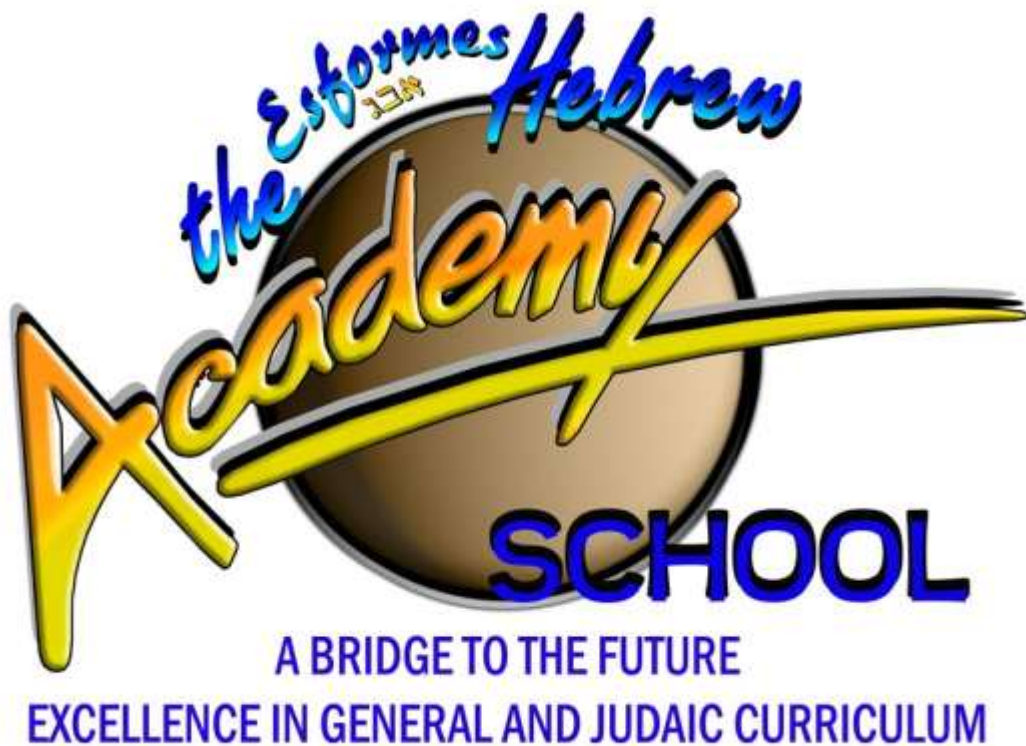


2024-2025 / 5784-5785  
K-8 Student and Parent  
Handbook



**Table of Contents**

<b>Information</b>	<b>4</b>
Location	4
School Hours	4
Regular	4
Late Start	4
Early Dismissal	4
School Closure	5
Administrative Staff	5
<b>Communication</b>	<b>5</b>
A Guide to School Contacts	7
B.E.S.T School-wide Behavioral Expectations	7
Student Forms	8
Staffing	8
<b>Arrival &amp; Dismissal Procedures</b>	<b>9</b>
Arrival	9
K-4 Drop Off	9
5th-8th Drop Off	10
Late Arrival	10
Dismissal	10
Pick Up	10
Early Pick-Up	11
Late Pick Up	11
<b>Attendance</b>	<b>11</b>
Notification from Parents	11
Excused Absences & Tardies	12
<b>Uniforms</b>	<b>12</b>
Girls Uniforms	13
Boys Uniform	14
<b>Academics</b>	<b>15</b>
Student Information System (SIS)	15
Curriculum	15
Annual Assessments	16
Grades	16
Conferences	17
Homework Policy	17
<b>Specials and Enrichment</b>	<b>19</b>
Specials	19
Clubs (3rd-8th)	19
Field Trips	20
<b>Student Recognition</b>	<b>20</b>
Student of the Month	20
End of the Year Awards	21
<b>Health &amp; Safety Protocols</b>	<b>22</b>
Wellness Policy	22
Communicable Disease Procedures	23
Injury Procedures	23
<b>Food Policy</b>	<b>24</b>
Allergies	24
Lunch Guidelines	24
Snack Guidelines	25
<b>Special Events &amp; Activities</b>	<b>25</b>
<b>P.B.I.S.</b>	<b>28</b>

P.B.I.S. at Esformes	28
What is P.B.I.S.?	29
Components of P.B.I.S.	30
Component #1: Expectations	30
School-Wide Behavioral Expectations (B.E.S.T.)	31
Matrix of Expectations	32
Component #2: Instructions	33
Component #3: Encouragement	33
B.E.S.T Points System	34
Special Recognition	35
Component #4: Correction	36
Progressive Discipline	36
Component #5: Connection	38
Multi-Tiered Interventions & Supports (MTSS)	38
<b>Student Code Of Conduct</b>	<b>41</b>
EHA Attendance Policy	43
Tardy Procedure	43
Absences	45
Dress Code Violation Policy & Procedures	46
<b>Appendix</b>	<b>47</b>
<b>Glossary</b>	<b>48</b>
Hebrew Words	48
Jewish Holidays	48
Student Transportation to Clubs	49
Morning Meeting & Sel Check In	50
Debunking Reinforcement Myths	50
Minor Behaviors	52
Major Behaviors	53
Consequences	54
Example of Think Sheet	55
Sample Referral Form	58

## Information

### Location

Address: 1079 West Granada Boulevard  
Ormond Beach, FL 32174

Telephone: (386) 672-9300

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

## School Hours

### **Elementary Arrival (Kindergarten-4th)**

*Monday through Thursday:*

Arrival: 7:55 a.m. – 8:10 a.m.

Classes begin: 8:15 a.m.

Dismissal: 4:00 p.m.

*Friday:*

Arrival: 7:55 a.m. – 8:10 a.m.

Classes begin: 8:15 a.m.

Dismissal: 2:00 p.m.

### **Middle School Arrival (5th-8th)**

*Monday through Thursday:*

Arrival: 8:30 a.m. – 8:35 a.m.

Classes begin: 8:40 a.m.

Dismissal: 4:00 p.m.

*Friday:*

Arrival: 8:30 a.m. – 8:35 a.m.

Classes begin: 8:40 a.m.

Dismissal: 2:00 p.m.

## Late Start

### **Kindergarten through 8th**

Arrival: 9:55 a.m. – 10:10 a.m.

Classes begin: 10:15 a.m.

Dismissal: 4:00 p.m.

## Early Dismissal

Dismissal starts at 12:00 p.m.

## School Closure

Esformes Hebrew Academy prioritizes the safety and well-being of its students, staff, and community members. In the event of emergencies or weather-related closings, the administration will make decisions based on comprehensive information from the school district and surrounding schools. Generally, Esformes Hebrew Academy follows the Volusia County school system's guidance regarding such closures.

Please be sure to check WhatsApp and email for the latest alerts and updates. We understand that our staff and students commute from various areas, so our decision-making process takes into account the diverse locations of our community members.

## Administrative Staff

Rabbi Pinchas Ezagui, *Executive Director of Synagogue*

Rebbetzin Chani Ezagui, *School Director*

Pamela Noble, M.Ed, *Principal*

Shelly M. Jebens, Psy.D, *Psychologist/Behavioral Health Consultant*

Rabbi Mendel Niasoff, *Financial Office Manager*



Donna Plappert, *Administrative Executive Assistant*

Gittel Schwartz, *Administration Support*

Laurie Broad, *Preschool Lead and Instructional Coach*

## **Communication**

### **Staying Informed**

- WhatsApp Group for one-way communication from the school administration and front office. [whatsapp.com](https://www.whatsapp.com)
  -  Apple and Android App Stores
  - EHA Parents 2024-2025
- Instagram for social media/photos of events.
  - <https://www.instagram.com/ehaschool/>
- FACTS Family Portal to stay informed of student grades and assignments:
  - <https://factsmgt.com/> District code: EHA-FL
- P.B.I.S. Rewards Family App: Message your child's teachers and monitor behavioral progress, points, club attendance, and eligibility for special events. Receive automatic notifications for discipline referrals, with the ability to review details and provide feedback.
  -  Apple and Android app stores
- School/Classroom weekly or monthly newsletters will be e-mailed to you, or you will receive a link to click through P.B.I.S. or WhatsApp.

### **Teacher Contact Methods**

For most questions or concerns, please start by contacting your child's teacher.

Teachers should only be contacted in these two ways:

1. P.B.I.S. Rewards Family App
2. Teacher school email

\*\*Please give teachers 24 hours to respond.

\*\*For urgent matters requiring immediate attention, such as student safety or health concerns, please contact the school office directly. They will connect you with the appropriate personnel.

### **Additional Communication Tools**

The fee for these items is included in your supply fee.

**Parent-Teacher Folder** contains daily work, projects, important information, and occasional forms requiring signatures. Please check it daily. (A \$10 fee applies for replacements)

**Student Agenda** includes daily/weekly assignments and upcoming assessments. K-4 also includes communication between teachers and parents. (Replacements cost \$20)

### **Keeping Us Informed**

At Esformes Hebrew Academy, we believe in a strong partnership between parents and teachers. Just as it's a priority for teachers to keep you informed about your child's progress, it's crucial that you keep us informed as well.

Please let us know about any significant changes in your child's life that might affect them at school, such as a new baby, a change in childcare arrangements, or a family crisis. Knowing these changes allows us to provide extra support and understanding during stressful times.

To ensure we can reach you effectively, please make changes to your mailing address, phone number, or email address with the front office.

By working together and sharing important information, we can create a supportive and positive learning environment for all our students.

### **Parent Involvement**

#### **Parent Teacher Association (PTA):**

Join the PTA, a group of parents, teachers, and staff dedicated to supporting the school, encouraging parent involvement, and organizing events. PTA Cafe is typically held before Rosh Chodesh assemblies. Please consult the calendar for dates. PBIS points will be awarded to students whose parents attend EHA events.

### **A Guide to School Contacts**

My child is or will be absent from school.

Someone else will be picking up my child.

I need a copy of my child's report card/student records.

**Front Office**

**Front Office (extension 100)**

**Front Office**

I need to change my contact information.	<b>Front Office</b>
I need to pick up my child early.	<b>Front Office</b>
I need to make a payment.	<b>Financial Office</b>
I need information about scholarships.	<b>Financial Office</b>
I am having technical difficulties with FACTS.	<b>FACTS/Financial office</b>
My child is struggling with homework.	<b>Teacher</b>
I need a username/password for an assignment	<b>Teacher</b>
My child is struggling with another student.	<b>Teacher</b>
I don't agree with the grade my child received.	<b>Teacher</b>
I would like my child tested for a learning disability	<b>Teacher</b>
I have questions about my child's behavior.	<b>Teacher</b>
I have questions about the Compass curriculum.	<b>Counselor</b>
I would like to share thoughts and feelings about a situation.	<b>Principal</b>
I would like to share thoughts/feelings about a staff member.	<b>Principal</b>
I would like to know more about testing or the curriculum.	<b>Principal</b>

## **B.E.S.T School-wide Behavioral Expectations**

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

**Be Respectful:** I am courteous and polite in my actions, words, and attitudes towards others, their belongings, and school property.

**Express Excellence:** I demonstrate success by going above and beyond, and giving my best effort when completing tasks.

**Show Integrity:** I demonstrate self-respect by consistently making good choices, even when no one is looking, to be a moral and just person.

**Take Accountability:** I take ownership of my responsibilities and accept the consequences of my actions.

## **Student Forms**

To make the first day of school a breeze for your child, please submit your updated forms to the school office before their first day. Students will receive an admittance ticket to attend class when all items are completed.

### **Returning students:**

- Online application/registration completed (factsmgt.com)
  - contact info
  - payment info
- Health forms (Immunization and Physical)

### **Additional forms for new students**

- Teacher-student evaluation form
- Behavior observation form

- Final report card from the previous school
- Initial visit form

### **Medical forms:**

Florida law requires proof of immunization using the form "Florida Certification of Immunization" (Form DH 680) for each student. This form shows that your child has received the recommended vaccinations. This form can be obtained from your child's physician or the Volusia County health department.

## **Staffing**

### **Staff Background Checks and Safety**

At EHA, the safety and well-being of your children is our top priority. To ensure a secure environment, all staff members are fingerprinted and undergo a detailed and comprehensive background check, as required by Florida Statutes Section 1012.32 and Section 1012.465. This ensures that all employees meet the highest standards of safety and integrity.

We believe in maintaining open communication with parents. You can trust that we are doing everything possible to provide a safe and nurturing environment for your children.

### **Physical Contact Policy**

Our lower level classrooms (K-2) follow the "3 H's" approach: hugs, handshakes, and high fives. For students in grades 3 and above, physical interaction will only be initiated by the student.

Esformes Hebrew Academy does not engage in corporal punishment under any circumstances.

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

## **Arrival & Dismissal Procedures**

### **Arrival**

We value having your child at EHA and look forward to seeing them at school. Every morning, students are welcomed by smiling staff who are excited to see them each day.

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



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

### **K- 4 Drop Off**

Monday - Friday, 7:55 am - 8:10 am

- Please ensure breakfast is finished before entering the school building.
- A staff member will greet K-4 students at the South Entrance starting at 7:55 a.m.
- As you enter the EHA parking lot, please ensure your hanging tag is displayed on your mirror.
- Parents should drop off their children in the Drop-off/Pick-up Zone (yellow curb).
- A green cone will be present from 7:55 am - 8:10 am. If the cone is removed, the student is late. Late students must be signed in at the Front Office to get a late pass for their teacher.
- For safety, children must exit on the passenger's side and walk on the sidewalk to the Main Front Entrance.
- Do not drop off children before 7:55 a.m.

### **5th-8th Drop Off**

Monday - Friday, 8:30 am - 8:35 am

- Please ensure breakfast is finished before entering the school building.
- A staff member will greet 5th-8th students in the lobby at 8:30 a.m.
- As you enter the EHA parking lot, please ensure your hanging tag is displayed on your mirror.
- Parents should drop off their children in the Drop-off/Pick-up Zone.
- Please drop off middle schoolers before preschoolers by circling menorah/median.
- A green cone will be present from 8:30 am - 8:35 am. If the cone is removed, the student is late and must report to the Front Office for a late pass.
- All parents must use the Main Entrance.

### **Late Arrival**

EHA doors will be locked promptly at 8:10 a.m. (K-4) and 8:35 a.m. (5-8).

- K-4 Parents must park on the yellow curb and walk students to the front doors.
- Ring the doorbell and wait with your child. Please do not leave your child unattended at the front door.
- All students arriving late will need to check in at the Front Office and will receive a "We are glad you are here pass" to hand to their teacher to be admitted to the classroom.
- A staff member will escort the student to their classroom.

## Dismissal

Monday through Friday, a faculty member will be outside and use an iPad or walkie talkie to communicate the names of the students who are to be dismissed.

It is critical that you display the name tag on the passenger side visor when parking or going through the car line.

Parents who walk to pick up their students at dismissal should wait for them by the bicycle rack.

Children will only be released to their parents or someone previously designated by the parents with authority for pick-up. If someone other than the parents is picking up and is not on the designated list, please let us know by leaving a message on Extension 100 by 3:20 p.m. Monday-Thursday and 1:20 p.m. on Friday (follow the prompts). If this is a permanent change, please email [donna@esformeshebrewacademy.org](mailto:donna@esformeshebrewacademy.org).

### Pick Up

Mon-Thurs 4:00 p.m., Friday - 2:00 p.m.

- Parents are expected to be in the carpool line by 4:00 p.m. Monday-Thursday and 2:00 p.m. on Friday.
- Follow the main traffic circle to the Drop-off and Pick-up Zone (yellow curb).
- Pull up as far as possible. Follow all directions from staff members.
- Remain in the car. Your child(ren) will be brought to you.
- Please refrain from exiting your car to speak to teachers or other parents.

The flow of traffic depends on you!

### Early Pick-Up

Please make plans to pick up your child(ren) before 3:30 p.m. Monday through Thursday or 1:30 p.m. on Friday, if they have an appointment.

You can inform us by leaving a message at Extension 100.

### Late Pick Up

After 4:15 p.m.

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

Please be sure to be prompt.

## **Late Pick-Up Fee**

Each minute you are late will be documented. Chronically late (more than four times per calendar month) will result in a fee. Parents will be charged \$10.00 for the first five (5) minutes and then \$2.00 for each consecutive minute. While we certainly understand emergencies, the late pick-up fee still applies if you have exceeded the number of allowable late pick ups.

# **Attendance**

## **Notification from Parents**

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

The absence or tardy will be recorded as excused if it meets the criteria below for excused absence/tardy.

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

## **Excused Absences & Tardies**

The following are acceptable reasons for student absences & tardies:

- Student illness with a note from the parent (7 parent notes maximum per year).
- Doctor/dentist appointment with a note from the doctor/dentist.
- Serious illness of immediate family requiring student's presence.
- Death in the family.
- Family milestone events will be approved on a case-by-case basis based on these general guidelines:
  - 7 days: Overseas wedding of immediate family member
  - 6 days: Out-of-town wedding of immediate family member
  - 2 days: Out-of-town Upshernish, Bris, Bar/Bat Mitzvah (12/13th birthday party) of a sibling?
  - 3 days: In-town wedding of immediate family member
  - 2 days: Engagement of sibling
  - 2 days: Out-of-town wedding of first cousin, uncle, aunt
  - 1 day: In-town Upshernish, Bris, Bar/Bat Mitzvah (12/13th birthday party) of an immediate family member.

# Uniforms

All students must report to school in the Esformes Hebrew Academy uniform. A choice of uniform options will be offered. The uniform must be purchased through Lands' End or Mrs. Paryzer. (See website - [www.landsend.com](http://www.landsend.com) and search for Esformes Hebrew Academy).

Please note that hats and sunglasses are not permitted inside the building.

## Girls Uniforms

	K-4 Girls	5-8 Girls
T	<p><b>Short sleeve:</b> <i>**Optional: Navy blue long-sleeve t-shirt for use under short-sleeve shirts</i></p> <ul style="list-style-type: none"> <li>Polo with EHA logo in <u>navy blue or light blue</u>.</li> </ul> <p><b>Long sleeve:</b> <i>All long-sleeve tops must reach the wrist, not longer or shorter.</i></p> <ul style="list-style-type: none"> <li>Polo with EHA logo in <u>navy blue or light blue</u>.</li> </ul> <p>Light blue We&gt;Me shirts on Friday's and Rosh Chodesh ONLY</p>	<p><b>Short sleeve:</b> <i>**Optional: Navy blue long-sleeve t-shirt for use under short-sleeve shirts</i></p> <ul style="list-style-type: none"> <li>Polo with EHA logo in <u>navy blue, white, or light blue</u>.</li> </ul> <p><b>Long sleeve:</b> <i>All long-sleeve tops must reach the wrist, not longer or shorter.</i></p> <ul style="list-style-type: none"> <li>Polo with EHA logo in <u>navy blue, white, or light blue</u>.</li> </ul> <p>Light blue We&gt;Me shirts on Friday's and Rosh Chodesh ONLY</p>
M	<p>All skirts and dresses must reach the knee and be solid and <u>navy blue</u>.</p> <p>A-line, pleated, box-pleat, kilt, cotton skirt (purchase from Devorah Paryzer 718.710.0515)</p> <p>Long or short-sleeved dress with EHA logo.</p>	<p>All skirts and dresses must reach the knee and be solid and <u>navy blue or khaki</u>.</p> <p>A-line, pleated, box-pleat, kilt, cotton skirt in navy blue (purchase from Devorah Paryzer 718.710.0515)</p> <p>Long or short-sleeved dress with EHA logo in navy blue. (Plus size dresses and skirts are available on Lands End by special order: 800.963.4816)</p>
O	<p>P.B.I.S. (B.E.S.T.) ID badge</p> <p>Navy blue cardigan with EHA logo</p> <p>Zip-up hoodie in solid gray or solid navy with or without EHA logo (no graphics or print).</p> <p>Sweatshirts worn inside the building must be an EHA approved sweatshirt.</p>	<p>P.B.I.S. (B.E.S.T.) ID badge</p> <p>Navy blue cardigan with EHA logo</p> <p>Zip-up hoodie in solid gray or solid navy with or without EHA logo (no graphics or print).</p> <p>Maroon pullover hoodie for 7th and 8th grade only</p> <p>Sweatshirts worn inside the building must be an EHA approved sweatshirt.</p> <p>Hoodie with logo and screenprint for 8th grade only (special color)</p>

<b>F</b>	<p>Students may wear any choice of leggings or/socks. (No sweatpants or pajama pants)</p> <p>To prevent accidents or injuries, all students must wear closed/secured shoes. No flip-flops or Crocs will be allowed. Athletic shoes are encouraged for PE.</p>	<p>Students may wear any choice of leggings or/socks. (No sweatpants or pajama pants)</p> <p>To prevent accidents or injuries, all students must wear closed/secured shoes. No flip-flops or Crocs will be allowed. Athletic shoes are encouraged for PE.</p>
----------	---	---

## Boys Uniform

	K-4 Boys	5-8 Boys
<b>T</b>	<p><b><u>Short-sleeve:</u></b> <i>**Optional: Navy blue long-sleeve t-shirt for optional use under short-sleeve polos</i></p> <ul style="list-style-type: none"> <li>• Oxford button down with EHA logo in <u>light blue</u></li> <li>• Polo shirt with EHA logo in <u>navy blue or light blue.</u></li> </ul> <p><b><u>Long sleeve:</u></b></p> <ul style="list-style-type: none"> <li>• Oxford button down with EHA logo in <u>light blue</u></li> <li>• Polo with EHA logo in <u>navy blue or light blue.</u></li> </ul> <p>Light blue We&gt;Me shirts on Friday's and Rosh Chodesh ONLY</p>	<p><b><u>Short-sleeve:</u></b> <i>**Optional: Navy blue long-sleeve t-shirt for optional use under short-sleeve polos</i></p> <ul style="list-style-type: none"> <li>• Oxford button down with EHA logo in <u>light blue</u></li> <li>• Polo shirt with EHA logo in <u>navy blue, white, or light blue</u></li> </ul> <p><b><u>Long sleeve:</u></b></p> <ul style="list-style-type: none"> <li>• Oxford button down with EHA logo in <u>light blue</u></li> <li>• Polo shirt with EHA logo in <u>navy blue, white, or light blue</u></li> </ul> <p>Light blue We&gt;Me shirts on Friday's and Rosh Chodesh ONLY</p>
<b>B</b>	<p>Plain front chino or cotton pants in <u>navy blue.</u></p> <p>Plain front chino or cotton shorts in <u>navy blue.</u></p> <p>No jogging, athletic style, pajamas, or sweatpants.</p>	<p>Plain front chino or cotton pants in <u>navy blue or khaki.</u></p> <p>Plain front chino or cotton shorts in <u>navy blue or khaki</u></p> <p>No jogging, athletic style, pajamas, or sweatpants.</p>
	<p>Boys are encouraged to wear a kippah during the day. The EHA kippah can be purchased for \$10.00.</p> <p>P.B.I.S. (B.E.S.T.) ID badge</p> <p>Navy blue cardigan with EHA logo</p> <p>Zip-up hoodie in solid gray or solid navy with or without EHA logo (no graphics or print).</p> <p>Sweatshirts worn inside the building must be an EHA approved sweatshirt.</p>	<p>Boys are encouraged to wear a kippah during the day. The EHA kippah can be purchased for \$10.00.</p> <p>P.B.I.S. (B.E.S.T.) ID badge</p> <p>Navy blue cardigan with EHA logo</p> <p>Zip-up hoodie in solid gray or solid navy with or without EHA logo (no graphics or print).</p> <p>Maroon pullover hoodie for 7th and 8th grade only</p> <p>Sweatshirts worn inside the building must be an EHA approved sweatshirt.</p> <p>Hoodie with logo and screenprint for 8th grade only (special color)</p>

L	<p>Students may wear any choice of socks.</p> <p>To prevent accidents or injuries, all students must wear closed/secured shoes. No flip-flops or Crocs will be allowed. Athletic shoes are encouraged for PE.</p>	<p>Students may wear any choice of socks.</p> <p>To prevent accidents or injuries, all students must wear closed/secured shoes. No flip-flops or Crocs will be allowed. Athletic shoes are encouraged for PE.</p>
---	---	---

## Academics

### Student Information System (SIS)

Registration, tuition, and fees are paid through the FACTS portal.

Website: [factsmgmt.com](http://factsmgmt.com) School Code: EHA-FL

State of Florida “Step Up for Students” scholarship opportunities are available to all students. Information is available at: <https://www.stepupforstudents.org>

### Curriculum

At Esformes Hebrew Academy, we believe every child deserves a learning experience that caters to their unique needs. Our curriculum integrates all aspects of development – physical, emotional, social, and cognitive.

Students learn not just from teachers, but also from their peers, fostering a collaborative and engaging environment.

Our small class sizes are a cornerstone of this philosophy. This allows teachers to develop learning goals for each student. Imagine a classroom where one student is honing their writing skills, another is reviewing foundational math concepts, and a third is diving deeper into problem-solving strategies – all happening simultaneously!

**Differentiated instruction** is a key tool used by our teachers to create a student-centered environment. This approach provides a variety of learning avenues, ensuring each child can grasp concepts in a way that resonates with them. Students might participate in hands-on activities, work collaboratively in groups, receive small-group instruction, or benefit from whole-class lessons. One-on-one support and alternative assessments are also available, along with project-based learning that encourages deeper understanding.

**Learning centers** are another powerful tool for fostering individual growth. These centers introduce students to important concepts like freedom, responsibility, and decision-making. During dedicated center time, students can solidify recently learned skills, assess their own knowledge, and share their understanding with peers. They also learn to identify their strengths and weaknesses. This approach fosters a sense of ownership for their learning and helps develop good work habits and time management skills.

The initial months at Esformes Hebrew Academy are dedicated to learning procedures, modeling, and developing critical thinking skills. By mid-October, they are well on their way to working independently to pave the way for personalized learning plans, ensuring each student continues to flourish on their unique educational journey.

### **General Studies: influenced by Florida standards**

- Ready Math (K)
- Foundations Math (1-8)
- Magnetic reading (K-2)
- Novel/Book Studies (3-8)
- Hands-on Science
- Handwriting
- Writing Process

### **Judaic Studies**

- K-4 Judaic Journeys
- Davening
- Hebrew reading
- Zekelman standards for learning
- World within a Word (Chumash)
- Yahadut (Jewish holidays)

### **Social & Emotional**

- Compass Curriculum (Formerly Suite360)

## **Annual Assessments**

The students at Esformes Hebrew Academy are required to participate in yearly, norm-referenced assessments to demonstrate academic accountability. (*Section 1008.22 of the Florida Statutes*)

Beginning the 2024-2025 school year, students in grades K-8 will be taking the Thrive Performance Series assessment in the fall, winter, and spring. This assessment is valid and reliable, nationally normed, and computer-adaptive. It will be used as a tool to determine reading and grade level equivalence, identify learning gaps, and help teachers and parents with specific learning objectives to address those gaps.

## **Grades**

The teachers input grades on a weekly basis. You are able to see and track all student grades and assignments at: <https://factsmgt.com/>

### **Grading Scale:**

A 100-point percentage scale is used to evaluate student performance in all subjects except for Citizenship-style courses.

### **Citizenship Courses:**

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

## Progress Reports

To keep you informed of your child's progress, EHA will email grade summaries in all subjects at the midpoint of each trimester. If you have any questions or concerns about your child's grades, please feel free to contact the teacher directly.

## Report Cards

Report cards are issued three times per year, at the end of each trimester.

- The first report card will be distributed during the first parent-teacher conference.
- The second report card will be emailed to you. If you prefer a printed copy, please contact the front office.
- The third report card will be printed and distributed at the end of the school year.

## Conferences

EHA values regular communication between parents and teachers. Throughout the year, we offer opportunities to discuss your child's academic progress and social-emotional development.

### Scheduled Conferences:

- **Trimester 1: Parent-Teacher Conference**
  - This is a chance to meet with your child's teacher(s) to discuss their learning goals and initial progress and ask questions.
- **Trimester 3: Student-Led Conferences**
  - In these conferences, your child takes the lead, showcasing their work/portfolio and academic achievements.

### Additional Conferences:

- **Teacher-Initiated**
  - If a teacher has concerns about your child's progress, they may request an additional conference. You'll be notified via the second-trimester report card or at any time a meeting is requested.
- **Parent-Initiated**
  - You can request a conference at any time. Please schedule these at least a week in advance by contacting the teacher(s) directly.

By attending conferences and staying informed through the P.B.I.S. Family App and report cards, you can be an active partner in your child's success at EHA!

## Homework Policy

We believe homework is an important part of the learning process. It can provide opportunities to practice and solidify skills learned in class, develop good study habits, and improve time management skills. Completing homework assignments independently can foster a sense of responsibility and ownership of learning.



**Here are our key principles:**

- Homework will reinforce skills recently taught in class, not new concepts.
- The amount of homework will be appropriate for the grade level but will be no longer than:
  - Kindergarten            10 minutes for Judaic. 10 minutes for General
  - Grades 1-2                15 minutes for Judaic. 15 minutes for General
  - Grades 3-4                20 minutes for Judaic. 20 minutes for General.  
20 minutes reading log/online practice.
  - Grades 5-8                20 minutes for Judaic. 20 minutes for Math.  
20 minutes for ELA. 20 minutes reading log/online practice.
- We understand the importance of family time and religious holidays. Homework should not be an excessive burden that interferes with these priorities.

**Shared Responsibility for Homework Success**

Students, parents, and teachers all play a role in ensuring a successful homework experience.

<p><b>Students</b> are responsible for getting assignments, taking them home, completing them to the best of their ability, returning them on time, and communicating any questions or concerns with their teachers.</p>	<p><b>Parents</b> can support their children by providing a quiet workspace, establishing a consistent homework routine, signing and returning paperwork, reviewing completed work, assisting with time management, and encouraging communication with teachers. Positive reinforcement for both the child and the teacher is also important.</p>	<p><b>Teachers</b> are responsible for clear communication regarding homework expectations and assignments. Homework should be relevant and provide an opportunity for students to demonstrate mastery of grade-level curriculum.</p>
--	---	---

**Project-Based Homework**

There will be times when students may have a project to work on or complete at home. These project-based homework assignments are designed to extend learning beyond the classroom and can be a great opportunity for parents and students to collaborate. We'll provide clear expectations and guidelines to ensure a successful project experience at home.

Project-based homework fosters student ownership while extending the learning journey beyond the classroom walls. Through collaboration with teachers and active participation in these projects, parents become valuable partners in their children's education.

**Reading Homework**

We recommend that your child reads every night for a variety of reasons:

1. **Stronger Vocabulary and Reading Skills:** Studies have shown a positive correlation between nightly reading and vocabulary development, reading comprehension, and overall reading fluency

2. **Improved Cognitive Function:** Reading nightly can stimulate cognitive development, particularly in children. MRI scans have shown increased brain activity associated with reading, potentially leading to improved memory, focus, and critical thinking skills
3. **Enhanced Empathy and Social Skills:** Fictional stories can help readers develop empathy by allowing them to step into the shoes of different characters and understand their experiences. This can lead to better social skills and emotional intelligence
4. **Stress Reduction and Better Sleep:** Reading before bed can be a calming activity, promoting relaxation and reducing stress levels. This can lead to better quality sleep, which is crucial for overall health and well-being
5. **Lifelong Benefits:** A love of reading established early on can have lasting benefits. People who read frequently tend to have higher cognitive function throughout their lives, and some studies even suggest a link between reading and a longer lifespan

Sources: <https://www.ces-schools.net/8-science-backed-reasons-to-read-a-real-book/> <https://www.ces-schools.net/8-science-backed-reasons-to-read-a-real-book/>  
<https://news.osu.edu/how-parents-and-schools-can-help-improve-kids-reading-skills/>  
<https://www.nooksy.co/blog/benefits-of-reading> <https://www.readingrockets.org/literacy-home/reading-your-child>

## **Specials and Enrichment**

Enrichment involves an in-depth study of specific topics, extending beyond the regular General or Judaic studies curriculum. Designated time will be set aside for students to engage in fun and educational activities, such as community service projects, outside science experiments, theater-based activities, etc.

### **Specials**

Specials are offered 2-4 times per week to enhance student learning and engagement. These may include activities such as PE/gym, art, music, or other specialized activities.

\*\*\*Please note: Students must complete any missed homework/classwork assignments before participating in scheduled special activities.

### **Clubs (3rd-8th)**

We are excited to offer “clubs” for our 3rd-8th grade students every Friday. These exploratory sessions provide an opportunity for students to explore new interests and engage in a variety of fun and educational activities. Students will have the chance to choose their preferred exploratory session each week, with priority for first choice based on the Positive Behavioral Interventions and Supports (P.B.I.S.) points received throughout the week. This system encourages positive behavior and rewards students for their efforts and good conduct.

The “clubs” cover a wide range of topics and activities, ensuring that there is something for everyone. These may include science experiments, art projects, drama and theater, sports and physical activities, and community service projects.

By earning the privilege to participate in clubs, students can discover and develop skills, and enjoy a break from the regular academic routine. We believe that this program enhances the learning experience and promotes a positive school culture.

Students that are able to attend must have permission from all of their teachers to participate. Permission will be granted for students that have completed all of their homework, classwork/assignments, and have satisfactory scores. We look forward to seeing our students thrive in their chosen exploratory sessions each Friday.

Note: A Club “off campus” permission slip is required for all students in grades 3-8. (See Appendix)

## **Field Trips**

Field trips are periodically included as part of the curriculum. Parents must sign the field trip release form included in the registration packet. Additionally, parents will be asked to acknowledge acceptance of the field trip via email to the homeroom teacher.

Students are required to wear their light blue "We>Me" t-shirts on all field trips for safety and security reasons. (Can be purchased at the beginning of the year.)

# **Student Recognition**

## **Student of the Month**

The Student of the Month awards recognize students who exemplify the core values of Esformes Hebrew Academy. These students demonstrate academic achievement, positive behavior, a growth mindset, and/or a strong commitment to the school community.

At each Rosh Chodesh Assembly, students will be recognized for various achievements for the previous month.

Some examples of honors that may be given include:

Most Improved Award, Kindness Award, Highest P.B.I.S. Points, Homework Award, Teamwork Award, Most Helpful Award, Effort Award, Academic Excellence Award, etc.

## **End of the Year Awards**

### **P.B.I.S. BEST Citizenship Award**

To be considered for P.B.I.S. Citizenship Award, students must meet the following criteria:

### **Attendance**

- ★ Maintain a strong attendance record with at least 90% overall attendance.
- ★ Consistently arrive on time with at least a 90% punctuality rate.
- ★ Demonstrate a commitment to being in school daily, achieving at least 90% daily attendance.

### **Behavior:**

- ★ Uphold the school's B.E.S.T. behavioral expectations. This includes maintaining a positive and respectful attitude towards teachers, peers, and staff.
- ★ Actively participate in extracurricular activities and clubs, demonstrating a sense of community involvement.
- ★ Be recognized as a "Student of the Month" at least once throughout the year. This highlights their overall contributions and achievements.

### **Academics:**

- ★ Grades 2-8: Maintain a consistent record of academic progress.
- ★ Grades K-1: Demonstrate satisfactory progress towards grade-level learning goals.

## **J. Sappington Scholarship**

The award recipient is a student who consistently demonstrates the "Heart of the Torah." Having a strong connection to G-d should precede all other guidelines.

### **Considerations**

- ★ Has received Student of the Month recognition at least once this year.
- ★ Has consistently completed all homework and classroom assignments.
- ★ Has received a recommendation from both their English and Hebrew teachers.
- ★ Has no disciplinary referrals.
- ★ Regularly attends school-sponsored events.
- ★ Demonstrates a consistent pattern of helpfulness and kindness both in and out of school, and follows class and school rules and procedures.
- ★ The student has achieved an 80% average or higher (or corresponding marks, such as "S" for Satisfactory) in core subjects, Hebrew subjects, and special areas.
- ★ The student has completed an above-average number of units throughout the year, based on teacher input.

In the event that there is not a clear recipient for the scholarship based on the above requirements, the school will use its discretion to decide who will receive the scholarship. Needs and other relevant factors may be considered.

## **Health & Safety Protocols**

## Wellness Policy

At Esformes Hebrew Academy (EHA), the health and safety of our children is our top priority. We believe in working together with parents to ensure a healthy learning environment for all.

### Keeping Children Home When Sick:

If your child is not feeling well, please keep them home to allow time to recover and prevent the spread of illness to other children and staff.

Common signs that your child might need to stay home include:

- Fever (above 100°F)
- Vomiting or diarrhea- If your child vomits at home or school, he or she cannot return for 24 hours and must be symptom-free without medication.
- Cough or congestion, Sore or strep throat
- Pink Eye (Conjunctivitis)- children will be excluded from school until symptoms have resolved for at least 24 hours without the use of medication.
- Unexplained rash- consult your physical (licensed to practice in the state of Florida) for diagnosis.
- Head Lice- Children that are not be permitted to attend school until they are lice/nit-free. All children will have their hair checked for lice or nits periodically.
- Pinworms- If a child has pinworms, he or she will not be permitted to attend school for 24 hours. A doctor's note will be required to return.

For additional contagious illnesses, the child will be excused from school until a note is provided by the child's physician or physician licensed to practice in the state of Florida stating the diagnosis and that the child is not contagious.

### **Returning to School Healthy:**

Once your child is feeling better and symptom-free (or as directed by a healthcare professional), they can return to school.

### **When to Pick Up Your Child:**

#### **General Illness:**

If a staff member believes your child is too sick to participate in activities or could be potentially contagious to others, we will call you to pick them up as soon as possible. Staff will use their judgment to assess the severity and will take your child's temperature.

#### **Fever:**

A child with a fever of 100°F (37.8°C) or higher MUST be picked up immediately and cannot return to school until fever-free without medication. Upon returning to school, your child's temperature may be checked. If they still have a fever or have taken medication for fever, you will be called to pick them up again. (This policy may be amended to include a required 24 hours until returning to school. Please check WhatsApp for policy changes.)

#### **Vomiting/Diarrhea:**

If your child vomits at school or home, they cannot return for 24 hours and must be symptom-free without medication.

#### **Rashes:**

If your child has an undiagnosed rash and experiences any of the following, they will be sent to the office for observation and will be sent home if:

- The rash spreads over time.
- The rash is widespread.
- The rash is uncomfortable or accompanied by fever.
- The rash persists for more than two days.
- The rash contains blisters or appears like bleeding under the skin.

Your child will need a doctor's note confirming the diagnosis and stating they are not contagious before returning to school. (An in person doctor recommended), however, telehealth may be used for follow examinations.

### **Medication Administration**

The administration can dispense approved medications, with your permission. A signed form to allow medications is included during registration. Prior to administration of any medication, we will attempt to contact you with details about dosage and time administered.

## **Communicable Disease Procedures**

Please inform the school in the event of communicable disease (i.e., chickenpox, conjunctivitis, measles). In compliance with Florida Administrative Code Rules 64D-3.031 and 64D-3.046, our school adheres to all state public health reporting requirements to monitor and control the spread of communicable diseases. This applies to all schools in Florida, both public and private.

### **Reporting Obligations:**

We promptly report any suspected or confirmed cases of communicable diseases (e.g., measles, mumps, whooping cough, chicken pox, tuberculosis, hepatitis, etc) to the local county health department. Parents will be informed about potential exposure, symptoms to watch for, and preventive measures, if appropriate, children or staff diagnosed with a communicable disease may be excused from school based on health authority recommendations. We promote good hygiene practices and routine cleaning.

## **Injury Procedures**

### **Minor Injuries:**

If your child experiences a minor injury at school, such as a scrape, small cut, or bruise, our staff will administer appropriate first-aid care. We will then notify parents.

- Grades K-4: Parents will be notified via the P.B.I.S. app, phone call, or a note sent home during car line dismissal.
- Grades 5-8: Parents will be notified via the P.B.I.S. app or email.

### **Major Injuries:**

If your child has an accident, illness or medical condition which results in a major injury, the appropriate emergency medical services (EMS) personnel will be contacted immediately and parents and or emergency contacts will be notified. Examples of major injuries include but are not limited to bone fractures, loss of consciousness or concussion, open wounds, first degree

burns and allergic reactions. The parents will also receive and sign an Incident Report, completed by the teacher indicating details about the injury.

### **Crisis Protocol:**

For serious medical emergencies, Esformes Hebrew Academy will call 911 and your family immediately. The emergency response team will determine if your child can be treated on-site and/or transported to the hospital.

## **Food Policy**

Esformes Hebrew Academy maintains a strict kosher kitchen. However, we recognize that students may come from homes with different dietary practices. Please be mindful of your child's individual kosher observance and encourage them to be respectful of others' food choices.

### **Allergies**

All staff are aware of the specific allergies in classrooms. Children who have these specific allergies will not be served those foods. Allergy notices will be posted in the classrooms. Emergency care plans will be kept in the classrooms outlining the children's emergency procedures.

Each child's teacher will take the necessary precautions to ensure the child's safety.

It is the responsibility of the parent to update the school on any changes in their child's allergy status.

### **Lunch Guidelines**

1. School lunch is provided on Tuesdays and Thursdays. A monthly lunch menu will be shared on WhatsApp.
2. Students may bring an alternative lunch from home on school lunch days.
3. Children in grades K-4 are not permitted to share food or snacks with classmates who are not siblings. This helps to avoid accidental food allergies.
4. All students must wash their hands before eating lunch and recite "bentsch" (say grace after meals).
5. Lunches should not require hot water or reheating.
6. If a student forgets their lunch, a cheese sandwich will be provided for a \$10 fee added to tuition billed through the financial office. Alternatively, parents can bring lunch any day by 9:00 am. to be left outside on the cart.

## Snack Guidelines

We encourage you to send healthy and energizing snacks with your child, such as:

- **Fruits:** Apples, bananas, grapes, berries, melon slices, etc.
- **Vegetables:** Carrot sticks, cherry tomatoes, cucumber slices, baby bell peppers, etc.
- **Whole Grains:** Crackers, rice cakes, whole-wheat pretzels, air-popped popcorn, etc.
- **Protein Sources:** String cheese, yogurt, peeled hard-boiled eggs, nut butter with whole-wheat crackers, etc.

We request that you avoid sending in snacks that are high in sugar and unhealthy fats.  
*No Candy, No Gum at all times.*

These items are allowed in small, **limited** quantities:

- Fried chips
- Cookies
- Pastries
- Sugary drinks

A sweet treat may be given to students at school by their teachers and school for a reward or special occasion.

## Special Events & Activities

### School Events

Parent and family attendance at school events is essential to the success of children. Event notices will be sent home throughout the year via WhatsApp and email. Occasionally, we also send printed information, so please check your child's backpack daily for school notices and information.

### School Birthday Parties (K-2)

Birthdays are encouraged to be celebrated at school once a month on Rosh Chodesh. Children love to celebrate at school and we will honor all children who have birthdays during each Hebrew month. Your child's teachers will add stories, songs, and games to make this a special day for your child.

Please coordinate with your child's Hebrew team teacher to arrange (at least one week in advance).

Please be aware that "loot" bags, party favors, and candy are not acceptable.

### Private Birthday Parties

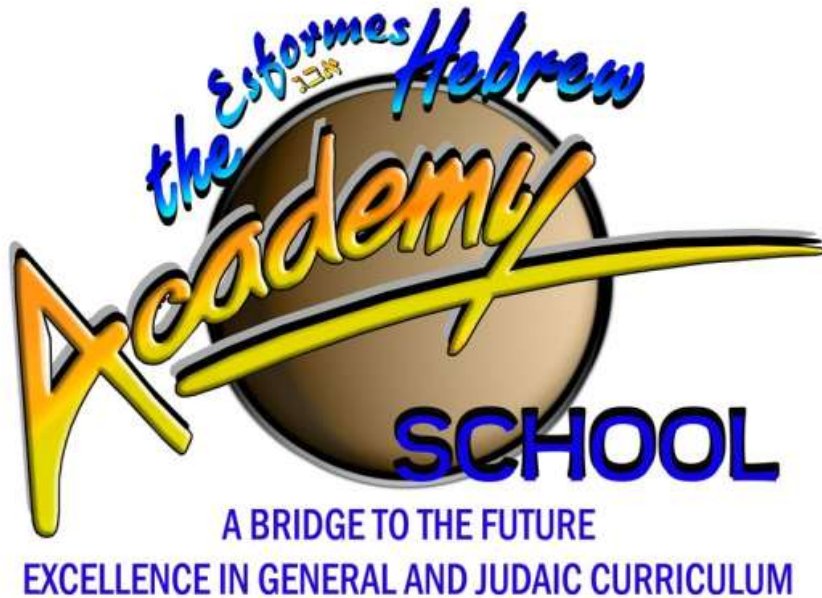
If you plan on having a private birthday celebration for your child outside of school, please be sensitive to your child's classmates. We recommend you invite all of your child's classmates.

### Purim Baskets



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

# 2024-2025 / 5784-5785 P.B.I.S. Handbook and Student Code Of Conduct



# P.B.I.S.

## Positive Behavioral Interventions and Supports

We are excited to announce that our school will be continuing to participate in the school-wide initiative called Positive Behavioral Interventions and Support (P.B.I.S.).

### What is P.B.I.S.?

Put simply, it is a proactive, school-wide approach that promotes academic excellence, behavioral competence, and social-emotional well-being for all of our students. P.B.I.S. creates a safe and productive learning environment where teachers can teach, and all students can learn effectively.

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

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

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

### ***P.B.I.S. at Esformes***

After gathering feedback and recommendations from EHA staff, teachers, and parents, we have adopted a unified set of school-wide rules and expectations that align with our core values. These rules clearly outline our behavioral expectations across all areas of our school environment, including classrooms, hallways, lunchroom, restrooms, playground, and Temple.

Students will learn these expectations, known as B.E.S.T., during the first days of school, with regular review lessons throughout the year. As part of our P.B.I.S. process, teachers and staff will utilize evidence-based practices to enhance student learning and reduce disruptions in the classroom.

To foster a positive learning environment, we commit to the following practices while teaching academic subjects and expected behaviors:

- Continually teaching and reinforcing our school-wide expectations (B.E.S.T.).
- Providing students with more praise than correction (maintaining a 4:1 ratio of praise to correction).
- Speaking to students respectfully and using a positive tone of voice.
- Actively engaging all students during instruction.
- Employing strategies such as pre-correction, modeling, prompting, and redirecting as we teach.
- Proactively looking for instances of positive behavior (B.E.S.T.) and providing immediate, frequent, and specific feedback.

To further reinforce B.E.S.T., we have established a school-wide system of rewards and incentives to celebrate and recognize students who consistently demonstrate expected behaviors. Students can earn points daily, weekly, and monthly, which can be exchanged for rewards. Conversely, we have also developed a progressive school-wide system of consequences for students who demonstrate patterns of behavioral issues, ensuring accountability.

We are enthusiastic about maintaining our status as a Positive Behavior Interventions and Support (P.B.I.S.) school. The following pages of this handbook will provide detailed information about our school-wide climate and behavior management plan. Our goal this year is to ensure 100% of staff members consistently implement P.B.I.S. principles to enhance learning outcomes and reduce disruptions and office referrals.

P.B.I.S. is backed by extensive research supporting its effectiveness in behavior management and modeling. One of the primary benefits of P.B.I.S. implementation is an increase in instructional time, as staff spend less time addressing behavioral issues. As a school community, we are committed to consistently defining, teaching, reinforcing, and monitoring positive behaviors.

P.B.I.S. is truly a program that benefits everyone involved, contributing to a positive school climate and improved student achievement. We look forward to continuing to foster excitement around P.B.I.S. and its impact on our school community.

**P.B.I.S. Core Components**

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



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

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

**The Five Big Ideas of P.B.I.S.**

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

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



## Component #1: Expectations

Rules are Important!

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

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

At EHA, students are expected to do their B.E.S.T. EHA students will be expected to exhibit these traits in all areas of the school including the classroom, hallway, restroom, lunchroom, playground, Temple and office.

The expectations are:

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

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

#### Be Respectful

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

**Express Excellence**

I'm demonstrating success by consistently going above and beyond and putting my best effort into every task I complete.

**Show Integrity**

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

**Take Accountability**

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

**Matrix of Expectations**

	Classroom	chroom	Restroom	Temple	Hallway/ Stairs	Outdoor/ Field Trip	Office
<b>B</b>	Use kind words & actions Follow all teacher directions Raise your hand before speaking Get permission to leave your seat Keep hands + feet to yourself Show a positive attitude Use level 0 or 1 voice (teacher decides)	Follow staff + teacher directions Use kind words + actions Raise your hand to leave your seat Use level 1 (quiet/inside) voice Make eye contact + respond when an adult is speaking	Patiently wait your turn One person per stall Keep toilet seat wiped and clean Flush toilet Put all trash in the garbage can Use level 0 voice (no talking)	Use kind words & actions Enter Temple quietly Quickly sit in your assigned seat Follow all teacher directions Raise your hand before speaking Get permission to leave your seat Keep hands and feet to yourself Use level 1 voice before & after prayer	Follow all teacher directions Keep hands & feet to yourself Respect others' personal space Respect hallway property Use Level zero voice upstairs walking to class Be quiet when getting items from your locker or going to restroom	Follow all staff directions Share and take turns Use kind words + actions Use equipment correctly Follow all activity + equipment instructions	Knock for permission to enter Have a positive attitude Use level 1 (inside) voice Follow all staff directions Ask for permission to touch anything in the office
<b>E</b>	Show your best effort on class work Complete classwork when expected Participate in all class activities Knock & ask permission to enter a different classroom	Actively participate in prayer Eat your food Sit/work quietly until lunch is over Stay in the lunchroom Keep your place in line Sit at your assigned table Use correct placemat	Use the bathroom quickly Wash hands with soap & water Close + lock stall door when you enter Use step stool if needed Use 1 paper towel to dry your hands Leave stall door open when done	Look inside the prayer book while following along with prayer Say all the words (prayer) clearly Actively participate in prayer Pray loud enough so that others can hear your words	Walk on the right side of the hall Keep eyes looking forward Keep your assigned place in line Stay in a single straight line	Include others in your play Bring needed supplies outside Line up on time Use level 1 to level 2 (outside) voice Use bathroom before scheduled activity	Kindly say why you are coming to office Clean up after yourself

S	Be honest and do your own work Keep your area + the classroom clean Complete your class job(s) Use computers as instructed Speak kindly of others even when they are not there Stand when adult enters the class	Include others in your conversation Ask teacher before sharing food Read the prayer loud enough that others can hear your voice Ask permission to leave lunchroom	Wash your hands with soap Return lost items to your teacher Clean up trash even when it's not yours Turn off all water faucets Tell teacher if bathroom needs supplies (soap, toilet paper)	Talk to G-d (not friends) during prayer Bring tissues to your seat before prayer Use restroom at home before prayer Only bring necessary items into the Temple Take all your belongings with you when you leave Temple	Use rail going up + down stairs Keep hallway + stairs clean Use walking feet Go directly to your destination Get back to learning quickly	Clean up trash even if it's not yours Return all equipment Play in your assigned area Care for all living things Play fairly and follow staff +game rules	Go directly to the office Be honest about reason in office Return to your class quickly
T	Be on time for class Bring required items for class Complete + submit homework on time Keep your desk & locker clean Protect & keep track of B.E.S.T Badge + other class materials Listen to teacher during safety drills	Use walking feet Clean up after yourself Push your chair back under table Keep lunchroom clean Use walking feet Take your items with you after lunch Report unusual activity to teacher	Get back to learning quickly Leave room cleaner than you found it Be aware of school announcements Check in with teacher when returning to class	Return books to correct location neatly Be on time for prayer Treat Temple property correctly and with care Use walking feet Clean up your area of the Temple	Keep your things with you Make sure doors are closed after you Hold door open for students Report unusual activity Take 1 step at a time Cooperate with EHA staff and approved adults	Throw away trash before leaving Report unusual activity Play safely Help others Show compassion Ask permission before leaving assigned area	Accept the consequences of my actions Show a positive attitude when returning to class

## Component #2: Instructions

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

All classes will practice proper B.E.S.T. hallway, bathroom, lunchroom, and common area behaviors.

To increase the overall functioning and operations of EHA, universal school-wide procedures will be implemented.. All teachers and staff will implement the universal procedures below;

1. Arrival/Dismissal
2. Scheduled Restroom Breaks
3. Hallway Transitions
4. Morning/Afternoon “Huddles” (Information in the Appendix)
5. Refocus Signal (3-2-1)
6. Lunch

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

Teaching school rules and expectations is essential for maintaining a positive and structured learning environment. Teachers will refresh students' knowledge of the rules and procedures, ensuring everyone is on the same page. This practice will clarify what is expected of students,

providing clear guidelines for behavior. By addressing the entire class rather than singling out individuals, teachers will keep the approach inclusive and non-threatening. This neutrality shifts the focus away from the teacher as the enforcer, emphasizing that following rules is about maintaining a safe and respectful environment for everyone.

Teachers will review rules so students easily understand them. They will regularly go over the rules and will reinforce good behavior choices, promoting a consistent and positive atmosphere. Teachers will emphasize the importance of teaching expectations and practicing procedures, helping students internalize appropriate behaviors and naturally meet expectations.

When individual students or groups are not following the rules, a review/reteach will serve as a gentle reminder without placing blame. Similarly, if there is a general decline in adherence to P.B.I.S. expectations across the class or school, teachers will use a review to reestablish the desired behavior.

### **Component #3: Encouragement**

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

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

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



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

### **B.E.S.T Points System**

Each day, teachers will award points to students who exemplify B.E.S.T. behavior. This might include being a good listener, helping classmates, or completing assignments thoughtfully. They will offer verbal praise and can reward students who reach point requirements or have exhibited positive behaviors by: rewarding short breaks, drawing time, games, free reading, going outdoors, being a teacher's helper, or small trinkets such as stickers, small snack, BEST button, phone call or letter home, etc.

### **Weekly Rewards**

#### **Gold/Green/Blue Level Students (K-8)**

On Thursday mornings, the Leveled list of students will be released based on the average points earned.

Students will shop based on the level they are in that week.



### **BEST Store Shopping**

The BEST Store will be open for students to make purchases each Thursday morning.

- Students may save their points or spend them.
  - When students have lost or damaged their badge, protector, or lanyard, they will be required to use their points to purchase a replacement badge.
- There will also be raffle prizes that students can enter to win for Rosh Chodesh assemblies.

Prizes in the BEST store include “passes” such as a show-and-share pass, announcer pass, lunch with coach pass, sit anywhere pass, etc. And items that include: kosher snacks, school supplies, toys, trinkets, electronics, etc.

Please view our wishlist at: [bit.ly/EHAWISHLIST](https://bit.ly/EHAWISHLIST)

Your support is greatly appreciated!!

### **School Clubs (Grades 3-8):**

To keep our older students engaged and excited about attending Esformes Hebrew Academy, we want them to participate in fun and exciting extracurricular activities they enjoy.

All students in 3rd - 8th grade will now have the opportunity to join a school club that promotes the B.E.S.T. expectations.

1. **Permission Required:** To attend clubs on Fridays, students must have teacher permission from all teachers. This ensures students are caught up on schoolwork and can fully participate in the club activities. (Students may not attend if they received an office referral during that week)
2. **Focus on Schoolwork First:** If a student has homework, classwork, or makeup work, they won't be able to attend the club that week. This ensures they prioritize their academic responsibilities.
3. **Earning Your Spot:** Although all students may attend clubs, spots are filled based on the number of B.E.S.T. points a student earned that week. Students with the most points get first pick of their preferred club.
4. **Fun Activities:** Explore interests in areas like sports, games, art, technology, robotics, science, STEM, etc.

### **Special Recognition**

Students who demonstrate B.E.S.T. behavior throughout the month are nominated for the prestigious title of Student of the Month (SOTM). This award celebrates students who embody the core values of EHA, showcasing academic achievement, positive behavior, a growth mindset, and/or a strong commitment to the school community

Each month, at the Rosh Chodesh Assembly, students will be recognized for their achievements. Being named Student of the Month comes with special privileges such as: First pick of class jobs, first in line, earning interest on points, photo displayed on the lobby TV screen, extra recess or special privilege (such as lunch on the mitzvah tank), special pins or stickers on lanyards to acknowledge student success

### **Target Parties**

The first School-wide Target Party of the year will be for K-8 students and will be held during the last week of October. Grade level teams will continue to host Target Parties in December and February. Our final school-wide Target Party will occur in spring.

Grade level teams will collaborate to select, plan, and promote their party.

Examples;

- Ice cream party, Movie & Popcorn party, Cookie/cupcake decorating party, Sporting activity, Nature walk
- ALL students will attend the target party, however, privileges will be based on P.B.I.S. points.
  - The Gold students (one standard deviation above the average) will receive all available privileges at the party.
  - The Green students (the average points based on the data) will attend and receive one additional incentive.
  - The Blue of the students will attend the party.
- An office referral during the eligibility period *may* prevent a student from attending the party even with the required points.

### Component #4: Correction

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

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

When students have a hard time following the B.E.S.T. expectations. Here are some common reasons why this might happen:

- Avoid Adults**                      Students engage in problem behavior to get away from adults.
- Avoid Peers**                      Students engage in problem behavior to get away from peers.
- Avoid Tasks**                      Students engage in problem behavior to escape from tasks/activities.
- Obtain Adult Attention**        Students engage in problem behavior to gain adult attention.
- Obtain Peer Attention**         Students engage in problem behavior to peer attention.
- Obtain Items**                      Students engage in problem behavior to gain items or activities.

### Teacher Response Continuum

Teacher discretion is always needed when deciding to respond to inappropriate student behaviors.

At EHA, teachers are encouraged to use the (4:1) ratio of positive to corrective feedback and then analyze the severity of the student's behavior (major/minor) to determine the next steps. (Definitions of behaviors in Appendix)

<b>Teacher Managed Discipline (Minor)</b>	<b>Office Managed Discipline (Major)</b>
---	--

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

### **Progressive Discipline**

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



## Component #5: Connection

Building strong connections with students and their families is a key part of Positive Behavioral Interventions and Supports (P.B.I.S.). These relationships help create a positive and supportive school environment.

### Here's why relationships are important in P.B.I.S.:

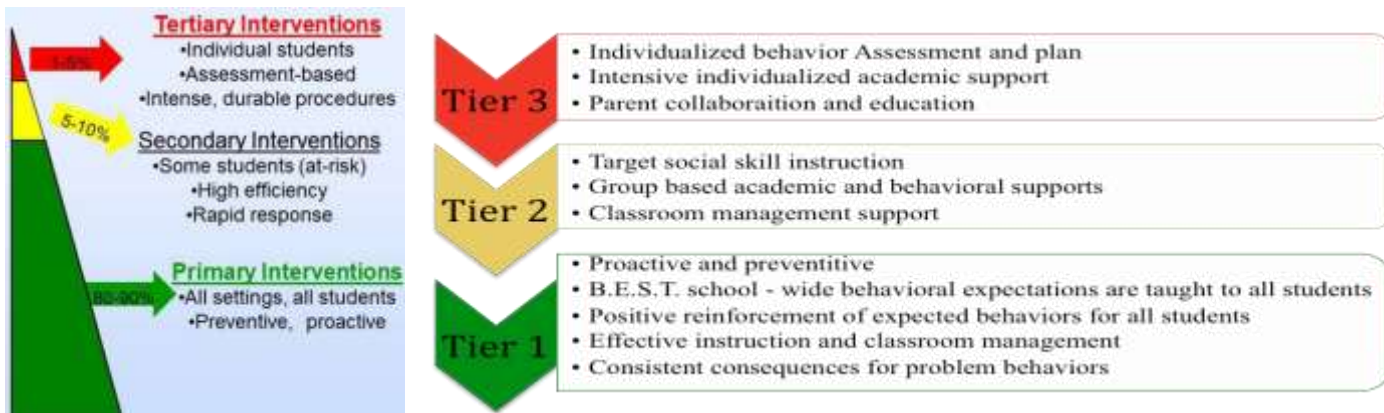
1. **Trust and Support:** When students know that teachers and staff care about them, they are more likely to follow the rules and behave well. Trusting relationships make students feel safe and supported.
2. **Better Communication:** Good relationships with families make it easier to communicate about a child's progress and behavior. When parents and teachers work together, it helps students succeed.
3. **Personalized Rewards:** Knowing students well allows teachers to give rewards that are meaningful to them, making positive reinforcement more effective.
4. **Family Participation:** Involving families in P.B.I.S. means parents help set goals and celebrate achievements, creating a stronger support system for the student.
5. **Consistency at Home and School:** When parents and teachers give the same messages and expectations, it helps students understand and follow the rules better. Consistent reinforcement at home and school makes it easier for students to behave well.

### How We Build Relationships

1. **Regular Updates:** Teachers and staff will keep parents informed through newsletters, phone calls, and meetings. Sharing both good news and areas for improvement helps build trust.
2. **Family Events:** We will host events and workshops to help parents understand P.B.I.S. and how they can support their child's behavior at home.
3. **Knowing Students Personally:** Teachers will take the time to learn about each student's interests, strengths, and challenges. This helps in providing support and recognizing achievements in ways that matter to each student.
4. **Collaborating on Behavior Plans:** When a student needs an Individualized Behavior Plan, we will involve parents to make sure the plan is effective and supported at home. Regular updates and input from parents make these plans work better.

## Multi-Tiered Interventions & Supports (MTSS)

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



### Tier 1

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

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

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

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

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

1. Reduce school disruption
2. Educate ALL students, including those with challenging behaviors on;
  - ❖ Clearly defined expectations (B.E.S.T. Posters)
  - ❖ Research-validated practices (P.B.I.S.)
  - ❖ Supportive administrative systems (classroom and office managed behaviors)
  - ❖ Use of information for problem-solving (P.B.I.S. data meetings)

### Tier 2

Students who have difficulty meeting B.E.S.T. expectations for behavior and/or academic needs (including classwork or homework) may require an Individualized Behavior Plan (Tier 2). Parents will be notified when their child needs additional support, and an individualized plan will be developed to address these needs.

**In some cases, a behavior intervention specialist or academic tutoring may be required to provide extra support, and the cost for this specialist will be the responsibility of the parent.**

An individualized behavior plan includes specific strategies to reinforce expectations, such as rewarding good behavior and consistently providing both positive and corrective feedback. The plan will identify 2-to-4 behavioral or academic goals that the student has struggled to achieve, linking these goals with positive rewards for compliance and corrective consequences for noncompliance.

Each day, the student's behavior will be documented. To support the student further, the counselor may meet with them to review progress toward goals and address any barriers to success. This regular monitoring and feedback ensures that the student receives the necessary support to improve their behavior and academic performance.

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

### **Tier 3**

Interventions and supports at the Tier 3 level are highly personalized and are used for students exhibiting the most severe and challenging behaviors. Typically, these interventions are targeted towards a very small percentage of the student population, approximately 1-3%. The goal is to ensure that the majority of students' needs are met through less intensive interventions at Tiers 1 and 2.

While some Tier 3 interventions may resemble those at Tier 2, they differ significantly in their individualized assessment, higher intensity or frequency of implementation, and often being provided on an individual basis. This level of support demands a substantial investment of time and effort from adults in both development and implementation.

The student-focused Tier 3 team is responsible for:

- Student behavioral assessment
- Behavior intervention planning and support
- Progress monitoring to ensure student success.

## Student Code Of Conduct

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

school rules and regulations. The Student Code of Conduct holds students responsible for the consequences of their actions.

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

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

### **Searches Of Students And Property**

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

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

Students have no expectation of privacy in cell phones or electronic devices if brought to school (mobile phone, iPod, iPad, digital cameras, etc.). If there is reasonable suspicion that a search will reveal a violation of school rules, cell phones and other electronic devices may be confiscated and searched, including searching calls, e-mails, texts, contacts, pictures and other communications including Internet access.

### **Sexual Harassment**

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

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

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



## **Bullying And Hazing**

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

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

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

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

## **Discrimination**

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

## **EHA Attendance Policy**

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

Florida Law (*Section 1003.21, Florida Statutes*) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term.

Attendance at a private school satisfies the compulsory school attendance law if the child maintains regular attendance during the school term of a minimum of 170 actual school days and the hourly equivalent of 180 actual school days. In kindergarten, this requires 540 net instructional hours; in grades one through three, 720 net instructional hours; and in grades four through twelve, 900 net instructional hours. *Rule 6A-1.09512, Florida Administrative Code (F.A.C.)*.

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

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

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

## Tardy Procedure

### **K-4 students arriving after 8:10 am, the following will occur;**

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

### **5-8 students arriving after 8:35 am, the following will occur;**

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

Please note: To help reduce excessive tardies and early dismissals, EHA will link tardies to attendance and equate 5 tardy slips to 1 day of absence.

### **Parent Notification of Tardies**

Based on Florida requirements, EHA has adopted a tiered series of notifications for students who are tardy an increasing number of school days. EHA will use a variety of communication measures (e.g., meetings, emails) to connect with parents.

Days Tardy	Parent Notification of Unexcused Student Tardies
5	<p><b>Parent Letter (Office)</b> - Parents will receive an email stating that the student has been tardy 5 -7 times without a doctor’s note. Once a student has 5-7 tardies, they will be required to complete an educational online session reviewing the importance of good attendance.</p> <p>(5 Tardies=1 Absence)</p>

<b>10</b>	<p><b>Parent Letter (<i>Principal</i>)</b> - Parents will receive another email stating that the student has been tardy 10-12 times without a doctor's note.</p> <p>(10 tardies=2 days absent)</p> <p><i>*Attendance makeup day may be required.</i></p>
<b>15</b>	<p><b>Parent Meeting (<i>Counselor</i>)</b>– The parent will receive a phone call from the school counselor stating their child has been referred to the <b>Attendance Monitoring Team</b> due to 15-17 unexcused tardies. The AMT will conduct an evaluation and schedule a required parent conference to discuss supports that can be provided to facilitate improved attendance.</p> <p>(15 tardies= 3 days absent)</p> <p><i>*Attendance makeup day will be required.</i></p>
<b>20</b>	<p><b>Florida Attendance Requirement (<i>Principal</i>)</b> – The parent will receive a phone call from the principal requiring another meeting with the Attendance Monitoring Team to discuss next steps.</p> <p>(20 tardies= 4 days absent)</p> <p><i>*Attendance makeup day will be required.</i></p>

## Absences

The following are acceptable reasons for student absences:

- Student illness with a parent note. (maximum allowed is 7).
  - After the 7th parent note, a doctor's note will be required for an excused absence.
  - Students with more than 8 absences will only be excused if verified through a doctor's note or letter from the court. The doctor's note must have the date of appointment.
- Student doctor or dental appointments. (Medical documentation will be requested).
- Major illness of an immediate family member or death of an immediate family member. (Immediate family is determined as parents, siblings, aunts, uncles, legal guardians, or a member of the student household).
- Family milestone events will be approved on a case by case basis. (See Student and Parent Handbook)

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

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

### Parent Notification of Absence

Based on Florida requirements, the school will adopt a tiered series of notifications for students who are missing an increasing number of school days. The school will use a variety of communication measures (e.g., meetings, emails) to connect with parents.

Days Absent	Parent Notification of Unexcused Student Absence(s)
1	<b>Phone Call or Email-</b> Parents will receive a phone call or email from the school indicating their child has missed the school day. This is to ensure parents are aware the student was absent.
5	<b>Parent Letter-</b> Parents will receive an email explaining the student has missed 5 days of school without a parent or doctor’s note. After missing 5 unexcused days of school, the student will be required to complete an educational online session reviewing the importance of good attendance.
10	<b>Parent Letter-</b> Parents will receive an email explaining the student has missed 10 days of school without a parent or doctor’s note. <i>Attendance makeup day will be required.</i>
15	<b>Parent Meeting</b> – The parent will receive a phone call from the school counselor stating their child has been referred to the Attendance Monitoring Team due to 15 unexcused absences. The AMT will conduct an evaluation and schedule a required parent conference to discuss supports that can be provided to facilitate improved attendance. <i>Attendance makeup day will be required.</i>
20	<b>Florida Attendance Requirement –</b> The parent will receive a phone call from the principal requiring another meeting with the Attendance Monitoring Team to discuss next steps. Possible next steps may include: <ul style="list-style-type: none"> <li>- Referral to DCF Resource Department for additional assistance to help support the family.</li> <li>- Contact with the Florida Department of Education scholarship compliance department.</li> <li>- Student retention and/or make up days on Sunday or Summer School. <u>Cost will be paid by the parents.</u></li> </ul>

## Dress Code Violation Policy & Procedures

Violations	Dress Code Interventions
1st (Office)	<p><b>Parent:</b> Warning letter will be sent through email to review the dress code expectations.</p> <p><b>Student:</b> The student will be asked to wear a used uniform for the day, which must be returned before dismissal.</p>
2nd	<p><b>Parent:</b> A letter will be sent through email informing them of the uniform infraction and the <b>monetary fine of \$20</b> will be added to your tuition bill to cover the cost of a used uniform. The parents will need to acknowledge receipt of the letter.</p>

<p><b>(Office)</b></p>	<p><b>Student:</b> Reteaching of uniform expectations. The student will be asked to wear a used uniform for the day, which they will keep (\$20)</p>
<p><b>3rd (Office/Principal)</b></p>	<p><b>Parent:</b> A letter will be sent through email informing them of the uniform infraction and the <b>monetary fine of \$30</b> will be added to your tuition bill to cover the cost of a new uniform. The parents will need to acknowledge receipt of the letter.</p> <p><b>Student:</b> Reteaching of uniform expectations with the principal. The student will be asked to wear a new uniform for the day which they will keep (\$30)</p>
<p><b>4th (Principal)</b></p>	<p><b>Parent:</b> A letter will be sent through email informing them of the uniform infraction and the <b>monetary fine of \$30</b> will be added to your tuition bill to cover the cost of a new uniform. The parents will need to acknowledge receipt of the letter.</p> <p><b>Student:</b> Referral will be entered on FACTS. The student will be asked to wear a new uniform for the day which they will keep (\$30)</p>

# Appendix

## Glossary

### Hebrew Words

**Alef Bet (Aleph Beis)** – The Hebrew alphabet, the same way one would refer to the English alphabet as the “ABCs”

**Bracha** – Blessing or small prayer, either said before/after certain religious activities, or before/after eating certain foods, with different blessings said for foods of different origin or that contain certain main ingredients

**Challah** – Twisted egg bread usually eaten on Shabbat and holidays

**Daven** – Pray

**Hashem** – G-d

**Kiddush** – Blessing over the wine on Shabbat and holidays

**Kippa** – Hebrew word for skullcap (another word is yarmulke – pronounced ya-mue-ka).

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

**Mitzvah** – A good deed. In Judaism, it is a commandment

**Morah** – A Female Teacher

**Rosh Chodesh** – New Jewish Month (based on the lunar calendar)

**Moshiach** – Messiah

**Parsha** – A Torah portion

**Rabbi** – Leader and/or teacher

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

**Shabbat (Shabbos)** – Hebrew word for Sabbath

**Siddur** – Prayer Book

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

**Tzedakah** – Charity

## Jewish Holidays

**Rosh Hashanah** – Jewish New Year, and starts the 10 days of repentance – two day holiday

**Yom Kippur** – A day of Atonement – one day holiday

**Sukkot** – Holiday of harvest – eat in a Sukkah (hut) – eight day holiday followed by Simchat Torah.

**Simchat Torah** – Holiday upon which we complete reading the Torah and start the reading cycle again.

**Chanukah** – Holiday commemorating the victory of the Maccabees over the Assyrian Greek Empire, the rededication of the Holy Temple in Jerusalem, and the miracle where a jug of oil that only was sufficient to burn in the Menorah–candelabra–in the Holy Temple for 1 day burned for 8. Chanukah is celebrated for 8 days. It is celebrated by lighting a menorah and eating foods fried in oil, such as latkes–potato pancakes.

**Tu B’shvat – Jewish New Year for Trees**

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

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

**Shavuot –** Holiday commemorating the receiving of the Torah at Mt. Sinai

**Student Transportation to Clubs**

(Digital Version will be sent)

**Esformes Hebrew Academy**

2024-2025 Permission Slip for Student Transportation: Clubs and Other Activities (3rd-8th)

Student Full Name

Birthdate

Grade

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



School Name: Chabad Lubavitch of Greater Daytona DBA Esformes Hebrew Academy  
1079 Granada Blvd. Ormond Beach, FL 32174

I hereby grant permission for my child to be transported in the vehicle of any teacher or staff member employed at Esformes Hebrew Academy.

I understand that the transportation may be for various school-related activities, including but not limited to field trips, extracurricular events, clubs, and educational outings. I acknowledge and accept the following conditions:

- \* I trust that the teacher or staff member transporting my child holds a valid driver's license, and the vehicle used will be in compliance with all applicable safety regulations.
- \* I release Esformes Hebrew Academy, its employees, and any teacher or staff member from liability for injuries or damages that may occur during the transportation, provided that such injuries or damages are not a result of gross negligence or willful misconduct.
- \* I understand that the teacher or staff member will take reasonable precautions to ensure the safety of my child during transportation, including the use of seat belts and adherence to traffic laws.
- \* I authorize any teacher or staff member to seek emergency medical attention for my child if necessary.

This permission is valid for any school-sponsored transportation in a teacher or staff member's vehicle during the current academic year.

Parent/Guardian Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Cell Phone Number: \_\_\_\_\_

### ***Morning Meeting & Sel Check In***

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

During the Morning/Afternoon Meeting, teachers will

- review the agenda for the day, and BEST behavior expectations (what will it look/sound like).
- allow students an opportunity to complete an informal or formal (P.B.I.S.) SEL check (5 minute review of SEL topic to guide this portion of the “huddle”).
- allow students an opportunity for team building and establishing rapport through a fun icebreaker-type activity. “What was your favorite \_\_\_\_\_.”

## BENEFITS OF morning meeting

-  eases the transition from home to school
-  students feel seen, known, and cared about
-  cultivates an environment where students feel comfortable to take risks
-  gives students the opportunity to practice social skills

### ***Debunking Reinforcement Myths***

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

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

#### **Myth 1: Reinforcement is not supported by research.**

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

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

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

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

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

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

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

**Minor Behaviors**

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

Minor Behavior Problems (Category 1)	Definition
<b>Inappropriate Language</b>	Students engage in low-intensity inappropriate language that is not directed at someone. The student uses replacement words such as “stupid”, “ugly”, “retarded”, etc.
<b>Physical Contact</b>	Students engage in non-serious, but inappropriate physical contact such as not keeping hands and feet to themselves, pushing/shoving, picking up other students, hugging in line, pinching, hanging on other students, etc.
<b>Defiance</b>	Students engage in brief or low-intensity failure to respond to adult requests or to follow directions, complete work, talkback, and/or deliver socially rude interactions. Ex. If a student is asked to complete an assignment and responds, “No, I don’t want to”.

<b>Disrespect</b>	Refers to any actions, verbal or non-verbal, that hinder a respectful and positive learning environment. Examples include brief or persistent arguments, unfriendly tones of voice, negative body language (eye rolling, sighing), name-calling, inappropriate gestures, and yelling.
<b>Disruption</b>	Students engage in low-intensity, but inappropriate disruption such as excessive talking, noises, rocking in their chair, tapping pencil, etc.
<b>Dress Code **See Code of Conduct</b>	Students wear clothing that is not within the dress code guidelines outlined in the student handbook such as wearing a hat, hood up, clothes with offensive designs or writing, etc.
<b>Property Misuse</b>	Students engage in low-intensity misuse of property such as writing on books, writing on walls, tipping chairs back, destroying pencils, etc.
<b>Tardy **See Code of Conduct</b>	Students are late to school or late returning to scheduled class or activity up to 5 times or 30 minutes. 5 tardies equal 1 absence.
<b>Theft</b>	Students engage in minor acts of stealing. Ex. takes pencils from another student.
<b>Technology Violation</b>	Student use of cell phone, music, camera, computer and or other electronic devices in violation of the school policy.
<b>Unauthorized Area</b>	Student found in an area where they are not supposed to be at that time. (leaving the classroom without permission)
<b>Other</b>	Students engage in any other minor behaviors that do not fall within the above categories. Example: running, inappropriate volume.

**Major Behaviors**

Major behaviors are typically high in severity or could result from repeat minor incidents that have been upgraded to a major behavior infraction. These incidents are considered “Office Managed” because the disciplinary response is provided outside of the student’s assigned setting by someone like the school Principal or Director.

<b>Major Behavior Problems (Category 2&amp;3)</b>	<b>Definition</b>
<b>Abusive Language</b>	Students deliver verbal messages that include swearing, name-calling or use of words in an inappropriate way that is directed at someone.
<b>Fighting/Physical Aggression</b>	Students engage in actions involving serious physical contact where injury may occur. Examples: hitting, punching, biting, hitting with an object, kicking, hair pulling, scratching, throwing chairs or other objects, etc.
<b>Major Defiance</b>	Students engage in refusal, or continuous refusal, to follow directions, talk back, and/or deliver socially rude interactions.

<b>Extreme Disrespect</b>	Students engaged in continuous verbal or non-verbal displays of rudeness or discourtesy such as inappropriate gestures, arguing, yelling, etc.
<b>Harassment/ Bullying</b>	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures or written notes.
<b>Stealing</b>	Student is in possession of, having passed on, or being responsible for removing someone else’s property without that person’s permission.
<b>Lying/Cheating</b>	Student delivers a message that is untrue and/or deliberately violates the rules.
<b>Property Damage</b>	Students caused significant damage to someone’s belongings that required monetary compensation or replacement of the item.
<b>Tardy/Skipping</b>	Students have been late 6 or more times to school or returning to class. The student has not returned to class or missed a scheduled class.

## Consequences

### Possible Teacher Managed Consequences

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

### Possible Office Managed Consequences

<b>Loss of Privilege</b>	Consequence for referral results in students being unable to participate in some type of privilege.
<b>Student Conference</b>	Consequence for referral results in student meetings with an administrator, teacher and/or staff member. May be asked to complete B.E.S.T Think Sheet or other reflection activities.

<b>Lunch/Gym/Recess Detention</b>	The consequence for referral results in students missing part or all of their lunch, gym or recess time with peers.
<b>Parent Contact</b>	Consequence for referral results in parent communication by phone, email, or person-to-person about the problem.
<b>Parent Conference</b>	Consequence for referral results in face-to-face student meetings with the administrator, teacher and parent.
<b>Community/School Service</b>	Consequence for referral results in involvement in community service activities or projects. (trash pick up, lunchroom cleaning etc.).
<b>Restitution</b>	Consequence for referral results in apologizing/compensating for loss, damage, or injury.
<b>Behavior Plan/Contract</b>	Consequence for referral results in students receiving an individualized plan specifically related to the student's concerning behaviors outside of the classroom.
<b>Removal (suspension or expulsion)</b>	The consequence for referral results in a period of time when a student is not allowed at school. Removal can be used if the student is an ongoing threat of disruption or if the student's presence poses a danger to people or property.

***Example of Think Sheet***  
**Kindergarten-1st Grade**

# \_\_\_\_\_ 's Think She

What I chose to do:

kick



hit



pu



run



not work



pin



It made \_\_\_\_\_ feel:

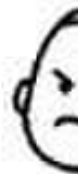
happy



sad



m:



# Think Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Today, I:

- was interrupting or talking when I was supposed to be working
- was not keeping my hands to myself
- was not following my teacher's directions the first time
- was not following bathroom/hallway expectations
- was not focusing on my learning
- \_\_\_\_\_

Here is what happened:

---

---

---

---

---

---

This is how I feel about my choice:



Next time, I will:

---

---

---

---

---

---

Parent Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_



### **Example Reflection Form**

#### Behavior Reflection Form (2nd-8th)

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

Please check the expectation(s) that were not being followed:

- Respect
- Excellence
- Integrity
- Accountability

What were you doing?

---

---

---

What should you have been doing?

---

---

---

What will you do differently next time?

---

---

---

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**(as needed)**

## Sample Referral Form

### Office Referral Form

Name: \_\_\_\_\_

**Location**

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Playground  Library

Teacher: \_\_\_\_\_

Cafeteria  Bathroom

Grade: K 1 2 3 4 5 6

Hallway  Arrival/Dismissal

Referring Staff: \_\_\_\_\_

Classroom  Other \_\_\_\_\_

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical aggression <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Playground infraction <input type="checkbox"/> Disrespect <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Other _____	<input type="checkbox"/> Abusive language <input type="checkbox"/> Fighting/ Physical aggression <input type="checkbox"/> Overt Defiance <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Dress Code <input type="checkbox"/> Tardy <input type="checkbox"/> Vandalism <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Threat to school or self <input type="checkbox"/> Leaving class/campus <input type="checkbox"/> Other _____	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid task or activity <input type="checkbox"/> Don't know <input type="checkbox"/> Other _____
<b>Administrative Decision</b>		
<input type="checkbox"/> Loss of privilege <input type="checkbox"/> Time in office <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent Contact	<input type="checkbox"/> Individualized instruction <input type="checkbox"/> In-school suspension (____ hours/ days) <input type="checkbox"/> Out of school suspension (____ days) <input type="checkbox"/> Other _____	

**Others involved in incident:**  None  Peers  Staff  Teacher  Substitute  Unknown  Other

**Other comments:** \_\_\_\_\_

I need to talk to the students' teacher  I need to talk to the administrator

**Parent Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_