



2024-2025 / 5784-85  
**PARENT-STUDENT  
HANDBOOK AND  
CODE OF CONDUCT**

Updated: August 2024



# Table of Contents

Hillel Vision .....5

## Section 1: General Information

**A. Facilities.....6**  
School Hours/After Care.....6  
Books and Supplies.....6  
Lockers/Cubbies.....6  
Purchases & Deliveries.....6  
Building use by Parents and Other Groups.....6

**B. Communication Between School and Home.....7**  
Communication.....7  
Safety & Security.....7  
Report Cards.....7  
Parent-Teacher Conferences.....7  
Interpreters.....8  
School Pictures.....8  
Publicity Release/Photos.....8  
Co-Parent Arrangements.....8  
School Calendar.....8  
School Closings.....9

**C. Daily Procedures.....10**  
Fire Lane and Parking.....10  
Arrival .....10  
Attendance.....10  
Dismissal.....11  
Students Leaving During School Hours.....11  
Extracurricular Activities.....11

**D. Transportation Procedures.....12**  
Buses and Transportation.....12  
Communication with Districts.....12  
Bus Rules.....12  
Bus Transportation Contacts.....13-14

**E. Health Procedures.....14**  
Health Services.....14  
Mandated Physical Exams.....15  
Mandated Screenings.....15  
Hillel’s Implementation of NYS Immunization Legislation &  
Regulations.....16  
Medical Exemptions.....16  
Documentation/Recordkeeping.....16  
Immunization Surveys.....17  
Dental Certificates.....17  
Emergency Care Plans.....17  
Adaptive Physical Education/Special Accommodations..17  
Accommodations for Transportation .....17  
Lead Screening .....18  
Medications.....18

Parents as Medical Providers.....	18
Mandatory State Audits or Surveys.....	19
Illness & Accidents.....	19
<b>F. Admissions.....</b>	<b>20</b>
Pre-K.....	20
Kindergarten.....	20
First Through Eighth Grade.....	20
Promotion Policy.....	21
<b>G. Standardized Testing.....</b>	<b>21</b>
<b>H. Food Policies .....</b>	<b>21</b>
Kashrut, Parties and Siyumim.....	21
Prior Approval .....	21
Kashrut.....	21
Approved Kosher Certifications.....	22
Allergy Accommodations.....	22
Nut Aware Zone.....	22
Lunch & Snacks.....	22
Lunch Policies.....	23
Fast Days.....	23
School Sponsored Events.....	23
Classroom Celebrations.....	23
<b>I. Dress Code.....</b>	<b>23</b>
Dress Code Guidelines for both Boys & Girls.....	23
Unacceptable.....	23
Enforcement.....	23
Seasonal Clothing Reminders.....	24
<b>J. Lost &amp; Found.....</b>	<b>24</b>
<b>K. Visitors.....</b>	<b>24</b>
Visitor Identification.....	24
Parent Volunteer Opportunities.....	25
<b>L. Fundraising.....</b>	<b>25</b>
Finances and Fundraising.....	25
Contributions and Tribute Cards.....	25
Ongoing Fundraising.....	25

## **Section 2: Academic Information**

<b>A. Grading.....</b>	<b>26</b>
Standards-Based Education.....	26
Standards-Based Report Cards.....	26
IB PYP Specific Considerations.....	27
Assessment & Academic Grading Key.....	27
Academic Integrity.....	27
<b>B. Homework.....</b>	<b>28</b>
Homework Expectations.....	28
<b>C. Academic Services .....</b>	<b>28</b>
Academic Intervention Services (AIS).....	28
HCDS Support Services.....	29
Process & Timeline.....	29

Parental Involvement & Notification .....	29
Identification of Students and Range of Services.....	30

**D. Field Trips.....31**

**E. Safety Drills .....31**

Fire and Safety Drill Procedures.....	31
---------------------------------------	----

## **Section 3: Expectations for Students**

**A. School Rules.....31**

Student Responsibilities.....	31
Hallway Behavior.....	32
Cafeteria Behavior.....	32
Playground and Recess Rules.....	32
Assembly Expectations.....	33
Discipline/Student Behavioral Support.....	33
Disciplinary Action .....	34
Inappropriate or Dangerous Behavior.....	34
Student Behavior.....	34

**B. Bullying/Acts of Violence.....35**

Dignity for All Students Act (DASA).....	35
--	----

**C. Electronics.....36**

Electronics in School.....	36
Student Policy for Computer Use & Internet Access... Purpose.....	36
Requirement for Access.....	36
Warranties.....	36
Computer Procedure.....	36
Rules and Regulations.....	37
Internet Use Policy.....	38
Guidelines.....	38
Acceptable Use .....	38
Privileges .....	39
Rules & Regulations .....	39
Consequences for Computer and Internet Use Infractions..	39

**D. Ensuring a Successful Year at Hillel.....41**

**E. What Parents Can Do to help the School.....42**

Essential School/Parent Expectations.....	42
Adult Responsibilities at Assemblies.....	42
Parent/Student Handbook Agreement.....	44

# Hillel Community Day School Vision

## IBPYP Framework

### **Vision: Educating Compassionate Jewish Global Citizens**

At Hillel Community Jewish Day School in the Rochester New York, we envision a future where every student embraces their Jewish identity, achieves academic excellence, and becomes a Compassionate Jewish Global Citizen. With a rich history of 76 years of Jewish education, we are committed to providing a nurturing and inclusive environment that fosters a love for learning, a deep connection to Israel, Jewish values, and a sense of responsibility towards the world.

### Key Elements of our Vision Statement:

1. **Holistic Education:** We strive to provide a holistic education that integrates Jewish values, rigorous academics, and the IBPYP framework. Our students develop critical thinking skills, cultural awareness, and a strong sense of social responsibility.
2. **Jewish Identity:** We aim to cultivate a strong Jewish identity and love for Israel, in our students, rooted in a deep understanding and appreciation of Jewish traditions, history, and values. Through engaging Jewish studies, Hebrew language instruction, and meaningful Jewish experiences, we empower our students to embrace their heritage and contribute to the Jewish community.
3. **Academic Excellence:** We are committed to academic excellence, providing a challenging and stimulating curriculum that prepares our students for success in higher education and beyond. Our dedicated teachers inspire a love for learning, foster intellectual curiosity, and encourage students to reach their full potential.
4. **Compassionate Jewish Global Citizens:** We strive to nurture compassionate and empathetic individuals who are actively engaged in making a positive impact on the world. Through service-learning projects, community partnerships, and a focus on global issues, we empower our students to become responsible global citizens who contribute to a more just and inclusive society.
5. **Inclusive Community:** We value diversity and inclusivity, creating a warm and welcoming community where students, families, and staff from all backgrounds feel valued and respected. We celebrate the richness of our diverse community and promote a culture of acceptance, understanding, and collaboration.

By embracing our vision, we aim to create a vibrant learning community that prepares our students to navigate the complexities of the modern world while staying connected to their Jewish heritage.

## Who we are...

Hillel Community Day School is a Pre-K-8 school. We exercise minds, foster intellectual curiosity build leadership and self-esteem and instill an appreciation for the land and State of Israel. Hillel is committed to imbuing its students with a love of Judaism and an understanding of Judaic values. Instructional design is based upon New York State standards. Lessons are differentiated to accommodate the individual needs of each child. Hillel Community Day School serves children from all segments of the Rochester Jewish community. Respect for every person and an appreciation of differences in observance of Judaism is a cornerstone of our school.

Characteristics of a Hillel Community Day School graduate...

## A lifelong learner who...

The IB PYP Learner Profile: Ten Attributes

<u>Attribute</u>	<u>Description</u>
Inquirers	Curious and enthusiastic learners.
Knowledgeable	Informed about a range of subjects.
Thinkers	Analytical and reflective problem solvers.
Communicators	Effective in sharing ideas.
Principled	Honest, fair, and responsible.
Open-Minded	Respectful of different cultures.
Caring	Compassionate towards others.
Risk-Takers	Brave in facing new challenges.
Balanced	Maintaining a healthy balance of life aspects.
Reflective	Thoughtful about learning and experiences.

## A Internationally minded person who

- Expresses a commitment to address the needs of others.
- A person who has the desire to make a difference in the world
- Embraces strength-based leadership opportunities

## An individual who....

- Exhibits ethical behavior based on Jewish values.
- Can collaborate with others to solve problems in a creative way
- Is emotionally and physically healthy
- Can be adaptable and resilient

# 1. General Information

## A. Facilities

### School Hours/After Care

Regular school hours are 8:00 am to 3:55 pm Monday – Thursday and 8:00 am to 1:55pm Fridays. Students should not arrive before 7:40 am and must depart at 3:55 pm. Students not picked up by 4:05pm will be transferred to the school’s After School Connection (ASC) program, and appropriate ASC fees will be assessed.

**Please note** every Friday will end at 1:55 pm, and afternoons prior to Jewish holidays, there are earlier dismissal times. Please check the Hillel calendar. After School Connection is available until approximately one hour prior to sunset on these early dismissal days. ASC closing times are also noted on the school calendar. The calendar can be found at [www.hillelschool.org](http://www.hillelschool.org).

### Books and Supplies

Hillel furnishes a list of required supplies. The grade-level based list can also be found on the school’s website at [www.hillelschool.org](http://www.hillelschool.org).

A daily planner is provided for each student in grades 1 through 8. Hillel provides textbooks and workbooks. These books are made available to Hillel students through a school district loan program. Students are responsible for their safe return. Parents will be billed if materials are lost or damaged. Report cards and/or transcripts will be held if books are not returned or paid for. With teacher permission consumable texts and workbooks may be kept by the student after completion. Additional copies of some large textbooks may be available to keep at home. Inquire if an extra copy would be helpful. Students may not keep books over the summer without specific permission from the administration. Books borrowed and allowed home over the summer must be returned at the beginning of the new school year.

### Lockers/Cubbies

Lockers are assigned to each student in grades 1 – 8 at the beginning of the school year. Students may not share lockers. Students are to keep their assigned lockers clean and in order. Students may not affix stickers to or write in or on the lockers. Appropriate magnets are allowed. Students in Pre K & Kindergarten will receive a cubby. Lockers and cubbies are the property of the school, and the school retains the right to inspect them. Parents will be billed if lockers are damaged or defaced.

Book bags and backpacks should be stored in lockers. Book bags and backpacks may not be left in the hallways. Fire safety guidelines forbid storage of items on top of lockers or on the floor in the hallways.

Students are asked not to bring cash or expensive items to school. If valuables need to be secured in the school safe, prior permission needs to be granted from the administrative team. Students and parents are asked to immediately report any instance of theft.

### Purchases and Deliveries

Parents and volunteers working on school projects must request advance permission from the Director of Business Operations to purchase goods or services for the school. Reimbursements will be issued promptly for all pre-approved purchases. The school may not be used for deliveries unrelated to school business.

### Building Use by Parents and Other Groups

Insurance regulations require advance arrangements for use of the school’s property. Leases and insurance riders are necessary for the user. All organizations, regardless of affiliation, will be held to school policy. No one, including faculty, staff, or school board members, may use any room, school facility, or grounds without making arrangements with the school office.

Individual groups, with multiple school usage needs, must have all meetings, practices, or events cleared by the administration team and entered into the school calendar at least 7 days in advance.

## **B. Communication Between School and Home**

### **Communication**

If you have a classroom concern, please contact your child's teacher first. Teachers may be contacted via Toddle. Return phone calls and e-mails from teachers will be made during non-instructional time, within 24 hours during the business week. If further discussion is necessary after speaking with the teacher, parents and guardians are asked to contact the appropriate administrator.

Whenever you have questions, concerns or ideas about the school's program or the workings of the school, our office can assist you in reaching the appropriate employee.

Answers to frequently asked questions are on our website. The website features many useful references such as health forms, activity enrollment forms, past newsletters, announcements, monthly lunch menus, events calendar, and photos.

Notes from school may be e-mailed to you, transmitted via Toddle, or sent home with your child. Please check your child's backpack and the Toddle site (a link can be found at [www.hillelschool.org](http://www.hillelschool.org)) daily. You may wish to assist your child in keeping his/her backpack organized.

We encourage open and frequent communication between parents and teachers. Parent-Teacher conferences are scheduled at least twice a year but may also be scheduled any time by contacting the teacher directly.

\*Parents should expect a longer wait time for e-mails sent out on weekends or Jewish holidays.

### **Safety and Security**

Children's safety is our primary concern.

For all students, Hillel requires up-to-date emergency contact information for each parent/guardian. The school will attempt to contact parents/guardians in emergency situations, but the school reserves the right to contact emergency service providers prior to parent/guardian contact when deemed necessary. We require current information on any restrictions as to who may visit with or pick up children at school. Notify the office immediately if there are changes in phone number, e-mail addresses, mailing address or other information. Updated information may be sent via a signed and dated note, phone call, or e-mail. Any person that is on your child's approved pick up list, must show ID, upon picking up your child. In case of emergency, if a person that IS NOT on your pick up list will be picking up your child, please notify the front office, and be sure that the person presents appropriate government issued ID.

### **Report Cards**

The academic year is divided into trimesters. Report cards will be distributed electronically three times during the year; interim progress reports will also be sent. When necessary to support student success, more frequent reports may be sent home. If a student's grade has changed suddenly teachers will contact the parents/guardians and the administrators.

Report cards will consist of letter grades, standard descriptors, and teacher comments.

### **Parent-Teacher Conferences**

Fall and Winter Parent-Teacher Conference dates are noted on the annual calendar. Parents sign up in advance for conference times via Toddle. The opening of the conference sign-



ups will be announced to parents.

Parents may arrange to meet with teachers at any time by contacting the teacher to make an appointment. If you feel your child may need additional services, please contact the appropriate Administrator to discuss service options. A parent has the right to request an evaluation for their child at any time. We work closely with the Pupil Personnel Services department of Brighton Central School District to support families through this process. When a teacher or parent has a concern, academic intervention services may be provided following the processes and procedures listed in the Hillel Community Day School Academic Intervention Service Plan found in this handbook.

## Interpreters

Hillel Community Day School receives services for students who are (AIS) deaf or hard of hearing through BOCES. These services do not include interpretation of meetings or programs which are not attended by those students.

Sometimes, upon request, interpreters may be provided for informational meetings open to all parents. Parents requiring interpreters for specific events or parent-teacher conferences should indicate their interest in attending an event at least three weeks before the event to enable the school to make arrangements. Parents requesting interpreters will be advised whether interpreters will be available. As a school, we are dedicated to trying our best to honor this request, as a part of our core values of inclusion, access for all, and parent partnerships.

## School Pictures

School pictures (individual and class) are taken by an outside photographic agency in the fall. Information is distributed in advance. Parents will be able to view proofs 7-10 days after Picture Day and place orders online at that time. Photo retakes may be taken on Picture Re-take Day, or at the photographic studio by scheduling an appointment. For children co-parented by parents not residing together, please order sufficient photos for both or place separate orders. Class pictures are not able to be retaken.

## Publicity Releases and Photographs

From time to time, the school publishes pictures and/or names of students in the local press, in publications, social media platforms, and on our website in order to publicize activities and accomplishments. If you would prefer that your child(ren)'s picture and/or name not appear in the publications, please indicate this preference on the Family Permission Form completed as part of your Parent Packet.

## Co-Parent Arrangements

Unless the school is advised otherwise, with legal notice, regardless of the payment arrangements a family has with the school, we offer all parents school access, information packets, calendars, newsletters, report cards and information about our programs. Either or both parents may schedule parent/teacher conferences. Two conferences can be scheduled, if needed.

In situations where a child regularly resides at two addresses or is transported by different people on different days, we require updated written schedules, preferably monthly, containing the child's dismissal information by date. Statements such as "alternating Fridays" are not specific and can cause confusion for the school and the child.

## School Calendar

A full school calendar listing school vacations, holidays and special days is distributed annually. It can also be found on our website. The calendar is subject to change.

## School Closings

The decision to close Hillel Community Day School for bad weather is typically made at approximately 6:00 AM. Closings and/or delayed openings for bad weather or emergencies will be announced on local TV Channels WROC 8, RNEWS 9, WHEC 10, 13WHAM, FOX31, and on as many local radio stations as possible. Call the school phone number to get the latest information on school closings. The phone message is updated as soon as the decision to close school occurs - often before radio and TV announcements are made. Parents and guardians will also be notified about school closings via the Hyperreach system. Please do not call teachers or staff to inquire about school closings. *When school is closed, all after-school activities and programs are cancelled.*

If your home school district is closed, its buses will not operate. Parents must provide transportation if Hillel remains open.

Early dismissals are used only for extreme emergencies. In the unlikely event of an early dismissal, parents/guardians and/or emergency contacts will be notified of any changes in dismissal procedures and all after school activities will be cancelled.

## C. Daily Procedures

### Fire Lane and Parking

The bus loop is a fire lane. No vehicle may be parked, stopped, or left unattended in the fire lane at any time. Children may not be left unattended in vehicles on school grounds. After all buses, including ones yet to arrive, have departed for the day, parents may drive up to the front doors for pre-arranged, parent pick-up. In this instance, children will be escorted to the vehicle by the front bus loop monitor. For parents arriving after 4:05 pm, students can be picked up at the ASC location.

For convenience, events are often scheduled for the hour prior to dismissal. Parents and visitors attending events must park in designated parking spots along the outer perimeter of the front loop or in the center of the rear parking lot.

### Arrival

For safety, no vehicle may be left unattended in the bus loop or fire lane. Parents dropping children off must park in the front parking lot and escort their child to the front door. Double parking is not permitted. Drivers may drop off students at the front of the school, along the curb, only after all buses have arrived and the bus monitors have indicated that all buses have been accounted for. For safety, children should exit from the curbside of the car.

Students are expected to be in the building, coats off, unpacked for the day, and prepared for full participation in school prior to 8:00 am. Morning classes and programming begin at 8:00 am sharp. Latecomers to school, other than those arriving by bus, should be escorted to the main office, with a written explanation provided for the tardiness. The students will receive late slips for delivery to the teacher. Students are expected to proceed immediately to their classrooms.

Parents, please make every effort to ensure your child(ren) arrives on time. Latecomers miss planned activities and disrupt lessons. Chronic tardiness may result in the need for a parent/administrator conference. NYS requires schools to report all attendance records to meet requirements for mandated services aid distribution.

### Attendance

All children are to be present and ready to learn by 8:00 am each school day. If a child will be absent, please notify the school office no later than 8:30 am each day of absence. Parents may call the night before and leave a message for the nurse on the office voice mail by following the directions to leave a overnight phone message. You may also e-mail [office@hillelschool.org](mailto:office@hillelschool.org). Email messages to teachers are a courtesy, but do not substitute for an email or phone call directly to the office.

A signed note explaining absences must be presented to the office within 24 hours of a student returning to school. New York State requires that a parent write the date, time, and reason for any early dismissal, absence, or tardiness. A lack of an appropriate note will result in the child being reported as “absent unexcused.” \*See below for a list of NYS approved excused absences. Students are responsible for completing all assignments from the absence period. Alternative and additional assignments may be necessary to substitute for lost classroom instructional time.

If a student is absent, it is his/her responsibility to obtain missed assignments. Parents wishing to receive homework for an absent student should notify the office by 8:30 am on the day of their absence. Calls received after this time may result in a delay in the school’s ability to provide homework for absent students. Two weeks’ notice is required for planned student absences. Failure of absent students to complete assignments could result in a grade adjustment. Teachers are not responsible for providing individualized assignments in

advance for absences; however, assignments may be provided, at the discretion of the teacher(s). All such assignments are due immediately upon return to school.

**\*EXCUSED ABSENCES ARE RESERVED FOR: ILLNESS, FAMILY EMERGENCIES, MEDICAL APPOINTMENTS, ATTENDANCE AT RELIGIOUS EVENTS, AND TRAVEL IN SEVERE WEATHER.**

In an unexcused absence, homework may be accepted at the teacher's discretion. The school strongly discourages taking children out of school for planned travel; some missed activities cannot be replicated. Students may be penalized for delay in turning in assignments.

## Dismissal

Parents/guardians must input any dismissal plan changes via the PickUp Patrol portal in a timely manner. Otherwise, students will be sent home in accordance with their typical schedule. Except in an emergency, kindly refrain from making changes within 90 minutes (about 1 and a half hours) of dismissal time (e.g., 2:30 pm most days). The office makes a concerted effort to accommodate change requests; however, in the interests of safety and maintaining orderly dismissal procedures, the school and the transportation departments cannot accommodate late requests.

At dismissal, all students are under faculty/school supervision until all buses have departed. After all buses have departed, students assigned to parent pickup will be brought to the front door. Parents retrieving their children between 3:55 pm-4:05 pm must park in the front parking lot and wait in their vehicles until the buses have departed. The bus loop monitor will signal parents when they are free to enter the bus loop. The bus loop monitor will escort your child to your car as you pull into the space in front of the school doors. Please depart quickly to ensure a smooth flow of traffic. Parents are welcome to park in the approved lots and utilize the playground area with their children and siblings. Parents must always supervise their children while on campus after school hours. Parents must arrange in advance for After School Connection to supervise their children during after school appointments with faculty or staff.

## Students Leaving During School Hours

Students are dismissed at 3:55 pm and are expected to remain in school until the academic school day ends. If a student must leave before the end of the school day, parents/guardians must enter the office to sign out their children during school hours. Prior notification that a student will be leaving school and an approximate return time is required. To minimize classroom disruptions and to maximize student safety, students must be retrieved and signed out at the office. No student, except in emergencies, will be allowed to leave between 3:10 pm and 3:55 pm to ensure safety for all students at dismissal time.

To maximize student-learning time and allow time for the teacher to prepare the student for dismissal, no student will be sent to the office until the parent/guardian arrives. Students who return to school on the same day should be escorted to the office by a parent/guardian and signed back in. In compliance with NYS regulations, a signed note explaining the absence must be presented to the office when a student returns to school.

If it is not possible to schedule appointments outside of school hours, please send in a note containing the relevant information. For appointments, a parent or guardian must sign student(s) in and out at the office. Students will be called to the office when the parent arrives at school for retrieval. Retrieval can only happen between 8:30 am and 3:25 pm, to ensure that the school's regular bus and dismissal procedures are not interrupted, and students' safety is ensured.

## Extra-Curricular Activities

Hillel Community Day School sponsors clubs and extra-curricular activities after school hours. Advance notification of these activities will be sent to parents along with parental permission forms.

No bus transportation is available after the normal school dismissal times, nor does the school assume any responsibility for transportation arrangements. Any changes in a child's participation in ASC, extracurricular activity, or transportation plans must be communicated to the school office by 2:30 pm. Students not picked up promptly from clubs will be transferred to After School Connection and charged the standard After School Connection fee for the time that the student is in the ASC program. For regular dismissal days all children must be picked up from ASC by 5:55 pm. Late charges may apply for students not picked up by 6:00 pm.

Sometimes, outside groups may be granted permission to use Hillel Community Day School facilities for after-school activities and programs. Hillel accepts no responsibility for the administration, supervision, or transportation arrangements for these activities. Any questions or concerns must be addressed to the sponsors of all outside activities.

## **D. Transportation Procedures**

### **Buses and Transportation**

Home school districts will provide free transportation to and from school within a 15-mile radius. Arrangements for transportation must be made with your home school district. Application forms are available through our school office and are on districts' websites. Note that the deadline for current residents is April 1<sup>st</sup> of the previous school year. An email, written parental instructions, or parental change in Pick up Patrol (PUP) are needed anytime a child does not take his/her regular route home. Students should present all notes to the office at the start of the day.

Permission notes should be printed legibly with the child's first and last name, grade, and alternate dismissal instructions. Without such written instructions or updated change in PUP the student will be sent home via his/her regular route. Any long-term transportation pick-up or drop-off changes must be confirmed with the home school district and the school office in advance.

### **Communication with Districts Regarding Bus Transportation**

Every district has guidelines on how to notify the transportation department on days students do not need busing due to illness or activities. Families must follow district policies which require that they notify the district transportation office if their children will not need a bus for a day's pick-up or drop-off. Parents and guardians should note the proper phone number for their child's transportation server at the beginning of the school year.

All district transportation offices are advised of our school schedule. Many districts do not transport Hillel students if their schools are not in session.

Contact District Transportation directly for information on late buses. If the school receives notification of afternoon bus delays before the office closes, best attempts will be made to notify the parents and/or emergency contacts.

### **Bus Rules**

Students have the right to travel safely to and from school. To ensure the safety of all riders, all district transportation rules must be followed. Students must follow all directions from bus drivers, including seat assignments. The school and parents are notified by the district transportation departments when there are rule violations.

Districts may refuse to transport a child who does not follow bus regulations. Complaints and suggestions should be directed to the home district's Transportation Director. Most school districts do not allow non-

residents to ride their buses. There are reciprocal agreements between *some* districts for regular, recurring arrangements (i.e., every Thursday, on 2:00 PM dismissal days, etc.). If you want your child to ride on a different district's bus, please call the district for their policies and arrange at least three days in advance. Please do not call the districts or our office to ask for exceptions. Children without proper parental requests will be sent home via their regular route.

**\*DUE TO DISTRICT RULES- PRE K STUDENTS ARE NOT ELIGIBLE FOR BUS TRANSPORTATION TO AND FROM HOME BUT THEY ARE ELIGIBLE TO JOIN FIELD TRIPS.**

## Bus Transportation Departments 2024-2025

<b>Brighton Central Schools</b>			
Director of Transportation	Mike Maloy	242-5200 x 5806	<a href="mailto:mike_maloy@bcsd.org">mike_maloy@bcsd.org</a>
Assistant Director	Luis Lopez	242-5200 x 5806	<a href="mailto:luis_lopez@bcsd.org">luis_lopez@bcsd.org</a>
Transportation Technician	Pam Perkins	242-5200 x 5806	<a href="mailto:pam_perkins@bcsd.org">pam_perkins@bcsd.org</a>
<b>East Irondequoit Schools (also provides for East Rochester)</b>			
Director of Transportation	Jim Cherrington	339-1526	<a href="mailto:jim_cherrington@eastiron.monroe.edu">jim_cherrington@eastiron.monroe.edu</a>
Dispatcher	Colleen / Jose	339-1551 / 1552	<a href="mailto:transportation@eastiron.edu">transportation@eastiron.edu</a>
<b>Fairport Central Schools</b>			
Director of Transportation	John Kidd	421-2025	<a href="mailto:jkidd@fairport.org">jkidd@fairport.org</a>
Administrative Assistant	Laura Amado	421-2025	<a href="mailto:lamado@fairport.org">lamado@fairport.org</a>
Dispatcher	Cheryl /Steve	421-2025	<a href="mailto:Cmooreguerin@fairport.org">Cmooreguerin@fairport.org</a>
<b>Penfield Central Schools</b>			
Director of Transportation	Mike Gala	249-5650	<a href="mailto:mgala@penfield.edu">mgala@penfield.edu</a>
Transportation Dept		249-5650	<a href="mailto:transportation@penfield.edu">transportation@penfield.edu</a>
<b>Pittsford Central Schools</b>			
Director of Transportation	Carla Grove	267-1480 x 5	<a href="mailto:Carla_grove@pittsford.monroe.edu">Carla_grove@pittsford.monroe.edu</a>
Administrative Assistant	Betsy Wilson	267-1480	<a href="mailto:Betsy_Wilson@Pittsford.monroe.edu">Betsy_Wilson@Pittsford.monroe.edu</a>
Dispatcher	Lynn Moore	267-1480	<a href="mailto:Lynn_moore@pittsford.monroe.edu">Lynn_moore@pittsford.monroe.edu</a>
EMERGENCY		267-1480 x 2	
<b>Rochester City Schools - Transportation Provided by First Student</b>			
Director of Transportation	Stephanie Morrill	336-4041	<a href="mailto:Stephanie.Morrill@rcsdk12.org">Stephanie.Morrill@rcsdk12.org</a>
Assistant Director	Byron Noble	336-4171	<a href="mailto:Byron.Noble@rcsdk12.org">Byron.Noble@rcsdk12.org</a>
Terminal Manager	Barb Groszewski	288-8080	<a href="mailto:barb.groszewski@firstgroup.com">barb.groszewski@firstgroup.com</a>

<b>Rush- Henrietta Central Schools</b>			
Director of Transportation	Shirley Smith-Gravanda	359-5380	<a href="mailto:Ssmith-gravanda@rhnet.org">Ssmith-gravanda@rhnet.org</a>
Dispatcher		359-5382	
<b>Victor Central Schools</b>			
Director of Transportation	Kelly Clink	924-3252 x 7110	clinkk@victorschool.org
Dispatcher	Rhonda Dodson	924-3252 x 7600	
<b>West Irondequoit Central Schools- Transportation Provided by First Student</b>			
Director of Transportation	Kathy Blair	336-6742	kathleen_blair@westiron.monroe.edu
Transportation Clerk	Kim DeMarco	336-2992	kimberly_demarco@westiron.monroe.edu
Terminal Manager	First Student	288-8080	
<b>Penfield Central School District</b>			
Director of Transportation	Mike Gala	249-5650	transportation@penfield.edu
<b>Wheatland – Chili Central School District</b>			
Director of Transportation	Sheryl Guidice	889-6243	Sheryl_guidice@wheatland.k12.ny.us
<b>Webster Central School District</b>			
Director of Transportation	Renee Reagan	265-3840	Renee_reagan@webstercsd.org
Secretary	Peg Weidmann		

## E. Health Procedures

### Health Services

Good health is important to academic success. Supervision of a child's health needs in school is the responsibility of all school personnel. Our success depends upon a coordinated effort between home and school.

The Health & Wellness Office is staffed by Nurse Anastasiia who is the Health & Wellness Coordinator. You may leave a message for the Health & Wellness Coordinator at (585)271-6877 ext. 105. The office fax number is (585) 473-8039. Email messages are checked daily.

The Health & Wellness Coordinator coordinates health care in the school setting. They answer routine medical questions for parents/guardians, staff, and children, give immediate first aid and provide medical care according to the medical regimen prescribed by the private health provider. They also perform and coordinate mandated NYS screenings and advise parents on immunization and mandated physical examination requirements.

Confidentiality is important. Hillel adheres to the Family Educational Rights and Privacy Act (FERPA). Private health care providers must follow other laws called Health Insurance Portability and Accountability Act (HIPAA). In instances where the school needs to communicate with private health care providers, parents will need to complete the required form(s) from their health care provider for school officials to be able to speak

with them. Certain confidential medical information will be shared with school personnel and faculty on a need-to-know basis. This may include understanding the impact a medical condition may have on a child within the classroom setting, during recess, while eating, or on the bus, and/or how to recognize and potentially manage significant medical concerns until medical help arrives. This disclosure may be in written form, such as documentation in an Emergency Care Plan (ECP), or verbal training on implementing the ECP, or both. If you have any questions about the re-disclosure of information on your child to supervisory staff responsible for their safety, please contact the nurse.

## Mandated Physical Examinations

New York State law requires parents or guardians to furnish a certificate of physical examination within 30 days of entrance for all new students, and for students in grades Kindergarten, 2, 4, 7, and 10, and for those students participating in sports, requiring special education services, or seeking work permits.

Hillel Community Day School recommends that all examinations be done by your own physician, physician's assistant, or nurse practitioner for optimal continuity of care.

A physical exam is valid for twelve months through the last day of the month in which the exam was conducted. It is valid for an entire school year for new entrants and mandated exams as well as the entire sport season for interscholastic sports, even if the exam expires during those time frames. Students wishing to participate in interscholastic sports must have proof of their updated health exam and tetanus vaccine in their school's health office two weeks before the sport begins so the clearance process has time to take place. Your private physician may fax completed health certificates to the school Health Office at 585-473-8039 or email [adanylyshyn@hillelschool.org](mailto:adanylyshyn@hillelschool.org).

## Mandated Screenings

The New York State Education Department requires certain screening exams on certain ages or grades of children as listed below. The New York State Department of Health (DOH) also requires that your private health care provider reports and that the school district collects information on your child's Body Mass Index (BMI) and Weight Status Category (WSC). You may fulfill these legal obligations by having your private physician conduct the screening exams privately. If done privately, you must notify the school nurse not to do the examinations and present your private certificates prior to the school screening dates. The administration may grant a religious exemption to screening exams for families with a particular religious belief. Please contact the nurse for information about how to apply for a religious exemption. If you have not provided a private certificate or notified the nurse of your plan to have the screenings done privately by the time the nurse conducts the school screenings, the nurse will follow NYS Education Department mandates and will conduct the screening as scheduled. Please communicate regularly with the nurse to avoid confusion.

The following screening evaluations are conducted by the district provided, school nurse who will advise you of any concerns:

1. Distance visual acuity for all new entrants and for children in grades Kindergarten, 1, 2, 3, 5, 7, or at any other time deemed essential.
2. Near visual acuity for all new entrants within six months of entrance.
3. Color perception for all new entrants within six months of entrance.
4. Hearing acuity for all new entrants and for those in grades Kindergarten, 1, 3, 5, 7 and at any other time deemed essential.
5. Scoliosis (curvature of the spine) for students in grades 5-8 annually.



## Hillel's Implementation of NYS School Immunization Legislation -Regulations

### MINIMUM NYS DEPT. OF HEALTH IMMUNIZATION REQUIREMENTS FOR NYS SCHOOL ATTENDANCE

PHL 2164 and the regulations of the Commissioner of Health, 10NYCRR §66-1, define terms and immunization requirements for students under age 18 to attend preK-12 schools.

A chart of current immunization requirements for school attendance is available at <http://www.health.ny.gov/publications/2370.pdf>

### EXEMPTIONS

Commissioner's Regulation 10NYCRR 66-1.3 permit exemptions to immunization requirements for medical or religious reasons only. Schools are encouraged to consult their legal counsel and/or medical director when they have questions about whether to grant a request for medical or religious exemption.

#### Medical Exemptions

A student may continue to attend school without the required immunizations if they have a medical exemption. A medical exemption is a written statement, or sample form from DOH (<http://www.health.ny.gov/forms/doh-5077.pdf>), completed and signed by a physician licensed to practice medicine in NYS certifying that the immunization may be detrimental to the child's health. It must contain sufficient information to identify a specific medical contraindication to a specific immunization and specify the length of time the immunization is medically contraindicated. The principal or designee may require additional information supporting the exemption. Schools are encouraged to consult with their medical director to determine if additional documentation is required. A medical exemption must be reissued annually. [10NYCRR 66-1.3(c)]

#### Documentation/Recordkeeping

Schools must maintain an immunization record for each student, as part of the CHR. In addition, schools should maintain an original copy, as far as possible, of the health care provider immunization record as part of the CHR.

Schools must maintain a complete and current list of susceptible students who are at risk in the event of an outbreak of a vaccine preventable disease listed in PHL 2164. This list must include all students who have a current medical exemption or have been granted a religious exemption to immunization(s), students who are in process or who are awaiting the results of serologic testing. The list must be updated each time a new student enrolls in the school or a student's immunization status changes. [10NYCRR 66-1.10(c)]

Information contained in education records, including the CHR maintained by a school is governed by federal law, the Family Educational Rights and Privacy Act (FERPA). Any information released from education records to an outside entity where parent/guardian consent would normally be required, such as the local department of health in response to a public health threat; must be documented in the student's education record as required by FERPA [34CFR Part 99.32(a)(5)]

Non-public schools may or may not be governed by FERPA and should consult with their counsel on the release of information as needed. Information on FERPA is available at <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

## IMMUNIZATION SURVEYS

Education Law Article 19 §914 in compliance with Public Health Law §2164 and §613, requires all schools in the state to annually provide an immunization survey to the New York State Commissioner of Health on the Health Commerce System website. The New York State Department of Health conducts these annual surveys of school immunization records to determine the immunization level of students in school.

The Department of Health also may conduct special audits of school immunization records at any time to ensure that students are adequately protected against vaccine preventable diseases. Each school/school district must provide the New York State Commissioner of Health or his/her designee with any redacted immunization records and/or reports required for the purpose of such audit in compliance with applicable State and Federal confidentiality laws. Further information and instructions are available at: [NYS DOH Immunization Reporting Information](#)

## Dental Certificates

The Board of Education recognizes the importance of good oral hygiene for all children and recommends that your child has regular periodic complete dental examinations by your private dentist ideally every six months, but at least upon entrance to school and again in grades K, 2, 4, and 7. If you wish to provide a certificate of dental examination for inclusion in your child's health record, please submit or have your dentist submit the completed certificate to the school nurse.

## Emergency Care Plans

Any child with a severe or life-threatening medical condition that may require adult intervention and oversight during the school day, such as but not limited to diabetes, poorly controlled seizures, severe respiratory problems, or anaphylaxis secondary to food or insect allergy, will have an Emergency Care Plan created by the district-provided, and Hillel school nurse in cooperation with the parent and their private health care provider. These plans are updated annually.

The plan should provide concrete and simple training and instructions to non-medical personnel acting in a supervisory role for your child, to keep your child as safe as possible until medical assistance arrives. If you believe your child needs an emergency care plan, please be sure to bring the school nurse medical documentation from your physician as soon as possible before the start of school, so she can work with you to develop a safe and proactive plan for your child. You are encouraged to attend field trips with your child, who has a special medical need for medication or management, when an RN may not be available. Please provide adequate supplies of all lifesaving medication and all necessary biological testing materials to the school nurse.

## Adaptive Physical Education, and Special School Accommodations

Any child with a medical condition that requires special accommodations in physical education, a mandatory class for NYS graduation requirements, must have an annual renewal from your primary care provider. If you have been given written administrative clearance in the past for your child to have any special accommodations based on medical need, including the ability to participate in physical education and sports with only one of a paired organ, you may provide an annual letter to the school nurse that your child's medical condition has not changed and that the prior year's plan remains current. When your child's medical condition changes, a physician's written update is required.

## Accommodations for Transportation

Certain medical conditions are eligible for special accommodations for transportation upon parent and physician request and with prior administrative approval. This is a highly restrictive measure and requires written private physician documentation, and CSE or 504 action.

Accommodation within the school are individualized according to patient needs and physician documentation. These conditions include, but are not necessarily limited to, asthma, behavioral and/or mental health issues, cognitive delays, orthopedic problems, sensory impairments, and other serious or life-threatening medical conditions. Please contact your district's department of transportation or Hillel's operation manager for more information.

## Lead Screening

NYS requires schools to advise parents of preschoolers of the availability of lead screening examinations by blood testing. The school recommends that you discuss whether your child has already been or should be screened for lead toxicity with your private provider. Please alert the nurse to the results of this important test, so it can be documented in your child's permanent health record.

## Medications

Hillel Community Day School supports a safe medication delivery system for any child in need of medicine during the school day. Accordingly, all prescription and non-prescription medicine require physician and parent written permission, along with proactive delivery of the medication by the parent. These medications must arrive in the original container and be given to the school nurse, who will store and oversee the administration of medicine to a child. [A photograph of the child can be affixed to all prescription medicine bottle(s) for added precaution, based on parental and physician's request.] The school also encourages that whenever possible parents discuss with their health care provider alternatives to having medicines administered during the school day, when doing so may interfere with instructional time. The school nurse will count controlled substances when you drop them off and will monitor them on a decreasing count. The nurse will notify you of any discrepancies.

Hillel Community Day School requests that all parents work with their children of any age to ensure they are educated to know the name and appearance of their medicine, the amount they are to receive, at what time, and the reason they are taking the medicine. The school also asks parents to make sure their children realize that if they are asked to take a medicine that is not familiar to them or at a dose that is incorrect, that it is important to tell the adult "NO", to explain to the adult there appears to be a mistake, and to say they need to call their parent to clarify their concern before they accept an unfamiliar medicine from anyone.

Responsible children, with prior approval by the school administrator, school nurse, and district physician, sometimes may carry and self-administer life-saving medicines upon written parental request and with private provider approval that the child is responsible to do so. All self-carried, life-saving medicine must have a duplicate supply stored in the health office in the event the child's supply is misplaced, lost, or not readily available in an emergency. Children may not carry or self-administer controlled substances or substances that may be abused for recreational purposes.

In the event of a field trip and the need to administer medication, the district encourages you or your designate to attend the trip with your child so you may safely administer the medication to your child. A staff member who is a friend of your family may serve as your designate in your absence. Non-self-directed students require a nurse, or a parent designate present on field trips if medication is required. Please contact the school nurse if you have questions.

## Parents as Medical Providers

The New York State Education Department, Office of the Professions, division of medical licensing does not recommend and strongly discourages medical providers from treating family members. Accordingly, because HCDS follows a "best practice" standard of care in our health offices, please be advised that the school will not accept medical clearances, requests, forms, documents, certificates, or any other medical

notice, etc. from a parent who is acting as their child's health care provider. All medical orders, certificates, or other required statements or forms must be written by the child's private primary care physician, or health care provider. A parent who is also a health care provider must complete all required parent documentation/permission to supplement the treating physician or other health care provider's information in the same manner as any other parent. Your failure to cooperate may delay the processing of your child's information, resulting in possible delays in your child's ability to participate in various activities.

## **Mandatory State Audits or Surveys**

The NYS Department of Health (DOH) does periodic random audits of immunization records that are already available with identifying information on the NYS Immunization Registry. However, if you do not wish your child's name to be on an immunization record during these mandated reviews, please advise the school nurse at the start of the school year. The DOH also requires periodic audits of body mass index and weight status categories with mandated physical exams, as described in the above section under screenings. These audits are anonymous; however, if you prefer not to participate in these audits, please advise the school nurse at the start of the school year.

## **Illness and Accidents**

Although regular attendance is imperative, it is just as important to keep children home when they display symptoms of sore throat, high fever, chest cough, vomiting, diarrhea, earache or other signs of illness. Children who develop such symptoms during the school day will be sent home. This is both for their protection, and for the health of all the students in the school. Your child must be fever/vomit free for 24 hours, without medication, before returning to school. All students are expected to show courtesy to teachers and peers in preventing the spread of common colds with healthy hand washing and the proper use and disposal of tissues.

Please notify the office immediately if your child contracts a communicable disease such as strep throat, chicken pox, or head lice so that other classroom parents may be informed to monitor their own child. Confidentiality will be maintained.

If a student is to be excused from physical education activities or recess, or must remain indoors, a note from the student's physician and parent is required. In the event a child becomes ill at school, and it is necessary that the child be sent home, the school will contact the parent(s), guardians, or those adults listed on the Emergency Card as designated and request that the student is taken home.

Each family must have on file in the school office a current Emergency Data Sheet, which identifies people to contact and transport your child in case of illness or emergency when you cannot be reached. Updated contact information may be sent in a note, phone call, fax, or by e-mail. Please be sure your identified contacts are aware of their role, can drive and have access to a vehicle with proper safety seats or car restraints. Your child should be aware of his or her emergency contacts. In cases of acute emergency, when parents or emergency contacts cannot be reached, we will contact the student's personal physician and/or transport the student by ambulance to the nearest hospital. We will continue to attempt to reach you throughout the process.

## F. Admissions

### Pre K

#### ENROLLMENT CRITERIA FOR PRE-K PROGRAM

To ensure the best possible learning experience for your child, we have established specific criteria for enrollment in our pre-K program. Please review the following requirements:

1. *Age Requirement:*

To enroll in our pre-K program, students must turn four years old on or before December 1 of the academic year for which they are applying.

2. *Potty Training:*

All students enrolling in our pre-K program must be fully potty trained. This includes being able to use the toilet independently, manage bathroom hygiene, and communicate their needs effectively.

We understand the significance of these criteria in ensuring a positive and comfortable learning environment for all children in our pre-K program. If your child meets these criteria, we encourage you to begin the enrollment process by completing the necessary forms and scheduling a visit to our campus.

Feel free to contact our admissions office if you have any questions or need more information about the enrollment process.

We look forward to the opportunity to nurture and support your child's growth and development.

### Kindergarten

Hillel Community Day School reserves the right to utilize the age criteria for admission that prevails in the Brighton Central School District. At this time, the admissions policy of the Brighton Central School Board requires a child to be five years old prior to December 1st of the school year in which the child starts kindergarten, to be considered for admission to kindergarten. The administration may require any or all of the following:

- Pre-admission screening
- Recommendations from the child's pre-school/nursery teachers, and/or consultation between appropriate Hillel Community Day School staff and the pre-school teachers.
- Interviews of the child and parent(s) by appropriate Hillel Community Day School staff members
- Interviews with the child's CPSE team if the child has an existing IEP or 504 service plan.

The Hillel administration will evaluate this additional information and determine if the child should be admitted to Hillel Community Day School.

### First through Eighth Grade Admission

Students in these grades are eligible for enrollment based on a review of previous school records, interviews with parent(s) and child, and subsequent approval of the administration.

## Promotion Policy

Student progress is monitored continually throughout the school year. When a teacher has concerns about a student's performance in any area, conferences will be arranged with parents to help determine the needs and appropriate placement of the student.

Early in May, preliminary decisions are made about the pending promotion or retention of individual students. In general, the plan is that students who have achieved basic minimum competencies will be recommended to progress from one grade level to another; those who have not reached these basic minimum competencies will be seriously considered for retention. This determination may be based on such factors as student age and academic/social/emotional/physical abilities. After careful review of all pertinent data, including parental and staff input, the school administration team will make the final decision as to retention, always with emphasis on its positive value for the student.

## G. STANDARDIZED TESTING

### Standardized Testing

The school informs parents of all testing dates in advance. The i-Ready assessments for English Language Arts and Mathematics tests will be administered to Grades K-8. NYS Regents examinations will be administered to students taking Regents courses, who meet requirements as determined by NYS and the teacher. The examination schedule is set by the NYS Education Department and Board of Regents.

## H. FOOD POLICIES

### Kashrut, Parties and Siyumim

Hillel Community Day School recognizes the importance of maintaining a safe and inclusive environment. Outside food is strictly prohibited on school premises without prior approval from the school administration and school nurse. This policy applies to all students, faculty, staff, parents, and visitors of Hillel Community Day School. Only beverages are permitted without prior approval. In cases where individuals have specific medical conditions necessitating food accommodations, such as allergies or health-related dietary needs, an official request for food accommodations must be submitted and approved by the school Rabbi. Please contact the school nurse in advance for any dietary needs.

### Prior Approval

All individuals intending to bring outside food onto the school premises must seek prior approval from the school administration. This should be done by submitting a formal request to the school nurse at least 3 days in advance.

### Kashrut

HCDS strictly adheres to kosher dietary guidelines. Any outside food brought onto the premises must comply with these guidelines. Administration will verify and approve all food brought in, and non-compliant food will be prohibited from entering the school.



selections will be collected by the school nurse when the student arrives. It may not be possible for latecomers to have alternative selections.

HCDS will provide both a morning and an afternoon snack, in addition to lunch, for all our students. We will continue to provide an additional healthy snack for all children enrolled in our After School Connection programming.

## Lunch Policies

Birkat Hamazon (prayers after a meal) is an integral educational experience within Hillel Community Day School. Each of our children and Jewish faculty washes for Hamotzi (the blessing for bread) when eating a bread product and participates in the communal Birkat Hamazon (Grace After Meals). Students receive ongoing classroom instruction in these prayers and rituals.

## Fast Days

Any student who is not of Bar/Bat Mitzvah age and fasting for part of or a full day on a fast day, must have written parental permission. Without permission, students will be expected to have lunch. Permission notes must be submitted to the school nurse on or before the fast day and will remain on file. Students who are Bar or Bat Mitzvah do not need written permission.

## School-Sponsored Events

During school-sponsored events where food is provided, the administration will ensure that all food items are in line with kosher dietary standards and accommodate various allergies to the best of the school's ability.

## Classroom Celebrations

Parents who wish to host a birthday celebration in the classroom should contact the teacher(s) to schedule a suitable date and time. Cupcakes for school birthday celebrations can be purchased from the Hillel School kitchen. Please contact the main office at least three days in advance of the celebration to complete the necessary food form.

## I. Dress Code

### Dress Code Guidelines for both boys and girls

- The school dress code enhances the learning environment. It enables each student to show respect for him/herself, peers, teachers, and the educational environment.
- Clothing should be modest, clean, and in good condition.
- Shorts should extend to or below the knee.
- Pants should be neither excessively tight, nor excessively baggy.
- Shirts must have sleeves. The shirt should be long enough so that nothing is exposed when sitting, bending, or reaching.
- For safety reasons shoes and sandals (including Crocs) must have backs or back straps.

**Boys:** Kippot is required inside the school building. Hats are allowed only outside. Kippot can be purchased at all local temple gift shops, from Dor L'Dor, or [coolkippah.com](http://coolkippah.com). Kippot are also available by mail order.

**Girls:** Skirts and dresses should have hemlines that are close to knee length or below when sitting or standing. Clothing must have sleeves. Spaghetti straps and tank tops are not permissible.

### Unacceptable

- Clothing with unacceptable messages, slogans, graphics, or images



- Tank tops, muscle shirts, see-through tops, halter-tops, midriff tops, low-cut necklines, basketball jerseys (unless worn over another shirt).
- Skin-tight or see-through clothing.
- Flip-flops or other slip-on sandals.
- Platform shoes or high wedge heels.

## Enforcement

Any student who comes to school dressed inappropriately will be reported to an administrator who will assess the attire. The student may need to remain in the office until properly attired. If necessary, parents will be called or notified to bring appropriate attire. The administrator's judgment is final.

## Seasonal Clothing Reminders

Students should dress appropriately for the weather. Waterproof boots, hats, gloves, and warm outerwear appropriate for chilly, freezing, wintry weather must be brought to school during winter months. Outdoor recess is held in all except when raining and extreme weather conditions.

Nametags or labels should be attached to all belongings, so that they may be easily returned to students. All unmarked articles found will be kept in the lost and found box. Smaller and/or valuable items are kept in the office. Items unclaimed by June 30 will be donated to charity. Hillel is not responsible for any personal property that is damaged, lost, or stolen.

Kindergarten and First Grade students should have two extra sets of clothing (including underwear) kept in school for use if the child needs a change of clothing. Please replenish extra clothing as soon as an item is worn by a student. Keep in mind that extra clothing should be suited to the weather and the student's current size.

Students in all grades may wish to consider keeping an appropriate change of clothes at school for Physical Education and recess. Socks and athletic sneakers **MUST** be worn during Phys. Ed. Classes.

## J. LOST AND FOUND

The school does its best to attempt to assist families and students in finding and claiming any lost objects. A lost and found table is located in the hallway next to classroom 14E. Twice yearly, students are asked to browse the lost items with the assistance of a faculty or staff member to reclaim their items. The school is not responsible for any lost valuables.

## K. VISITORS

### Visitor Identification

Visitors to Hillel must always enter through the Front Door, sign in at the Main Office through the iLobby system, and prominently display a Visitor Pass. Parents and visitors may not enter classrooms without prior approval from the teacher(s) and/or an administrator. Staff members will remind visitors to obtain a Visitor's Pass if one is not prominently displayed. The visitor ID will be returned as visitor passes are turned in upon visitor sign-out.

Children or alumni visits to Hillel must be arranged in advance with the teacher(s) and administration. We love having our past parents or students visit but instructional activities may be time sensitive and visitors may not be suited for certain learning situations. In cases where an agreement or a court order defines the rights of parents or others to visit with or pick up children from school, a copy of the relevant agreement or court order must be submitted to the school immediately upon enrollment or issuance of the order. All confidential documents are stored securely.

## Parent Volunteer Opportunities

Hillel Community Day School needs volunteers! Please offer to volunteer for events, holiday dinners, book fairs, and fundraising. Contact the office, your PTO, Parent Liaison, or our Director of Community Engagement to get involved.

The Board appoints volunteers to several active committees. Please speak to the Board President to join a committee.

## L. FUNDRAISING

### Finances and Fundraising

Every student must have a current enrollment contract completed and submitted to our operations office before attending school. Families must be current in all contractual commitments to remain members in good standing. Members in good standing may serve in committee leadership positions.

To receive report cards, progress reports, and/or student transcripts, all obligations including tuition payments and other obligations must be current. At the end of each school year all textbooks, library books, and school-issued items must be returned. If they are not returned parents will be billed for all replacement costs.

Tuition and student fees cover less than half of our annual operating budget. As a beneficiary agency, Hillel Community Day School typically receives as much as 15% of its budget from the Jewish Community Federation of Rochester. Annual contributions to the Federation's Super Sunday and other appeals indirectly benefit Hillel Community Day School. We ask that families work with us to serve on Super Sunday and Federation committees, and that we collectively partner with the Federation and our affiliate organizations.

The yearly cost to educate a child at Hillel Community Day School is in excess of \$25,000. Tax-deductible contributions and active participation in fundraising events and programs are vital to the fiscal health of the school. The school welcomes and encourages new fundraising ideas, especially those that would attract participation from the community at large. Parents wishing to help the school by assisting in the planning or implementation of fundraising programs should contact the Development office or the Board President.

All solicitations and fundraising for the school is coordinated by the school office in order to minimize the number of solicitations received by potential donors.

In accordance with Jewish tradition, no fundraising may be done on Shabbat or festivals. Classes often undertake their own approved fundraising projects to support their middle school or graduation year trips. The school encourages your participation in these projects. Real world authentic learning is truly a hallmark of a Hillel School Education.

### Contributions and Tribute Cards

Hillel Community Day School graciously accepts contributions in honor or in memory of a person or event. A Tribute card is sent to the honoree acknowledging receipt of the gift. Contributions may be earmarked and/or restricted to any established funds. To establish a new fund please contact the Director of Finance or Director of Institutional Advancement.

### Ongoing Fundraisers

Hillel Community Day School raises money through many ongoing projects, such as:

- Our Annual Scholarship Event and Ad Journal
- Employer matching gifts

- Big G Boxtops 4 Education
- Cell phone & electronics recycling
- Toner & ink cartridge recycling
- Online donations through our website at: [www.hillelschool.org](http://www.hillelschool.org)
- Hillel apparel sales
- Our annual matching campaign

## 2. Academic Information

### A. Grading

The report card is designed to stimulate an ongoing conversation between teachers, parents, and students about what is expected of students in a rigorous academic program. The purpose of the report card within our school is to provide a clear and accurate description of each child's progress in three areas:

- **Performance relative to the New York State Standards established by the NYS Department of Education (NYSED).**
- **Academic performance relative to Hillel Community Day School's curriculum and grade level benchmarks and expectations.**
- **Demonstration of the characteristics of a successful learner.**

### Standards-Based Education

In standards-based classrooms, the focus is on a student's performance over multiple opportunities, not simply the grading and averaging of tests and quizzes. Standards are specified learning goals applied to all students and provide consistent targets for students to meet.

Standards provide a focus for aligning curriculum, instruction, and assessment. They are the general categories that organize knowledge within a discipline. Most school districts, including private schools in New York, develop curricula aligned with the NYS Standards. At Hillel Community Day School, the local curriculum exceeds the NYS Standards in many areas.

### Standards-Based Report Cards

A standards-based report card emphasizes "learning" over "earning". Each trimester provides students with multiple opportunities to practice, attain, and demonstrate proficiency on the NYS Standards and the Hillel Community Day School performance benchmarks.

Through the identification of clear benchmarks/standards, a student's knowledge and skills are measured continually, stretching students to perform at their highest potential level. On a traditional report card, students only receive one grade for each subject. On a standards-based report card, each of these subject areas is divided into a list of skills and knowledge that students are responsible for learning. In addition to a course grade, students and families receive feedback for each standard. Teachers collect evidence of a child's achievement through careful observations, the examination of the student's work, discussions, projects, performance tasks, quizzes, and tests. Teachers record information about each child's progress on a frequent basis, analyze and compile that information, and finally use the data to evaluate each child's progress. The goal of this trimester report card is to answer the question, "What has the student learned and accomplished so far in their coursework?"

## IB PYP-Specific Considerations

- **Holistic Development:** Emphasize the development of the whole child, including social, physical, emotional, and cultural needs, in addition to academic growth.
- **IB Learner Profile:** Integrate IB Learner Profile attributes into assessments and report cards. This highlights the importance of developing students who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.
- **Transdisciplinary Themes:** Ensure that assessments reflect the transdisciplinary nature of the PYP, integrating knowledge and skills across different subject areas within the context of global themes.
- **Formative and Summative Assessments:** Clarify the role of both formative (ongoing) and summative (end-of-unit) assessments in evaluating student progress.
- **Student Agency:** Encourage student agency in learning and assessment processes, including self-assessment and reflection, to promote ownership of learning.
- **Descriptive Feedback:** Highlight the importance of providing descriptive feedback that guides students on how to improve, rather than just focusing on grades.

## Assessment & Academic Grading Key

- **Beginning:** The student is beginning to develop an understanding of the concept or skill.
- **Developing:** The student is developing and improving in understanding and application of the concept or skill.
- **Consistently Meeting:** The student consistently demonstrates understanding and application of the concept or skill.
- **Excelling:** The student exceeding expectations understanding and application of the concept or skill beyond the expected level.
- **Not Yet Assessed (N/A):** The concept or skill has not yet been introduced or assessed.

## Academic Integrity

The faculty encourages students to work and study together. Students must complete their own work unless specifically told otherwise.

The following are considered academic dishonesty at Hillel Community Day School

- Un-cited material-when a student includes information, images, sounds, etc. and includes it in his or her work without citing the source.
- Un-cited idea-when a student uses the ideas of others without citing the source
- Verbatim phrase that is not quoted-when a student finds an exact phrase and writes it in his or her paper without citing the source
- Improper collaboration when students work together on an assignment without permission from the instructor
- Improper use of technology-when a student uses technology inappropriately (for example, using an on-line translation program in Hebrew class without permission from the teacher or the use Chat GPT)

The guidelines were adapted from Writing with Sources: A Guide for Harvard Students, by Gordon Harvey. Hackett Publishing, Indianapolis, 1998 as listed in HMS Handbook 2013-2014.

## B. Homework

### Homework Expectations

Homework is an integral part of the curriculum; it reinforces concepts introduced in the classroom and facilitates the students' ability to work independently. Homework also allows a student to demonstrate mastery of a particular skill while providing feedback to the teacher about whether additional practice is required. Students who are absent can find homework assignments on Sycamore Schools, our student and school information service provider. If a parent requests homework by 8:30 am for a student who will be absent, the office will collect worksheets and other materials and parents may pick them up after 3 pm. Assignments and work may not always be available due to the nature of instruction. Homework concerns should be addressed directly to the child's teacher(s).

#### **TOTAL NIGHTLY GUIDELINES FOR ALL SUBJECT AREAS\*:**

\*(Times are best approximations, but as a school, we recognize the differences in each child's learning style and pacing.)

Homework will be assigned at the teachers' discretion to assess student progress.

## C. Academic Services

### Academic Intervention Services (A.I.S)

Services are provided to assist students who are at risk for:

- failing to achieve course learning standards
- failing to gain necessary skills for school success

Academic services will be provided to students in English Language Arts, Math, Hebrew in grades K-8, Science in grades 3-8 and Social Studies in grades 3-8. Executive functioning and study skill services will be provided to students in grades 3-8.

Support services will be provided to address barriers to academic performance related to behavior, attendance, social skill deficits, or health issues.

An A.I.S. plan is intended to describe services provided by HCDS for students K-8. The administration will define and plan for staffing needs and scheduling options in consultation with a child's instructional team.

Students eligible for A.I.S. or Title I tutoring services (only available K-5) include:

- Students in grades K-8 who score below designated performance levels on assessments.
- Students at risk of not meeting learning standards as indicated by course performance, including Kindergarten-2<sup>nd</sup> grade students who lack reading readiness and math numeracy skills.

The "designated performance levels" on assessments for the purpose of including students in the A.I.S. program are:

- Below grade level norms on I-Ready assessments
- Below grade level norm on DRA (Developmental Reading Assessment), or other norm-referenced assessment.
- Curriculum based assessments in Hebrew, Science, and Social Studies

A three-tiered Response to Intervention model (RtI) will be used to determine eligibility and the degree of service provided.

Practices of Academic Intervention Services:

The following practices will determine service levels for each student.

- Student needs will be assessed, and specific areas of academic need will be identified

- Specific interventions will be provided in the regular classroom and in addition to the regular classroom instruction. These interventions will be supplemental to regular classroom instruction; they will not take the place of regular classroom instruction.
- Formative assessment will be used to monitor student progress
- Records will be kept of the services provided
- Parents will be informed when services are initiated.

## HCDS Support Services

Support services will be recommended or provided to address the following issues when they are identified as impeding student learning and achievement:

Attendance	Health/Nutrition-related	Mental Health
Behavior	Family-related	Medical Health Conditions

The following providers may serve students and families in need when appropriate:

- Health & Wellness Coordinator
- School Social Worker
- Principal
- Jewish Family Services
- Outside agencies
- Head of Special Education
- If needed in addition to these, Brighton CSD for necessary support.

## Process and Timeline:

The timeline of service commencement will be determined individually for each student based on need and resources.

## Parental Involvement and Notification:

The parents or guardian will be notified in writing by the appropriate Leadership team member, A.I.S. teacher, or School Counselor that the student will be receiving academic intervention services. This letter will include:

- A summary of the academic intervention services to be provided
- The reason the student requires the service
- Strategies the parent can use to assist their children when appropriate

The parents or guardians will be notified in writing when AIS services commence or be discontinued. This letter will include:

- The criteria for the decision: student have successfully attained criteria for beginning services
- Performance levels on selected assessments

Parents may be required to respond promptly to consent to AIS services. The parents or guardians will have opportunities for regular consultation with the student's teachers and with teachers providing academic intervention services. It is important to note that classroom and school-level plans may be implemented without a full AIS service evaluation or a formalized plan.

**IDENTIFICATION OF STUDENTS AND RANGE OF SERVICES PROVIDED**

<b>Grade Level</b>	<b>Indicators of Eligibility</b>	<b>Range of Services</b>	<b>Progress Monitoring</b>	<b>Person Responsible for Service Delivery</b>
<b>Kindergarten -2<sup>nd</sup></b>	<ul style="list-style-type: none"> <li>• i-Ready, and DRA screening</li> <li>• Reading records</li> <li>• Curriculum Based Assessment in Math</li> </ul>	<ul style="list-style-type: none"> <li>• AIS push-in, pull out</li> <li>• After school tutoring referral for evaluation for special education services</li> </ul>	<ul style="list-style-type: none"> <li>• Informal Assessments</li> <li>• Records of reading behavior, MAP, i-Ready, and DRA</li> </ul>	<ul style="list-style-type: none"> <li>• AIS instructor</li> <li>• Classroom Teacher</li> </ul>
<b>Grades 3-8</b>	<ul style="list-style-type: none"> <li>• i-Ready assessments</li> <li>• DRA Screening</li> <li>• Review of evidence to determine lack of progress</li> </ul> <p>To Include:</p> <ul style="list-style-type: none"> <li>• Student progress reports</li> <li>• Writing samples</li> <li>• Classwork and homework samples</li> <li>• Tests</li> <li>• Behavioral records</li> <li>• Attendance records</li> <li>• Anecdotal records</li> </ul>	<p>Tier I</p> <ul style="list-style-type: none"> <li>• Differentiated instruction in the classroom</li> </ul> <p>Tier II</p> <ul style="list-style-type: none"> <li>• Differentiated instruction in the classroom</li> <li>• AIS push-in/pull out by AIS teacher</li> <li>• Recess Reading</li> <li>• Book Club</li> <li>• Math Club</li> <li>• Lunch Study Hall</li> <li>• After School Tutoring</li> <li>• Tier III</li> <li>• Referral for further evaluation for special education services</li> </ul> <p>Tier III</p> <ul style="list-style-type: none"> <li>• Referral for further evaluation for special education services</li> </ul>	<ul style="list-style-type: none"> <li>• i-Ready, and DRA</li> <li>• Systematic review of student work</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• AIS teacher</li> <li>• Parents</li> <li>• Tutors</li> <li>• Guidance staff</li> <li>• Special education teachers</li> </ul>

## D. Field Trips

### Field Trips

The school provides students with opportunities to enrich their learning experience by attending field trips. The cost and transportation for such trips are shared in part by parents and in part by HPA/school fundraising projects.

Parents will be informed in advance about field trip programs and destinations. Parents who do not wish their children to attend a specific field trip should contact the child's teacher upon notification of the trip.

Parent chaperones provide transportation for many of Hillel's field trips. When volunteering to drive, please remember that all children must be in seatbelts, and no child may be seated in the front seat of a car. New York State law requires that all children under the age of eight use a booster seat. Individual parents, not drivers, must provide these safety seats on the field trip day. Please label the car or booster seat with your child's first and last name. All parent or faculty drivers are subject to a license and driving record check.

## E. Safety Drills

### Fire and Safety Drill Procedures

All students will be made aware of their assigned evacuation or "lockdown" areas for fire, lockdown, and/or evaluation drills. During drills, all students, staff, and visitors must follow all directions. Students will be directed by teachers and staff on appropriate procedures during these times.

During fire drills, students will exit via the nearest door and remain on the Hillel campus with their teachers. If a student is with a specialist or staff member, the student should remain with that adult and not return to the classroom. For an event that demands evacuation of the building and campus, all students, faculty, and staff will walk to a pre-arranged, yet confidential, alternate site.

The school's automated phone attendant will be in use during fire and evacuation drills and messages will be checked as soon as we return. A sign is posted on the front door to let parents and visitors know a drill is in progress. Students may not be dismissed during a drill to ensure all students are accounted for. Exit plans are posted near the room exit doors. Absolute silence is required at all times by students and faculty to ensure physical and emotional safety for all members of our school community. No running is permitted. We treat these drills very seriously, as physical and emotional safety is our priority.

## 3. Expectations for Students

### A. School Rules

#### Student Responsibilities

1. We take care of ourselves:
  - a. Eat breakfast before you arrive at school.
  - b. Arrive on time, well-rested.
  - c. Be ready to learn and work hard
  - d. Come prepared with materials and completed assignments
2. We are careful with our words and actions.
  - a. Be honest, courteous, and caring.



- b. Work independently and cooperatively.
  - c. Use polite language and good manners.
  - d. Resolve problems by seeking to understand others, before being understood
  - e. Use words to talk through problems.
3. We respect differences.
- a. Appreciate differences in people, practices, and cultures
  - b. Negative comments or teasing about race, gender, religious observance, or physical differences are hurtful and will not be tolerated.

## Hallway Behavior

- 1. Walk appropriately
- 2. Keep hands off the walls
- 3. Keep right, to politely allow other students to walk and move in the halls.
- 4. Stay with your teacher. Neither go ahead, nor lag the class while moving through the building.
- 5. Do not enter a classroom that does not have a teacher present.
- 6. Use the school provided planner's pass system for going to locker, bathroom, main office, or nurse.

## Cafeteria Behavior

- 1. Use excellent table manners.
- 2. Keep the cafeteria clean; wipe up your spills.
- 3. Keep your voice low so that everyone can be comfortable.
- 4. Stop talking when you see an adult or leader with the "raised hand" signal or who has stated a verbal prompt.
- 5. Deposit personal and table trash in the appropriate receptacles/bins
- 6. Help create a peaceful atmosphere for *birkat hamazon*.

All students are expected to conduct themselves in a respectful manner with regard for the rights and welfare of other students, staff, visitors, and members of the school community.

## Playground and Recess Rules

All Hillel Community Day School students have the right to have a safe, enjoyable recess. Recess should be a positive learning experience where each child can enhance physical and social skills. The most important skill to be learned in this situation is the ability to mix enjoyment while learning to display self-control.

School staff and teachers will supervise the playground. Students are expected to follow playground rules and respect school property. Students are to remain on the play field or recreation areas during outdoor recess. If the playing fields are determined to be too muddy, they will be off-limits.

For the safety of all students, dangerous activities are prohibited. Activities such as "play" fighting, gymnastics, tackle football, skateboarding, piggyback riding, snowball, stick or rock throwing are not permitted. Only rubberized or foam balls are permitted. No baseball bats may be brought from home unless requested by the Physical Education teacher. Snow and snowballs may not be thrown at any time on school grounds.

During recess, teachers supervise students. Students are expected to stay within the view of the teacher responsible for their supervision. Students may not remain in a classroom unless a supervising teacher is present.

Personal property, if misused at recess, may be confiscated and returned later. Gambling, betting or trading collectibles (such as Pokemon cards, Minecraft figures, action figures, sports cards, etc.) of any type is strictly forbidden.

When the temperature or combined temperature and wind chill are 20 degrees or below, outdoor activities are suspended, and recess will be held indoors.

## Assembly Expectations

Assembly Goal: Assemblies at Hillel Community Day School are enjoyable, fulfilling learning experiences and environments where everyone contributes to a climate of respect by actively listening, participating, and following directions.

1. When entering or leaving an assembly, students will be escorted by teachers in a safe and orderly manner.
2. Students will enter and walk to their predetermined seating area. Students will follow their teacher's directions regarding where to sit.
3. Everyone will wait quietly for the program to begin. Quiet talking to students immediately nearby will be allowed until the program is ready to begin unless there has been a silence prompt.
4. Faculty and staff teach students to use the **SLANT** procedure during the performance.
  - S**—Sit up straight and position your knees toward the performance.
  - L**—Lean forward slightly to show interest
  - A**—Ask sensible, appropriate questions or answer questions appropriately when and if there is a designated time to do this.
  - N**—Nod your head on occasion to show engagement in the performance.
  - T**—Track the performers with your eyes while keeping an appropriate facial expression.  
*(At Hillel we never boo, whistle, yell, stomp feet, or make negative remarks in inappropriate ways during a performance.)*
5. At the end of the assembly program, the leader will conclude the assembly by thanking the performers. Students will remain seated until the teacher gives them the signal to stand and follow them from the assembly area safely and orderly.
6. Teachers who brought the students into the assembly will escort their students out and assist with the transition to dismissal or to another class.

## Discipline/Student Behavioral Support

Students who disrupt the positive educational climate by violating school rules may be subject to any or a combination of the following disciplinary actions, including but not limited to:

- Verbal warning
- Parent contact via e-mail, telephone, Toddle, or conference
- Immediate pick up by parent
- Community Service
- Behavioral contract(s)
- Removal from class
- Assigned seat
- Restitution for damages (both physical and/or emotional)
- Suspension from social, athletic, or extracurricular activities, privileges, and/or school transportation
- In-school suspension
- Out of school suspension
- Dismissal or expulsion from school following a Principal/Board hearing

Hillel Community Day School reserves the right to require evaluation of any student who exhibits conduct that is disruptive to the learning environment or that may cause significant distress or potential harm to other students or staff. A student may be suspended from school until such evaluation can be concluded and the results and recommendations reported to the administration for review.

The review may result in reinstatement with or without conditions, continued suspension or dismissal depending on many factors, including the prognosis for remission or continuation of the conduct. Compliance with treatment recommendations may be among the conditions for reinstatement.

A student may be suspended for any violent, disruptive, or disrespectful behavior that endangers the physical or emotional safety, health, or welfare of others. Students who are not performing in a responsible manner may have privileges restricted. A student may be placed on probation and be asked to perform restitution before probationary status is removed.

Students experiencing difficulties may be offered counseling interventions such as empathy training, emotional regulation, and self-management strategies. A student assistance team will determine the concern's severity and recommend appropriate steps to address the child's needs. Due to state and national FERPA regulations, no information regarding behavioral consequences will be shared or released to anyone other than the child's parents, school personnel, and related providers.

*For more information on FERPA, please visit:*

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

## Disciplinary Action

Although actual steps will vary according to the incident, the following guidelines will be followed:

- Students are asked to Reflect in place or in a different safe location.
- Teacher attempts to resolve incidents with student.
- Teacher documents an incident report to administration regarding an actual or potential problem.
- Teacher or administrator notifies the parent of the problem. The parent may be required to pick up their child if the emotional or physical safety or another student or faculty member has been negatively impacted by their child's behavior.
- A conference will be held by the student's teacher(s), administrator(s), and/or outside specialist when appropriate.
- Written strategies are developed and shared with the grade level team.
- Parent(s), student, teacher(s), and/or administrator will discuss the strategies and refine the plan.
- The plan will be monitored and adjusted, as necessary.

## Inappropriate or Dangerous Behavior

Inappropriate and/or dangerous behavior is unacceptable on Hillel Community Day School property. Anyone encountering potentially dangerous behavior anywhere on the Hillel campus at any time should have the office call 911 or call 911 him/herself. 911 callers are to immediately notify the school administrators of any call made and provide the police report number.

## Student Behavior

Students may not leave the classroom or other activity within the school without permission.

This includes going to other parts of the building, the outdoor facilities, or to the school office. Students are expected to proceed to class and continuously conduct themselves throughout the day in a safe and orderly manner.

Students are expected to resolve all disagreements in a calm and respectful manner with no inappropriate or disrespectful physical contact. Directives issued by any staff member are to be followed without delay. Disrespectful actions or comments will not be tolerated.

Paraphernalia that may be construed as weapons or meant for drug use may not be brought onto school grounds. Students may not have or carry any unsafe items. Toys that resemble weapons

are also not permitted. Examples of unsafe implements are tools, box openers, bullets, and knives of any kind.

## **B. Bullying/ Acts of Violence**

### **Bullying**

Bullying of a student by another student is prohibited on school property, on school buses, and at school sponsored events and/or activities on or off campus. For purposes of this policy, the term “bullying” is defined, in general, as “a variety of negative acts carried out repeatedly over time.”

Bullying/harassment can take four forms:

1. Physical (including, but not limited to, hitting, kicking, spitting, taking personal belongings, physical conduct of a sexual nature)
2. Verbal (including, but not limited to, taunting, malicious teasing, name calling, verbal comments of a sexual nature, making threats verbally or with written words or pictures)
3. Psychological (including, but not limited to, spreading rumors, manipulating social relationships; or engaging in social exclusion, extortion, or intimidation). Falsely reporting bullying is considered a form of psychological bullying.
4. “Internet or social media bullying” (also referred to as “cyber-bullying”) including the use of instant messaging, e-mail, websites, chat rooms, and text messaging will not be tolerated (including cyber-bullying” outside of school grounds as per DASA (Dignity for All Students Act) – dignity for all students)

It is important to note that a single negative act may also constitute “bullying” based on the act and/or the intent of the actor.

Any student who believes that they are being subject to bullying behavior, as well as any other person who has knowledge of or witnesses any possible occurrence of bullying, is urged to immediately report the bullying to any staff member or administrator. The administration will investigate the complaint and take appropriate action. Allegations of bullying will be taken seriously and will be treated as confidential and private to the extent possible within legal constraints.

### **Dignity For All Students Act (D.A.S.A.)**

A student’s ability to learn and to meet high academic standards, and a school's ability to educate its students is compromised by incidents of discrimination or harassment including bullying, taunting, or intimidation. The Dignity for All Students Act [DASA] makes it the official policy of New York State that all students in New York State schools have the right to an education free of discrimination and harassment. The law provides for at least one Dignity Act Coordinator in each school building.

To promote civility in public schools and to prevent and prohibit conduct, which is inconsistent with a school's educational mission, the Dignity Act requires every school district in New York State to include an age-appropriate version of the policy in its code of conduct. The Dignity Act addresses material incidents of harassment and discrimination against students by students, faculty or staff.

The Dignity Act includes, but is not limited to, acts of discrimination and harassment based on a student’s race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (defined to include gender identity or expression), or sex.

For more information on DASA please visit: <http://www.p12.nysed.gov/dignityact/>

## C. Electronics

### Electronics in School

Students may not bring electronic devices to school such as: cell phones, personal laptops, iPods, iPads, smart watches, or game devices without expressed teacher permission. **Cell phone and mobile device usage are not allowed during the school day.** Hillel is not responsible for loss, theft, or breakage of these devices. Devices should be stored, turned off, and placed in a locked locker when not in use. They may be left in the office for safekeeping.

### Student Policy for Computer Use and Internet Access

#### Purpose

All computer resources and facilities of Hillel Community Day School shall be used solely for legitimate and authorized academic, instructional, research and public service purposes. School computer systems and networks are provided for actively enrolled students as a part of the academic program. Students are encouraged to become proficient in the use of computers as a means of enhancing their educational experience. The school provides a high-speed link to the internet for academic use only. The school's internet provider maintains a filtering database to block controversial and/or explicit material from being accessed by students. However, widespread student use also necessitates certain rules of computer conduct. Use of computer and internet resources is a privilege, not a right. Therefore, access to computer and internet resources may be disabled, suspended, or revoked if abused.

Students have a responsibility to use the school's computer resources in an efficient, ethical, and lawful manner. Upon identifying a violation of this policy that constitutes an immediate, clear danger to the school's computer systems or networks the faculty and/or administration may immediately limit or suspend a student's access to school computer resources while the infraction is being investigated.

The school may monitor student user accounts, files, printing, internet history, and/or login sessions for appropriate management purposes. Such purposes include but are not limited to performing archival and recovery procedures, evaluating system performance, compliance and ensuring system integrity and security.

#### Requirement for Access

The school will not grant access to computers or internet resources without prior authorization of the student's parent or guardian. The student and parent/guardian must completely read, understand, and accept this policy in full. A completed agreement slip must be signed by both the parent/guardian and student and returned to the school's Business Operations Manager. A Network account and school use email address (for grades 3 and up) may then be given to the student to access the school's computer and internet resources.

#### Warranties

User data are considered his/her property, and therefore are his/her responsibility. While efforts are made to ensure that reasonable security procedures are carried out, the school and its personnel shall not be held liable for damage to, theft of, or loss of, user data by means of procedural error, equipment malfunction, vandalism, or natural or man-made disaster. Regarding internet access, Hillel Community Day School and its employees make no warranties of any kind, whether expressed or implied for the service it is providing and will not be responsible for damages to parents, guardians, or students that might incur. This includes loss of data or service interruptions. The school specifically denies any responsibility for the accuracy or quality of information obtained through internet use.

### Computer Procedure

1. Before using the computer, check the computer station. Notify the monitoring teacher if anything is damaged or missing.
2. Use only the applications installed by school personnel.
3. Use computers and printers for educational purposes. Responsible consumption of computer supplies must be observed. A school assignment has an educational purpose. Other reasons for consuming supplies, such as printer paper/toner, must be approved by the monitoring teacher.
4. Do not change the configuration of computer hardware, remove, or replace cables of any kind, attach devices of any kind, change monitor settings, or modify computer hardware in any way. Changes to computer hardware configurations may be made only by the administration and Operations Department.
5. Use only your own account and password for all computer work. Do not share your account and password with others. Damage or loss of personal files, even sabotage, can result from allowing others to use your account and password.
6. Do not use electronic devices such as portable audio devices while using computers. Food and/or beverage are not to be consumed around computer equipment.
7. Adhere to copyright laws. Users are expected to respect copyright laws, which govern the use, copying of software, citing of information, and attributing authorship.
8. Backup important files to a thumb drive or in the school provided "data cloud". Files may not be saved to the network server; it is the student's responsibility to take the necessary precautions to prevent loss of data.
9. For security exit all applications and log off the computer properly.
10. When you finish, clean up the area, set the computer as it was, push in the chair and make sure the printer area is cleaned up. Unwanted printouts should be recycled.

## Rules and Regulations

1. The school has a right and duty to protect its valuable computer resources and to restrict student access to uses that are solely related to the students' academic programs. The school reserves the right to define unauthorized student uses.

**UNAUTHORIZED USES** for students include but are not limited to the following:

- Computer games that are not assigned course work;
- Installation of personal software;
- Entering chat rooms or instant messaging;
- Development or transmitting of chain letters;
- Entering or transmitting of commercial advertisements or solicitations;
- Entering or transmitting of obscene material;
- Sexual harassment or other forms of harassment aimed at others or otherwise threatening others;
- Sharing one's own computer account with others, using another person's accounts, or copying, modifying, replacing, or deleting any other user's files;
- Violation of copyright laws or using or copying software in ways that violate the terms of the license;
- Entering, creating, or transmitting computer viruses or any form of intentionally destructive programs;
- Intentional disruption of network services;
- Connecting/Disconnecting any device to the network or computer without permission;
- Modification of existing software used for system/network monitoring and management, or installation/possession of
- monitoring/management software;
- Physically harming or defacing school computer equipment - Students, parents and/or guardians will be held liable for all repair and/or recovery costs;
- Printing of materials that have no academic or educational purpose;
- Downloading, transfer and/or storage of computer programs (compressed or uncompressed), executable files, batch files, or command files;

- Storage of personal files that serve no educational purpose;
  - Gaining access to unsupervised laboratories;
  - Use of computer equipment designated for the use of school personnel;
2. Users are responsible for the security of their own account and password. Consequently, account owners are responsible for actions taken from their account by any person, whether the action was taken with the owner's knowledge or permission. Actions that violate these policies can result in immediate disabling, suspension, and/or revocation of the account owner's privileges.
  3. Any person who has been authorized to use the computing resources shall be expected to regard all copyrighted personal or proprietary information, which may thereby become available to him/her as confidential, unless he/she obtains from the owner written permission to copy, modify, or otherwise use any part of it. Any software for which the school has obtained a license will be used in accordance with the terms of the license.
  4. Each user's data is considered his/her private property. Users shall therefore not attempt to access, copy, modify, replace, delete, or otherwise make use of any other user's account or its contents. Users also shall not harass other users, nor subject other users to obscene or offensive language through the network.
  5. Users shall not attempt to copy, modify, replace, delete, or gain unauthorized access to any software component or data file that is part of, or is used by, the computer operating system and/or computer/network management programs.
  6. Users must not attempt unauthorized modification or repair of any equipment owned or controlled by the school. No equipment will be connected to or disconnected from the network without prior, written permission from the administration and Operations Department.
  7. Students must adhere to any notices or bulletins from the administration and/or Operations department that may be posted. This would include electronic or paper notices that may appear on or within equipment or posted in rooms.

The School and its authorized personnel reserve the right to perform computer resource management functions, which include but are not limited to: setting priorities on the use of school computer facilities, establishing expiration dates and size restrictions for user files and accounts and limiting or denying access to computer resources when system maintenance or repairs are required, or when environmental conditions present a risk to users or equipment.

A student's network account will remain active until the student graduates or the student's parents/guardians withdraw enrollment from the school. Then the account and files saved in the student's network store will be deleted. If a student transfers out-of-district or is removed from our enrollment for any other reason, the account and files will be deleted. It is the students' responsibility to back up their files and bring them home before they depart, if they wish to keep them.

## Internet Use Policy

### Guidelines

In addition to local resources, Hillel Community Day School provides access to the Internet. While there is access to a multitude of beneficial informational resources, some material may not be appropriate. To restrict access to controversial media the system uses blocking software as a precaution. Parents or guardians are encouraged to discuss these responsibilities with their children and advise them on the possible controversial and negative aspects of this technology.

### Acceptable Use

The purpose of this technology is to foster research and education. The transmission of any material in violation of United States or state regulation is strictly prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material, or materials protected by trade secret.

## Privileges

Internet users enjoy certain rights and privileges, which include:

- **Safety:** To the greatest extent possible the students will be protected from harassment and unwanted contact. Users are instructed not to give out their home address, phone number, credit card information or password. However, making the internet available to students carries with it the potential that users may encounter information that some have identified as controversial and of potential harm. Because information on the internet appears, disappears, and changes, creating a “safe environment” is impossible, and implying that it is being done is a disservice to students, parents or guardians. The school’s focus is to provide the understanding and skills needed to use the internet in ways appropriate to students’ educational and recreational needs rather than to control the environment.
- **Intellectual freedom:** Within the framework of responsibilities listed below, this is a free and open forum for expression, including viewpoints that are unpopular. Considerate and respectful disagreement is welcome.

Use of the internet is a privilege not a right. Inappropriate use of this resource will result in a cancellation of this privilege and/or disciplinary sanctions. Inappropriate use of the internet will result in disciplinary sanctions.

## Rules and Regulations

Use of appropriate language is required. Profanity or obscenity in written communication over the Internet is inappropriate as it is in all areas of school life.

1. Accessing or downloading offensive or sexually explicit material is prohibited, as is harassing or antisocial behavior.
2. Downloading is limited to documents for school use only.
3. The use of gaming, chat room or messaging software is prohibited.
4. Adhere to copyright laws. Users are expected to respect copyright issues regarding downloading and use of software, retrieval and citing of information and attributing authorship.
5. Use of the internet for any illegal activities is prohibited. Illegal activities include, but are not limited to libel, unauthorized entry into computers, or deliberate vandalism or destruction of computer files.
6. Impersonation and anonymity are not permitted. Users must take responsibility for their actions and words.
7. Exemplary behavior is expected on “virtual field trips”. When “visiting” locations on the Internet, students must act according to all the guidelines in the E. O. Smith Handbook.
8. Use of the Internet during instruction is prohibited. The teacher has the right to suspend or commence internet privileges during their class period.

## Consequences for Computer and Internet Use Infractions

- The first violation of one item on either agreement will result in loss of user privilege for ten (10) school days.
- Second violation of one item on either agreement will result in loss of user privilege for twenty (20) school days.
- Subsequent violations of one item on either agreement will result in loss of user privilege for the remainder of the academic year.
- First violation of multiple items on either agreement will result in loss of user privilege for thirty (30) school days.



- Second violation of multiple items on either agreement will result in loss of user privilege for the remainder of the academic year.

If a student is enrolled in a course in which computer use is essential to accomplishing the required work, the student must arrange to complete the work outside of school, or he or she may withdraw from the course with a “W” posted on the student’s transcript.

## D. Ensuring a Successful Year at Hillel

### What students can do to help themselves ensure a highly successful year at Hillel

1. Attend school regularly
2. Get at least 8 hours of sleep each night
3. Eat a good breakfast and lunch
4. Keep yourself clean and neat; it helps you feel good about yourself
5. Remember that your parents and school staff are all working to help you be successful
6. Set aside time each night to do homework or read
7. Always do your best
8. Complete all assignments on time
9. Study for quizzes and tests
10. Ask questions when you do not understand something
11. Get involved in clubs, sports, and activities
12. Smile and keep a positive attitude
13. Use your student planner

## E. What parents can do to help ensure a successful school year

### Essential School/Parent Expectations

The education of your child is best enhanced through a strong partnership of family and school. Your support of the school's policies and your direct communication with the appropriate faculty or staff member, whenever concerns or questions arise, are of utmost importance. We are committed to addressing all concerns shared with us. Our faculty looks forward to partnering and communicating directly with your family to ensure your child's learning and achievement. This crucial partnership must be based on *Kavod* (respect), and trust. The underlying foundation of the faculty/student relationship is also based on *Kavod* and trust. As such, we assume parental support of our philosophy of education and its expression in day-to-day school and classroom programs.

To ensure the success of our students and the continued excellence of the Hillel Community Day School program, parents and guardians of HCDS students are expected to:

- Support HCDS and its mission
- Model behavior that reflects the *Middot*/values of our school
- Meet all financial obligations to the school in a timely manner
- Assure that their children abide by the policies contained in this handbook
- Avoid *lashon hara*/spreading rumors/gossip/negative speech about others
- Support your child's teachers and contact the teacher directly if you have any concerns.
- Serve as community ambassadors and partners of the school in private and public arenas by using positive, respectful, and supportive language when referring to all school events, personnel, and activities.
- Respect and tolerate religious and cultural differences
- Understand the impact of negative social media commentary on our school and community.

We strive to work together with parents to create and sustain effective partnerships. In school, our students learn to show *kavod*, kindness, and consideration towards others - *derech eretz*. We expect our parents, faculty, and staff to model the same high standards of respectful professional behavior in their communication. Parents and guardians must remember that disrespectful behavior will not be tolerated and that it may lead to the cancellation of a family's contract through nonrenewal or involuntary withdrawal. (This policy addition was adopted from policies enacted by our national friend, Portland Jewish Academy and is a critical change that we deem necessary as we work together with families and staff to co-create the healthy, positive environment that we envision.)

### Adult Responsibilities at Assemblies

- Model appropriate behavior for the students—no talking during the assembly, applauding at appropriate times, etc.
- MODEL ENJOYMENT AND ENGAGEMENT AS APPROPRIATE. *Ruach* goes a long way in creating a joyous climate!
- Please refrain from texting or non-image capturing cell phone/electronics use in non-emergency situations.
- Place phones and electronics on “silent mode”

Hillel Community Day School is a Candidate School\* for the Primary Years Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Hillel Community Day School believes is important for our students.

\*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org).

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