDS

*Once a man was walking along a beach; the sun was shining and it was a beautiful day. Off in the distance he could see a person going back and forth between the surf's edge and the beach. Back and forth this person went. As the man approached, he could see that there were hundreds of starfish stranded on the sand as the result of the natural action of the tide.*

*The man was stuck by the apparent futility of the task. There were far too many starfish. Many of them were sure to perish. As he approached, the person continued the task of picking up starfish one by one and throwing them into the surf.*

*As he came up to the person, he said: "You must be crazy. There are thousands of miles of beach covered with starfish. You can't possibly make a difference." The person looked at the man. He then stooped down and picked up one more starfish and threw it back into the ocean. He turned back to the man and said: "It sure made a difference to that one!"*

**EHA....MOVING FROM GOOD TO GREAT!**



## HANDBOOK ACKNOWLEDGEMENT

My signature below indicates that I have received a copy of the **Esformes Hebrew Academy** Handbook.

I understand that this handbook contains information regarding the academy's rules and regulation which affect me, as a parent and my child(ren).

I acknowledge that I have read and understood **Esformes Hebrew Academy's** policies.

I also understand that the academy may revise, supplement or rescind policies and procedures described in the handbook with, or without, notice.

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Print Name

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Date

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Signature