



STUDENT/FAMILY HANDBOOK

2019-2020

IMPORTANT:

After reading, understanding, and accepting the guidelines set forth in the Student/Family Handbook, please access [this link](#) to sign (parent and student) this adherence agreement. It is assumed that both the student and parent will be aware of and adhere to the policies within.

This Handbook reflects essential information about the policies, procedures and programs of Central, as well as the values and responsibilities expected of the students and families of Central towards advancing our shared mission. The Handbook is a living document that is both binding and open to revision as per administrative notice.

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 is built upon the philosophy of *Torah U'Madda L'kbatchila*. 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 lifelong 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 upon our community.

EDUCATIONAL PHILOSOPHY

The educational philosophy of Central is to teach and perpetuate the values of *Torah U'Madda L'kbatchila*, 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. Our program embraces an integrated and holistic educational learning model that includes rigorous academics, rich extracurricular experiences, and 21st Century learning opportunities. Central provides a learning platform for Jewish leadership and a dynamic High School experience that encourages students to pursue all academic studies with the intent of achieving a greater understanding of the world, reaching for personal academic achievement, fostering a commitment to Klal Yisrael, and making a positive impact upon the world.

SECTION II: STUDENT CITIZENSHIP & OUR 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. We place great emphasis on the educational and ethical

values of **community**, **commitment**, and **creativity** as key components of our mission. These core values inform the primary goals of our yeshiva which is dedicated to supporting our students' personal growth in *Torah* learning and *Torah* living, and the creative and dynamic process of becoming actively engaged citizens of our *Torah U'Madda* community and the world.

These goals are rooted in the following core Torah 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* and strengthening our relationship to *Hashem*
- **ערבות ביבור/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, we know that values are what you practice not what your profess. Therefore, we are committed to developing policies and procedures that reflect our goals and strengthen our habits to reflect our values. Families who come to Central are committed to the three goals listed above; in being a destination school, we have a unique opportunity to see the many faces of the *Torah U'Madda* community. Families and students choose Central as their 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. Please review the Central citizenship standards and expectations listed below to familiarize yourself with our school policies.

Student Citizenship Standards and Accountability

The emphasis on citizenship at Central reflects our commitment to developing a school community that supports each student's ability to contribute to and benefit from being a part of Central. Each area of school life is vital to building a school culture that advances our mission. The Citizenship Standards at Central include **Respect for our Community, Respect for Tefillah, Timeliness and Accountability, Dress Code, and Integrity**. These standards were chosen since they are mission based values that are constants in the daily life of school. Therefore, each member of our school community has many opportunities to build positive values and strengthen our school culture.

To support our students in striving to be their best, parents and faculty are expected to be full partners in teaching these values. Teachers will help students understand these expectations and find 'teachable moments' to recognize and support our students' ability to improve in these citizenship standards. Students are required to adhere to these citizenship standards which are taught and tracked, communicated to students and parents regularly (via email/ or phone calls), reflected in a student's course citizenship grade and recorded on progress reports and report cards as a Citizenship Notation.

The Citizenship Notation on Progress reports and Report Cards is based on adherence to all 5 citizenship standards listed above and is expressed in a range from Excellent to Needs Improvement. The following is a rubric of how the Citizenship Notation is reported per semester.

- 1 - 2 Formal Notifications = Excellent
- 3 - 4 Formal Notifications = Good
- 5 + Formal Notifications = Needs Improvement

In order to allow students the opportunity to own their growth and improvements, parents will be emailed after a student is notified and giving them the opportunity to improve on their own accord. Repeated violations of citizenship standards will impact a student's records, honor roll/merit scholarship status, grades and leadership opportunities.

Please review the citizenship standards and expectations listed below:

Citizenship Standard #1: Community Respect and Dignity Values and Expectations

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. 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.

The respect we offer to and expect from others must extend to the way we treat our physical surroundings as well. Our staff, faculty, and students must act responsibly towards all school property and the property of others. Students will be responsible for cleaning up after themselves in the classroom, in the lunchroom, and in any other public space.

Additionally, the expectation of Community Respect applies to all of our interactions whether in class, in person, online, in the hallways, during lunch-time, tefillah, assemblies and school activities, on the bus, during outings or at sports events. A student who is part of any action, verbal or otherwise that creates any lack of safety, disrespect or damage to people or property, may face immediate suspension.

Procedures

- Students must communicate respectfully to their classmates, faculty, administration, and staff at all times.
- Cleanliness: Our school building is our home away from home and we all share the responsibility to keep it clean.
 - Cafe must be cleaned up after lunch and activities.
 - Classrooms must remain clean.
 - Hallways must be kept clean at all times.
 - *Siddurim* must be put away after *tefillah*.

If the procedure is not followed:

1. First incident: a student will be reminded of the expectation/behavior. This reminder will be logged.

2. Second incident: after the reminder and logged incident:
 - a. Parent communication
 - b. Natural consequence (this may include, but will not be limited to, *siddur* organization duty, lunchroom duty, classroom clean up, or hallway clean up.)
3. Third incident: a student's citizenship grade will be impacted.
4. Fourth incident: further reduction in citizenship grade, meeting with student, parent, and administration. In the case of an egregious violation of respect, a parent meeting may take place immediately.

Citizenship Standard #2: *Tefillah: A Sacred Time and Space* Values and Expectations

Devoting time to *daven* (pray) together is a formative part of belonging to our school community. Daily *tefillah* (prayers) at Central is a communal time during which we focus on strengthening our connection to *Hashem* (God) and *klal Yisrael* (the Jewish people). Students are required to attend morning and afternoon *tefillah* and to participate respectfully. This means taking a *siddur*, contributing respectfully to the *avirah* of *tefillah*, and not talking.

In the morning, all school buses are scheduled so that students arrive on time for *tefillah*. Similarly, parents/guardians driving carpool must assure a timely arrival for *tefillah*. In the afternoon, we designate a sacred time for students to participate in *Mincha*. This expectation sends a strong and positive message of the importance of *davening* and of building the daily habit of starting our day with *tefillah*.

Procedures

All students are expected to participate respectfully throughout *tefillah*. This includes:

- Sitting in your assigned seat
- Not talking
- Having a *siddur*
- Actively participating in group *tefillot*

Citizenship Standard #3: *Timeliness & Personal Accountability*

School arrival, arrival to class, presence in class room

Timeliness is an important value for all in our school community. Taking care to be on time to school, and to each class, and to remain in class all period, reflects a student's commitment to her learning and to being a reliable school citizen. In the event where lateness is unavoidable, or unexpected, students and parents must communicate with the school attendance coordinator (as noted below) and with the appropriate classroom teachers. Students will be accountable for their timeliness and their communication along with their continued presence in the classroom.

School Hours:

Monday – Thursday	8:20 a.m. – 5:10 p.m.
Friday	8:20 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. In the event of a scheduled lateness or absence, parents must send an email (attendance@yuhsg.org) with an explanation. Please note that a student is eligible to receive credit for a course only if she is in attendance more than 90% of class time. See Residency Requirement and Attendance sections, p.11)

Values and Expectations

Our primary concern is the health and welfare of all of our students. If you are not feeling well, have a fever, have vomited, have spreadable germs, please take care of yourself and stay home. A student should recuperate at home to protect herself and our entire community without undue worry about the impact on her attendance grade.

Procedures

A. Absences

- a. When a student will be absent, a parent must email/call the Attendance Coordinator, Mrs. Biderman, at attendance@yuhsg.org or 718-479-8550 by 8:25am.
- b. Attendance is taken in davening and in all classes.
- c. When a student is absent, the parent will receive an *automated* absence email.
- d. Any questions about an absence must be raised by the parent directly to the Attendance Coordinator **within two days** of the absence.

B. Arriving Late (after the 8:25am second bell)

- a. If a student arrives after the 8:25am second bell, she must sign in at the security desk.
- b. If a student arrives after davening, she must sign in at the main office.
- c. **Arriving Late on the day of an exam**
- d. If a student arrives late on the day of an exam, 5 points will be deducted from that day's exam. This is to avoid the appearance of impropriety and to make it equitable to other students taking the same exam. A doctor or dentist note is necessary to explain a morning appointment.
- e. If there are extenuating circumstances on the morning of an exam, a parent must expeditiously communicate with Mrs. Biderman, our Attendance Coordinator, at attendance@yuhsg.org or 718-479-8550, ext. 134.

C. Leaving Early (Grades 9, 10, 11, 12) and Missing Class

- a. Leaving early is a two-step process:
 - i. A parent must submit an email, available through the website or [this link](#), to authorize a student to leave early.
 - ii. Once this authorization email is received, the student must then sign out in the main office. *This is for security/emergency and attendance recording purposes.*

D. Seniors Leaving Early Due to Free Schedule

- a. As a senior privilege, if a senior has no additional class on that day, she may leave early. No parental email is needed since the senior is not missing class. She must sign herself out in the main office. *This is for security/emergency and attendance recording purposes.*

- b. If a senior signs out for the day because she has free periods, without plans to return, she may be driven or drive herself home.

E. Seniors Leaving Campus Temporarily (Free/Lunch) and Returning to School

- a. As a senior privilege, if a senior has a free period/lunch and wants to *walk* off campus, she must sign herself out in the main office. **SENIORS MAY NOT DRIVE THEMSELVES OR BE DRIVEN BY A FELLOW STUDENT at any point during the school day.**
- b. She must return in a timely manner for her next class and, immediately upon return, she must sign herself in at the main office. *This is for security/emergency and attendance recording purposes.*

Unsanctioned Absence from Class (Cutting Class)

- a. Every student is expected to attend all of her classes.
- b. If a student is present in school, but not present in a class, the absence will be considered a cut.
- c. Each cut will reduce a student's citizenship grade by 10%.
- d. If a student has a situation that might require missing a class, she must contact the Attendance Coordinator, Mrs. Biderman, beforehand.

Citizenship Standard #4: Dress Code

At Central, demonstrating commitment to school citizenship and positively contributing to our community requires adherence to the school dress code. **Acquiring the right clothing before school starts enables all of us to focus on keeping a positive Torah learning environment in school. Conversations about the underlying values of these dress code requirements or the communal standards are less emotionally fraught and more meaningful when students are in dress code allowing these discussions greater openness as they are not connected to questions of personal adherence.**

Values and Expectations

Our school dress code includes the following specific guidelines and also requires that all clothing and personal accessories reflect the traditional values of Central and our communal norms.¹

- 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 tight or of transparent material.**
- 5. Closed shoes must be worn for lab and Physical Education classes, as per New York State requirement.**

Students must be in compliance with the dress code for **all** school functions, including athletic, co-curricular and extracurricular events, both on and off campus. Parents/guardians are expected to

¹ Please note that this broad category includes and is not limited to hennas, piercings other than ears, and unnatural hair colors which are not allowed.

adhere to the Central dress code when visiting the school and when attending any school events. This helps us send a consistent message about the respect we accord our school community.

Procedures

A student may be told to fix her clothing.

If the student is unable to do so, or has been told to fix her clothing a few times:

1. She will be called to the office to change, and an email will be sent to the student and her parent.
2. After three such incidents, her citizenship grade will be impacted.
3. This student may be denied leadership opportunities and or academic honors, and may face further disciplinary action.

If a student does not come to the office when she is called:

1. An email will go home to her parents and she puts her citizenship notation in jeopardy.

Citizenship Standard #5: Integrity

Values and Expectations

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:

Procedures

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

Substance Use/Abuse Policy & National Yeshiva Agreement

Central has joined with over 25 yeshivot to develop a unified National Yeshiva High School Substance Abuse policy. This policy outlines our joint commitment to provide an education that educates and directs our students towards healthy choices in relation to avoiding substances that pose a danger to them. A yeshiva high school is a community dedicated to fostering students' educational, spiritual, and personal development. We partner with students and parents to nurture this growth in every student. As part of this commitment, we also promote the safety and health of our greater yeshiva community: the families and neighborhoods we serve. To further this noble goal, we have collaborated as yeshiva high school leaders and

consulted with mental health professionals to develop guidelines for addressing substance use among our students. Substance use includes, but is not limited to, the use of marijuana or other illegal drugs and substances, non-prescription medications, alcohol, cigarettes, electronic cigarettes, vapes, juuls, and other similar devices and substances. Please read [this policy](#) that relates to our approach to these matters.

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 the back of handbook).

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.

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

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

10. Senior Seminar

Student Placement and Course Schedule

The master schedule and each student's individualized program have been created by the faculty and administration in consultation with our faculty. In all courses, placement has been carefully determined according to academic background, achievement level, with 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 her Grade Dean. The form should be completed with a clear and complete explanation for the request along with the signatures of a parent/guardian and student. Every effort will be made to support student request, however, barring placement errors, or significant cause, there should be no expectation that a course change request will be honored. The completed form must be returned to the Grade Dean or Advisor by Friday, September 25, 2019.

Assessments and Grading

The learning cycle involves discovering new information and skills, having an opportunity to examine, investigate, 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 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 and are defined as ten minute exercises covering material assigned or discussed over the previous one to two days of class. Quizzes are defined as a in-class brief assessment that covers about 2 days' material and allotted approximately 15 minutes. These serve as a check for understanding and preparedness. Tests are scheduled on a published Test Calendar and 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 part of the learning cycle.

Returning assessments with meaningful feedback within a reasonable time-frame allows students to learn from their mistakes and make improvements moving forward. Therefore, all assessments must be returned within two weeks. If an assessment is not returned 3 days prior to the next scheduled exam or quiz, it will be cancelled or rescheduled.

A student who arrives late on the day of a test, without a doctor's note or permission from the administration, will have 5 points deducted from her test score.

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, Student Citizenship and Commitment, 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 login 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 Citizenship and Commitment: 20%

Includes student ownership of learning processes such as participation, attendance and citizenship standards as expressed in course syllabi.

Residency Requirement (Attendance and continued presence in the classroom)

Each course has a residency requirement of 90% in order to be able to gain credit for the course. Should a student miss more than 10% of class meeting times per year, (approximately 17 classes for those that meet 5 times weekly, approximately 10 classes for those that meet 4 times weekly), she jeopardizes her ability to receive credit for the course, as per New York State guidelines concerning residency. Central does not use the terminology of excused or unexcused absences; therefore, all absences other than school functions count towards the 90% NYS Residency requirement (presence in the classroom) for purposes of eligibility to accrue credit for graduation.

Attendance

Attendance is also a component of each course grade as 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. Attendance is taken regularly throughout the day.

Attendance Rubric per semester	
Total Absences from class	% of Attendance grade earned
5	100
6	90
7	80
8	70
9	60
10	50
11	40
12	30
13	20
14	10

Absence Procedure

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. Shulamith Biderman, at (718) 479-8550, ext. 134, or send an email to attendance@yuhsg.org by 8:00 am that morning, to inform the school. If she is absent due to a prolonged illness, she must bring a note from her healthcare provider or her parent/guardian upon return to school to the attendance coordinator. The school strongly advises parents/guardians against scheduling appointments and vacations that require students to miss classes. Condoning absences sends the wrong educational message and makes it difficult for students to make up missed material. Students are responsible for all missed work and assignments. Please note that no exams will be administered earlier than scheduled.

Late arrival on day of an exam will result in a deduction of 5 points from that day's exam(s).

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

Course Failure

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 unavoidably absent for an exam, the parent must notify Mrs. Biderman, Attendance Coordinator, at (718) 479-8550, ext. 134, or by email at attendance@yuhsg.org before 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 and Thursday during lunch.**
- **Students who miss an exam must make up the exam within 5 school days from their return to school. Multiple missed exams must be made up within 6 days of returning to school. Make-up exams must be taken in the order missed. A student who fails to make-up her exams within the allowed time will miss the chance to take the exam. Delay in sitting for a make-up exam may preclude a student's make-up opportunity.**
- **Faculty will remind/alert the student by email of the missed exam.**
- **The student must complete this [form](#) to notify Mrs. Biderman and the faculty involved by 7:00pm on the evening prior to the intended make-up exam (Sunday and Wednesday evening) to "reserve" a make-up exam opportunity.**
- In the event that a parent does not notify the attendance coordinator of the absence, the administration will deduct 5 points on any missed 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 have 5 points deducted on the additional make-up exams and may 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. Late arrival on the morning of a final exam will result in a deduction of 5 points from that day's exam.

Progress Reports and Report Cards

Parent-Faculty communication is a vital component of the educational success of a student. In addition to using *Schoolology*, 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. It is important for parents and students to review these reports right away. Any questions about the progress reports or report cards must be addressed within two weeks of the release of these reports. Access to *Schoolology* for each semester will similarly close within two weeks of the release of the semester report.

Library

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 and build their own literary library.

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 receipt of the books, 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 scanned to her are returned at the close of the academic year. Student book 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.

Early Dismissal Request

Parents must complete **this online early dismissal form** to authorize their daughter to leave school early. The student must sign out in the main office after confirmation with the office that the early dismissal form was received.

Leaving School Grounds During School Day

Seniors are permitted to leave the school grounds **on foot** during their lunch break or free periods and **must sign out** upon leaving and sign in upon returning at the main office. Juniors, Sophomores and Freshmen may not leave school grounds during the school day. Leaving school grounds without permission is considered a most serious offense and may be grounds for suspension.

Driving/Parking

We are committed to ensuring that all students are safe and accounted for during their school day. 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.

Cell Phones in School

Cell phones may not be visible or used in class, during communal gatherings or davening, and may be further restricted at other times and places. Inappropriate cell phone use may lead to confiscation of the cell phone, which will be held in the office until the end of the school day. In the event of repeated inappropriate use of cell phones or other devices, these may be confiscated and returned only to parents. Cell phones may be collected before classes, programs, and 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) 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 August 1, 2019. 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 more than two classes, 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: CENTRAL'S TECHNOLOGY ACCEPTABLE USE POLICY – Technology, Social Media, and Electronic Communications

In order to support a safe and healthy school community in an age of ubiquitous communications, it is important to have clear policies regarding email, phone, and online communications to highlight 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.

Central has both filtering and monitoring software in place to help guard students against content that is malicious, inappropriate, or out of alignment with Central's Mission and Core Values. The filter configured on the Chromebook blocks access to inappropriate websites. The filter and monitoring programs are in operation 24 hours a day/7 days a week, and both the Chromebook User Agreement and the Technology Acceptable Use Agreement are in effect for any activity both in and out of the school building.

The filter serves to block websites that are not educationally-based, inappropriate, or may be inappropriate for in-school use, such as games, text messaging, social media networking, and shopping, from being used on the school's devices and network. Any attempt to bypass the filter will result in revocation of Chromebook privileges and other disciplinary actions.

Additionally, to keep our students safe, Central will continuously monitor student utilization of electronic devices in school. Bullying and inappropriate language are not tolerated. Each student will be required to participate in a workshop about using her Chromebook to enhance education, as well as appropriate online behavior and internet safety education. Inappropriate usage of the chromebook may result in its confiscation and further disciplinary action.

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](#) for further details.

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. Prior approval of the administration is also required for the use of video conferencing and similar technology between a teacher and student.

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

Whatsapp groups and similar platforms associated with Central must adhere to the social media policy requiring appropriate language and respectful and dignified treatment of the community.

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/Chromebooks in class is a privilege and any inappropriate use during class time may result in the inability to use the device in class or disciplinary action. Additionally, each Central account, and any network use or electronic storage, is the property of Central and will be reviewed periodically.

Use of AirPods/Headphones during the school day

Students are not permitted to wear or use AirPods/Headphones of any kind during class or exams unless specifically instructed by their teacher or because they are participating in an online course. Additionally, AirPods/Headphones may not be worn during *Tefillah* or during school assemblies.

Any student who uses AirPods/Headphones during any of the above mentioned times, will have their AirPods/Headphones confiscated.

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 before 7:00 a.m. or 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 our students with support and guidance to assist them in cultivating their academic, social, spiritual 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.

Advisory 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 Faculty Advisor on a regular basis to further support our students' growth and development. The Advisory 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 including their academic trajectory. Advisory 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.

The Lilker Learning Center (LLC)

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. 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.

A student may visit the Learning Center for occasional guidance in study skills, organizational skills and test-taking strategies.

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 refine their textual skills and grow spiritually as well as learn the skill of being self-reliant.

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 works with students and parents to help identify a Seminary or Gap-year Program that is a good fit for their specific interests and goals. As the liaisons between students and the Israel institutions, our Israel Guidance team acts 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.

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.