



SECTION I: MISSION AND EDUCATIONAL PHILOSOPHY

MISSION

Our distinguished history in Jewish education dates back to 1948. Our vision is as innovative and creative as the 21st century itself.

The spiritual and academic life of Central: Yeshiva University High School for Girls is built upon the philosophy of *Torah U'Madda L'khatchila*. We believe that the synthesis of Jewish law and life and the wisdom of world civilization results in a heightened and enriched Judaism. Our mission directs our students to be knowledgeable, *halakhically* committed Jews and broadly educated, intellectually curious, and caring members of society. As life-long learners, our students develop a personal devotion to G-d, *Torah* learning, integrity and commitment to ethical behavior. Identification with the destiny of our fellow Jews around the world, loyalty to *Eretz Yisrael*, and recognition of the modern State of Israel as the spiritual homeland of the Jewish people and the fulfillment of a religious Zionist vision are all cornerstones of our educational program.

Our commitment to *Torah U'Madda* requires students to pursue all academic studies with the intent of achieving a greater understanding of the world, reaching for personal academic achievement, and making a lasting difference in our community.

EDUCATIONAL PHILOSOPHY

The educational philosophy of Central that supports our Mission is to teach and perpetuate the values of *Torah U'Madda L'khatchila*, the synthesis of Jewish Law and Life and the wisdom of world civilization while promoting learning that is active and self-directed and that enables our students to be lifelong learners. Central provides a platform for Jewish leadership through a challenging academic and co-curricular program in an atmosphere that fosters a commitment to *Klal Yisrael*.

SECTION II: CENTRAL COMMUNITY

Student Citizenship Values and Responsibilities

Personal and spiritual growth is best fostered within the context of a cohesive community. Our yeshiva strives to be a supportive place in which parents/guardians, teachers, and students are all invested in promoting the very best of each student. At the heart of Central is the commitment to educate each of our students in a *Torah* environment that is challenging and nurturing, that promotes personal excellence, and values the unique strengths each individual brings to our school community. These goals are developmentally appropriate and

based on educational values; they also directly parallel the primary goals of our yeshiva which is dedicated to (a) supporting our students' growth in *Torah* learning, (b) inspiring their *Torah* living, and (c) becoming actively engaged citizens of our *Torah U'Madda* community.

These goals are rooted in the following core values:

- **עמלות בתורה/Ameilut Ba'Torah** – commitment to *Torah* learning and *Halakhic* living through rigorous and rewarding *Torah* study
- **דבקות בתפילה/Deveikut Ba'Tefillah** – aspiring to religious growth through prayer and commitment to *mitzvot*
- **ערבות בציבור/Arvut B'Tzibbur** – becoming a respectful and engaged citizen of our community by behaving with dignity, honesty, humility, and compassion in all of our relationships

In Central, there is a palpable sense of religious inspiration and spiritual aspiration that infuses the learning, the programming and the relationships. Families who come to Central are committed to the three goals listed above; in being a magnet school, we have a unique opportunity to see the many faces of the *Torah U'Madda* community. Families and students choose Central as their destination school because of the learning, the *Torah* sensibilities, and the friendships that support their intellectual, social, emotional and religious growth. Therefore, we know that we can count on full family support in achieving these goals.

Student Citizenship and Accountability

The emphasis on citizenship at Central reflects our commitment to developing a school community that honors our school mission and supports each student's ability to contribute to and benefit from being a part of Central. Each of the areas of school life together make up the way in which students cultivate their own citizenship and contribute to building a school culture that advances our mission. With an emphasis on Respect, Tefillah, Timeliness, Dress Code, Integrity and Kindness the citizenship of each member of our school community strengthens our mission and enables us to continue to grow. To encourage parental partnership and to support our students in striving to be their best, these areas of school life will be tracked, communicated to parents and recorded on report cards. Violations of citizenship standards will impact a student records, honor roll status, grades and leadership opportunities.

Please review the citizenship standards and expectations listed below to ensure full compliance with our school policies.

Demonstrating Respect and Dignity

Recognizing that we each strive to support one another in the growth and development of a *Torah* personality, students are expected to act appropriately and honor the *Tzelem Elokim* in everyone. Central has implemented an *Anti-Harassment Policy* that is posted on our website and applies to every member of our school community. This policy addresses the way we speak, communicate in all forums, treat each other in person and online. All members of the Central school community are expected to treat everyone with respect and dignity and refrain from any actions or communications that convey bias, or constitute harassment based on race, color, appearance, national origin, etc. Students, faculty and staff members must manage conflicts appropriately, act towards others with sensitivity, and use respectful

language in all interactions in and out of the classroom. This expectation extends to our digital footprint online and is covered in greater detail within Central's Technology Acceptable Use Policy contained in section IV of this handbook.

The respect we expect from others must extend to the way we treat our physical surroundings as well. Students, faculty, and staff members must act responsibly towards all school property and the property of others. Any student who violates these principles may face immediate suspension. You acknowledge and agree to abide by the YUHSG Anti-Harassment Policy and the Central Technology Acceptable Use Policy when signing the Student Handbook Adherence form.

Tefillah

Devoting time to *daven* together is a formative part of belonging to our community. Daily *tefillah* at Central is a communal time during which we focus on strengthening our connection to *Hashem* and *Klal Yisrael*. Students are required to attend *tefillah* and to participate respectfully. All school buses are scheduled so that students arrive on time for *tefillah*. Similarly, parents/guardians driving carpool should schedule a timely arrival for *tefillah*. This sends a strong, positive, and supportive message of the importance of *davening* and good citizenship.

School Hours

Monday – Thursday 8:25 a.m. – 5:10 p.m.

Friday 8:25 a.m. – 12:45 p.m.

Students who arrive late to school must sign a school attendance log which becomes part of the student's official record. Timeliness is an important value of our school community which reflects a student's commitment to being a good citizen.

Appropriate School Dress

At Central, part of demonstrating commitment to being a good citizen requires adherence to the school dress code.

Our school dress code requires that the following specific guidelines are met and that all clothing and personal accessories reflect the values of Central and our communal norms.

1. Skirts must cover the knees at all times.
2. Shirts must reach the collarbone.
3. Sleeves must reach the elbow.
4. All clothing must be styled modestly, not tightly or transparent.
5. Students must wear closed shoes for lab and Physical Education classes, as per New York State requirement.

A student out of compliance will be asked to change and will receive a notation on her record. Dress Code violations will be communicated to parents and tracked as citizenship violations. This student may be denied leadership opportunities and/or academic honors, and may face further disciplinary action. In addition, parents/guardians may have a charge added to their student account for the cost of the clothing provided.

Students must be in compliance with dress code for **all** school functions, including athletic, co-curricular and extracurricular events.

Parents/guardians are expected to adhere to the Central dress code when visiting the school. This helps us send a consistent message about the respect we accord our school community.

Disciplinary Actions

In order to foster a safe and supportive environment for all students, if a student fails to comply with school policy, the following consequences may occur:

- A notation will be made in the student's internal record
- Parents/guardians will be notified
- The student will be placed on Academic/Disciplinary Probation
- Inability to be considered for leadership roles, academic honors, and/or to participate in athletic, extra- and co-curricular events

While an internal record of disciplinary action is maintained, this record need not become a part of a student's permanent file. However, if the incident is severe or the instances become chronic, the school may place a description of the incident, along with its consequences, in the student's permanent file.

Academic Integrity

A student's integrity is at the heart of her personal growth, dedication to *Torah* values, academic achievements, and her development as an honest person. While students may be motivated to cheat or plagiarize materials in an attempt to find a short cut for perfection, any form of dishonesty is a significant violation of school policy and will be treated seriously. Therefore, please review the following policies:

Any student presenting work that is not fully and completely her own (i.e. homework assignments, graded or ungraded assessments, tests or quizzes) may face the following consequences on a first offense:

- A failing grade for the submitted work
- The requirement to retake the test or rewrite the assignment (with no improvement of the grade)
- Notification in the student's file about plagiarism/cheating incident
- A substantial impact on the course grade for that semester
- A conference meeting with parents/guardians and the administration

The consequences of a second infraction may include all of the above, with the potential addition of:

- Suspension
- Academic probation
- Expulsion

ANY INFRACTIONS OF CITY, STATE, OR FEDERAL LAWS WILL RESULT IN EXPULSION AND NOTIFICATION OF OUTSIDE AUTHORITIES. PLEASE SEE YESHIVA UNIVERSITY PROGRAM PURSUANT TO THE DRUG-FREE SCHOOL AND COMMUNITIES ACT AMENDMENTS OF 1989, AND TO THE SAFE SCHOOL YESHIVA NETWORK POLICY (IN BACK OF HANDBOOK).

SECTION III: ACADEMIC PROGRAM, LEARNING POLICIES, AND ADMINISTRATIVE PROCEDURES

Academic Program

In order to earn a diploma from Central, each student must complete the following four-year course of study:

Judaic Studies

1. Four years of Biblical Analysis
2. Four years of *Talmud*/Jewish Law
3. Four years of Literature of the Prophets or equivalent
4. Three years of Hebrew Language and Literature
5. Two years of Jewish History

General Studies

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| 1. Four years of English | 6. Two years of Foreign Language |
| 2. Four years of History | 7. Four years of Physical Education |
| 3. Three years of Mathematics | 8. One year of Art |
| 4. Three years of Laboratory Science | 9. Senior Spring Seminar |
| 5. Three full-credit electives | |

Student Schedule

The master schedule and each student's individualized program have been created by the faculty and administration. In all courses, placement has been carefully determined according to academic background, achievement level, and an overriding consideration for the needs of the individual student. Any student requesting a course change must complete a "Request for Course Change" form available from their Grade Level Coordinator. The form requires a clear and complete explanation for the request along with the signatures of a parent/guardian and student. The completed form must be returned to the Grade Level Coordinator or Ms. Segal by Tuesday, September 19, 2017.

Assessments and Grading

The learning cycle involves discovering new information and gaining new skills, having an opportunity to examine, investigate, and research this new information, and demonstrate one's newly acquired skills or mastery of knowledge in the form of an assessment. Each course will have a balance of different assessment opportunities, including homework, presentations, projects, quizzes, and tests.

A test calendar is created by the administration to ensure a fair distribution of evaluative experiences over the week and semester. A test schedule will be published at the start of each semester to allow students to plan appropriately and prepare a balanced work plan.

9th and 10th Grades: a maximum of three exams allowed per week

11th and 12th Grades: a maximum of four exams allowed per week

Exams for AP Courses are not included within these limits.

A course that meets on average 5 times a week may have no more than 3 exams per semester, in addition to a midterm/final. A course that meets on average 3 times a week may have no more than 2 exams per semester, in addition to a midterm/final. Advanced placement exams will have no more than 5 exams per semester, in addition to a midterm.

Students may be quizzed or assessed on the previous day's or night's material without advance notice. These will be counted only as class work in the course grade.

Quizzes are defined as ten minute exercises covering material assigned or discussed over the previous one to two days of class. Tests are more significant exercises that both measure a greater amount of knowledge and account for a greater percentage of a student's overall semester grade. Alternative assessments, including projects, presentations, and papers/essays, are encouraged as formative assessments of the learning cycle.

All assessments must be returned within two weeks.

Students who arrive late on the day of a test will not be permitted to sit for the exam without a doctor's note or permission from the administration. Leaving school early after a student has taken a test may cancel the results of that examination.

Home-School Partnership and Communication

Rich and effective learning is best supported by cooperation between home and school. When all constituents are engaged and informed, an invaluable partnership opportunity develops which supports student success.

Schoology is our online Learning Management System (LMS) and offers an important opportunity for transparency and communication among teachers, students, and parents/guardians. Faculty will regularly post assignments, grades, and attendance, enabling students and parents to track progress in each course, celebrating successes, and noting difficulties. When there are issues of concern, it is the mutual responsibility of faculty and parents to communicate by email or phone.

Access to *Schoology* will begin on the first day of class. To log in to *Schoology*, students should log on to www.yuhsg.schoology.com. Students will use their Central email and password to log on and connect their Google and *Schoology* accounts when prompted in the log in process. Parents/guardians will receive customized *Schoology* access codes and instructions in the beginning days of the school year.

Tracking Academic Growth

All courses will be graded based on the following general guidelines:

Work Product: 80%

- Tests, Major Assignments and Final Exam: 40-50%
- Quizzes: 10-20%
- Classroom work 10 -20%
- Homework: 10-20%

Student Commitment: 10%

- Engagement (Participation, Effort, Personal Investment, Growth)
- Citizenship (Timeliness, Respect for the school community)
- Responsibility (Personal Accountability, Communications with teacher)

Attendance: 10%

Attendance

Active learning requires the engagement and participation of all students in the daily conversations of the classroom. There is a direct connection between a student's attendance in class and her achievement, along with the achievement of the class as a whole. Additionally, we are committed to students developing an appropriate sense of accountability for their learning. The following policies have been established to reflect the importance of this value and to support our students' academic and personal growth:

Since regular timely attendance is necessary for productive and growth-orientated learning, 10% of a student's course grade reflects her attendance. Should a student miss more than 10% of class meeting times, she jeopardizes her ability to receive credit for the course, as per New York State guidelines.

Daily attendance is taken during tefillah. In addition, each teacher records attendance in each of his/her classes. All discrepancies will be fully explored. No in-school absences from class will be excused unless a member of the administration or faculty provides the teacher with a written explanation.

Absences

We care about the health and welfare of our students and can best support our students when we are aware of illness or other impactful circumstances. If a student will be absent, a parent/guardian must call the attendance coordinator, Mrs. Biderman, at (718) 479-8550, ext. 134, or by email at attendance@yuhsg.org by 8:00 am that morning, to inform the school. If she is absent due to an illness, she must bring a note from her healthcare provider or her parent/guardian upon return to school. These notes must be given to the attendance coordinator or put in her school mailbox. If a student has an unavoidable, scheduled absence, the parent/guardian must inform the attendance coordinator in advance. Students are responsible for all missed work and assignments. Please note: no exams will be administered earlier than scheduled.

The school strongly advises parents/guardians against scheduling appointments and vacations that require students to miss classes. Condoning absences sends the wrong educational message.

In case of absence due to a specific student activity obligation or because of a guidance appointment, the student must proactively present a note from a counselor or activity supervisor to the classroom teacher and receive prior approval from her teacher.

Students participating in elective extra-curricular activities, such as sports, clubs, etc., are expected to be in attendance at school for the full day on which the activity occurs. Absences excused due to doctor appointments, emergencies, and administrative exceptions may be excluded from this policy.

Attendance must be regular in order to uphold the integrity of the learning in a course and in accordance with NYC regulations which require absences not to exceed 10% of class meetings.

If a student is not able to meet the course requirements, the student's failing grade will be reported on her report card and transcript. Such failure must be resolved through

appropriate credit recovery, as determined by the faculty and administration. The credit recovery will be reported on the report card and transcript but will not be absorbed into the student's GPA or cumulative grade point average (CGPA).

Make-up Exams

We value regular communication between school and family as a way to support student success. Like with any absence, if a student is absent for an exam, the parent must notify Mrs. Shulamith Biderman, Attendance Coordinator, at (718) 479-8550, ext. 134, or by email at attendance@yuhsg.org by 8:00 am on the morning of the absence. The following procedure must be followed in the case of an absence on the day of an exam:

- Make-up exams are administered on Monday, Tuesday, and Thursday during lunch.
- Students must take the missed exam on the first make-up day after the absence. Delay in sitting for a make-up exam may preclude a student's make-up opportunity.
- In the event that no notification of the absence is made the absence is not cleared before the make-up exam, the administration will mark "-5" points on the exam.
- Faculty will not make individualized make-up exam arrangements with students.
- Students who have missed more than 3 exams (per semester) on their originally scheduled date will be required to sit for their make-up exams during designated after-school hours, necessitating privately arranged transportation.

Final Examinations

Schedules for each final exam period (January and June) will be distributed several weeks prior to the start of the final exams. No final exams will be administered early.

Progress Reports and Report Cards

Parent-Faculty communication is a vital component of the educational success of a student. In addition to using Schoology, parents and teachers should be in regular contact throughout the course of the semester as needed. Formal progress reports are emailed home prior to Parent-Teacher Conferences in both November and March. Report Cards are issued in February and July.

Library

Students are required to get permission from the librarian, Mrs. Michal Davis-Savitsky, to borrow materials from the library. Please do not abuse the right of others to have access to these materials by appropriating them for your personal collection. Periodicals do not circulate. Reference books may not be taken from the library. A copy machine is available in the library for student use.

Textbooks

We strongly encourage students to develop their own personal libraries. Students are required to own a *Tanakh* and a Hebrew-English dictionary and have them readily available for classroom use. Each year, Central chooses to study one *Masekhet* of the *Talmud* and each student purchases this volume for use in school. Other courses list their book requirements at the start of the year. In addition, in some courses, students will purchase workbooks and review books. All textbooks for Advanced Placement courses are purchased by the student.

Students purchase their own copies of novels and plays for their English Literature classes. This is to encourage students to take notes directly in the book.

When a student is issued textbooks, she will receive a textbook loan printout. This printout records the unique bar code assigned to each textbook and is scanned to the student's account. Upon receiving, the student should check to see that her school-loaned books are in good condition and that they remain that way. Her account will be cleared when all textbooks are returned at the close of the academic year. Student library accounts must be cleared in order to receive year-end grades, diplomas, or have transcripts forwarded. If a book is lost or damaged, the student will be charged for its replacement. No alternate replacement plan is acceptable.

Leaving School Grounds

Seniors are permitted to leave the school grounds **on foot** during their lunch break or free periods. **No other students may leave school grounds during the school day.** Before leaving school grounds, seniors must sign out in the main office and must sign in upon return. Leaving school grounds without permission is considered a most serious offense.

All students needing to leave school early must: 1) receive written permission from a parent or guardian, 2) present written permission to the main office, and 3) sign out in the office.

Driving/Parking

We are committed to ensuring that all students are safe and accounted for during their school day. **Therefore, no student may drive during school hours nor travel in another student's car during school hours.** Students who drive to school must submit the appropriate permission form to the school. Our parking lot is reserved for faculty members only; all students must park on the street and be mindful of our neighbors. Students may not park in the spots on the street which are reserved for faculty.

Cell Phone Etiquette in School

Students may make calls only during free periods and lunch. Cell phones used inappropriately are subject to confiscation and will be held in the office until the end of the school day. In the event of repeated inappropriate use of cellphones or other devices these may be confiscated and returned only to parents. Cell phones may be collected before exams.

Medical Forms

The New York City Public Health Code and Chancellor's Regulations require all students entering a New York City School (public or private) for the first time to submit the CHILD & ADOLESCENT HEALTH EXAMINATION FORM to the school, completed, signed, and stamped by the student's health care provider. In addition, New York State Department of Education requires updated physicals for **all new entrants and all students entering 10th grade.** The NYC Department of Health and Mental Hygiene sets forth the immunizations required of all students. By law, students must be excluded from school if they do not meet these requirements within 14 days of the start of school.

Emergency Contact Information

It is imperative that emergency contact information for each student be submitted annually. The submission of this information is required for participation in all school trips, in addition to any trip specific permission slips. Online submission of this

information needs to be completed no later than September 5, 2017. Further, each student must comply with the medical and health requirements as described online at www.yuhsg.org.

Athletic Participation

The Interscholastic Athletic Participation Requirement forms must be submitted to the school in order to participate in Interscholastic Athletics (including tryouts). These forms were emailed previously and are also on the school website.

Over-the-Counter and Prescription Medication

Consistent with NYS and NYC Guidelines for Administration of Medications in School, any student who needs to carry medication, whether prescription or over-the-counter (including ibuprofen and acetaminophen), and who may need to self-medicate during school or any school-related activity, must have the **MAF/Self Medication Release Form** completed and signed by her healthcare provider and parent/guardian and submitted to the school office. (MAF Form for Prescriptions and SMRF for OTCs are available on the school website health link.) The school office is not permitted to dispense any over-the-counter or prescription medication that has not been provided by the student, stored in the office, and labeled with the student's name, in addition to submitting an OTC and/or MAF form.

In-School Illness and Injury

During the school day, if a student becomes ill and cannot remain in school, a parent/guardian will be contacted to arrange for the student to be picked up by a parent/guardian or other adult. A student who is ill will not be permitted to leave school on her own. In the case of injury, basic first aid will be rendered. In the event of an extensive injury, Emergency Services will be called to assess the student's condition and transport her to the nearest hospital if deemed necessary. Parents/guardians will be contacted immediately. Accident/incident reports are written on all serious injuries.

Injury or Illness Excusing Physical Education Participation

In the event that a student is physically unable to participate in physical education class, a note is required. This note must be written and signed by the parent/guardian. Notes from parents/guardians are acceptable for up to two classes. If a student has an illness or injury that will prevent or limit her from participation in physical education for an extended period of time, a signed note from her healthcare provider is required. No student will be permitted to return to class without medical clearance from the provider. Students will be given an assignment by Mrs. Lynda Smith, Athletic Director, for each class that is missed.

SECTION IV: ACCEPTABLE USE POLICY – TECHNOLOGY Technology, Social Media, and Electronic Communications

In order to support a safe and healthy school community in an age of ubiquitous communications, our policies regarding email, phone, and online communications have been revised, highlighting the need for greater vigilance and limits. Additionally, even though it has become common practice, we are asking all parents/guardians to actively monitor their daughter's online activities. Together, we can promote good citizenship and foster a sense of the appropriate lines and boundaries in relationships and communications, whether in person or online. We are reminding parents/guardians that their guidance and input is

crucial and that extra vigilance in this regard requires a home/school partnership. Together, we can guide our students, to develop the necessary strengths and skills to put forth their best while navigating an increasingly challenging online terrain. At times, Central uses e-learning tools in the classroom, including social media platforms, and students/parents/guardians acknowledge and agree to such use by signing the Handbook Adherence Form.

Password Management

Each student will have a personal password that must be kept private and secure. A student may not share her password. Unauthorized attempts to acquire passwords or gain access to any computer equipment or system are unacceptable.

The provisions about Social Media and Communication Guidelines highlight key points of our Social Media and Electronic Communication Use Policy. Please see this policy, accessible on our website at [www.yuhsg.org], for further detail.

Social Media

Communications via the Internet must always reflect the same degree of dignity and concern for all members of our school community as is expected in face-to-face interactions. Please be aware that cyber-bullying, harassment, biased and discriminatory language, and/or insensitivity to any member of our school community will be regarded as a serious offense and may result in suspension or expulsion. Students should use appropriate “netiquette”, and should:

- Treat others as they would like to be treated
- Be careful about online postings or what is included in electronic communications
- Always use appropriate language
- Be honest and accurate
- Protect confidential and personal information
- Speak for themselves

While social media platforms, such as Facebook, Instagram, Twitter, etc., can be wonderful networking mechanisms and a valuable communication tool, faculty and students are not permitted to communicate on personal social media sites, and should not “friend,” “follow,” “comment,” “like,” post personal messages, or otherwise connect on these forums. Exceptions for educational technology tools (i.e. Wikipedia) may be made by the administration. Prior approval of the administration is also required for the use of Skype and similar technology between a teacher and student.

All school social media accounts are monitored and utilized only for professional and educational purposes.

Parents/guardians are strongly encouraged to regularly monitor their daughter’s online accounts.

Central Network/Computer/Laptop Use

Central strives to provide its users with the best computing experience possible, using the latest technologies available. Proper care and respect of all technology is necessary to maintain our systems and keep them in working order for all. Students must treat all computers with care and are responsible for maintaining all computer equipment

appropriately. Any actions to disrupt or damage working conditions of school computers, laptops, Smartboards, and the like, will be disciplined. Please note that the use of Laptops in class is a privilege and any inappropriate use during class time may result in disciplinary action. Additionally, each Central account, and any network use or electronic storage, is the property of Central and may be reviewed or supervised.

Communication Guidelines

While frequent communication with teachers is a necessary component to enhancing our students' learning, it has become necessary to establish specific guidelines to assure appropriate and healthy boundaries. The following policies reflect the need to establish greater sensitivities regarding when, where, and how we communicate with the different people in our school lives:

Email Etiquette

Each student at Central is assigned a Central email address at the beginning of her high school career. All school communications will be maintained via this email address only. Each student must check her yuhsg.org account daily as that will be the primary means of receiving important information. All email communications between Central administration, faculty, and students should be via yuhsg.org accounts only. Emails should generally not be sent after 10:00 p.m.

Faculty-Student Cell Phone Communications

To establish good habits and healthy boundaries, when after-school communications between faculty and students are necessary, email is strongly preferred. Any necessary evening phone calls should be placed to the family phone line and not through student cell phones. Students should also not call faculty or staff on the faculty/staff's cell phones.

Texting

Texting is not permitted between Central staff members and students, unless expressly authorized by the administration (such as on a school trip) or in the case of an emergency.

We are confident that with these limits, together we can promote healthy relationships, appropriate boundaries, and a positive use of technology within our school.

Emergencies

Our students' safety is our utmost concern and responsibility. Therefore, in the event of an emergency, all students should feel comfortable contacting faculty, staff, and administration in any convenient manner.

SECTION V: GUIDANCE, ACADEMIC SUPPORT, AND STUDENT LIFE

Central is dedicated to providing the students with support and guidance to assist them in cultivating academic, social, and personal growth. The Departments of Guidance, Academic Support, and Student Life are designed to offer each individual the encouragement and confidence necessary to effectively navigate these important high school years.

In order to actualize these goals, students are invited to arrange individual or group meetings to discuss any topic, including: transition, class environment, stress management, coping skills, and decision-making strategies. Additionally, students often seek direction regarding organizational skills, study skills, and navigating relationships with teachers and peers.

Homeroom Program

One of the unique features of our school is the supportive relationships that exist between our students and faculty. Students will meet with a Homeroom Faculty Advisor on a regular basis to further support our students' growth and development. The Homeroom program offers our students the chance to connect with their Faculty Advisor in small group meetings to discuss developmentally important issues that build thoughtful connections. Homeroom reflects our commitment to foster a culture of dialogue, support, and thoughtfulness, to keep lines of communication open and to offer opportunities for individualized attention. Students will also have the opportunity to develop a community service project within the Homeroom program.

The Lilker Learning Center (LLC)

In the quest for academic excellence, Central provides supplementary academic support through The Lilker Learning Center, where students can work with a peer mentor or individual teacher. The Lilker Learning Center provides services that are responsive to students' individual needs. Learning Specialists in the Lilker Learning Center also liaise between the New York City Board of Education and CSE regarding Individualized Education Plans (IEPs), and College Board regarding testing accommodations and procedures.

The Lilker Learning Center will enhance the educational experience of students at Central in the following ways:

- Provide scheduled meeting times with students who need test-taking, study, and organizational skill instruction, both individually and in small groups
- Provide scheduled meetings with students to implement organizational strategies for homework, notebooks, and backpacks in order to facilitate better academic performance
- Provide a place where students with extended time and similar accommodations can take their tests
- Provide a place where teachers can meet with students, both individually and in groups, for support and tutoring

Central Support Program

Students in the Support Program will be assigned a Learning Specialist who will be actively involved in establishing semester goals and benchmarks, working with each student independently, and possibly in a small group setting, developing close communication with family, and working with teachers on necessary modifications to curriculum and assessments.

Student Accommodations Committee (SAC)

Learning Specialists, along with other members of the administration, meet regularly to gather data about student learning, interpret NYC Board of Education IEP reports and private psycho-educational evaluations, and develop policy around accommodations and modifications that best serve the students under discussion.

College Guidance

The Office of College Guidance offers our students and parents the counseling and information they need to navigate the opportunities of higher education and to facilitate making meaningful choices. We seek to promote an investigative process into college and career possibilities that most closely matches each student's achievements and career direction.

The process of preparing for college begins in ninth grade and accelerates as students progress through high school. The goal for freshmen is to get their academic bearings and become involved in co-curricular activities. Tenth graders take the PSAT as an introduction to standardized testing as part of the college process. Sophomores will continue to pursue their co-curricular interests in school and community, developing their interests and talents beyond the classroom. As rising eleventh graders, special consideration to unique summer activities, reflecting students' passions and commitments, are encouraged. It is not too early to visit prospective colleges and get a sense of campus life and the level of academic opportunities present. Juniors take a second PSAT in early fall and are introduced to numerous colleges and universities at a College Fair in the spring. SATs or ACTs are taken in the spring of junior year and, for most students, will be repeated in the fall of the senior year.

Parents/guardians and juniors will meet in private sessions with the College Advisor to discuss college opportunities specific to the needs of each student. College applications are submitted in the fall of the senior year; students continue to work closely with the College Guidance Office to achieve the best possible match. Most importantly, the door to the College Guidance Office is always open and will accommodate your questions and concerns in a personalized and thoughtful fashion.

Central Writing Center

The Writing Center is a new initiative at Central designed to support students at all stages of the writing process, from brainstorming to editing. It will be staffed by a member of our English faculty and open after school hours; students may drop in or schedule appointments in advance. Students are welcome to use the Center to workshop all forms of writing including essays, creative pieces, technical writing, and college essays.

Israel Guidance

The Joy Rochwarger Balsam Office of Israel Guidance works to educate students and parents about the value of a year of intense Judaic studies in Israel, as well as walking families through the application and scholarship process. A post-high school "gap year" in Israel provides students with the opportunity to learn self-reliance in an environment that will allow them to refine their textual skills and grow spiritually.

The process begins in the junior year, inviting eleventh graders and their parents to our annual Israel Night, where parents and students have the opportunity to ask questions and learn about the opportunities available to them post high school. The Israel Guidance Office is a resource for information and advice for student and family, hosting numerous events, such as Israel Night, *shiurim* by representatives, and an alumna panel in which seniors can ask alumnae the pertinent questions.

The Joy Rochwarger Balsam Israel Guidance Team - Rabbi Zvi Lew, Israel Guidance Advisor and Mrs. Michal Davis-Savitsky, Israel Guidance Coordinator - works as the liaisons between

students and the Israel institutions, acting as advocates for our students as they are guided through the application and decision process.

Co-curricular Activities and Athletic Teams

Central values the development of each student and seeks to support her growth inside and outside the classroom. Students are invited to explore and nurture their interests and talents by joining a robust array of existing clubs, academic teams, school publications, or initiating and leading new co-curricular opportunities. There are co-curricular clubs in the broad areas of Academics (secular and Judaic), Art, *Chesed*, Coding (Girls Who Code), Cultural Arts, Engineering, Israel Advocacy, and Publications. Consider joining athletic teams (Basketball, Hockey, Soccer, Softball, Tennis, Volleyball), which meet regularly for practice and games. Stay tuned for details during our Activities Fair!

Student Government Organization (G.O.)

Each grade elects a representative to serve as grade level representative. In addition, elections are held in the spring for the offices of president, vice president, secretary, treasurer, assistant secretary, and assistant treasurer.

SECTION V: ANTI-DISCRIMINATION POLICY

Central admits students of any race, color, national and ethnic origin to all the rights, privileges, and activities generally accorded or made available to students at Yeshiva University High Schools. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.