



Hebrew Foundation School
École de Formation Hébraïque
בית ספר היסוד העברי

Parent-Student Handbook

2020 - 2021
5780 - 5781

Our children first.

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Principal's Message

Dear Parents and Students,

Welcome to the 2020-2021 school year at Hebrew Foundation School!

As in all communities, certain guidelines are necessary to ensure our school functions effectively. As communication between teachers, parents, and students is vital, this handbook has been carefully prepared and is designed to help our families understand the policies, procedures, and expectations of Hebrew Foundation School. Please keep this booklet handy for future reference. Your cooperation will certainly help us maintain the proper academic atmosphere at Hebrew Foundation School, and we thank you for your support in this regard.

The school's purpose is to provide an outstanding General Studies and Jewish education that prepares students to succeed in high school and beyond and builds the foundation for lifelong learning. Guided by Jewish values, we create a warm, caring environment where we focus on each student's achievements and success.

On behalf of the faculty and staff of Hebrew Foundation School, I wholeheartedly welcome you to another wonderful year at our school – let us all work together to realize the vision of the school to its fullest extent possible. And let's all stay focused on what truly makes a great school – partnerships, collaboration and a sense of common purpose and trust.



Brian Seltmann
Principal

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Vision/Mission Statement & Three Pillars

Vision

Rooted in Jewish values, Hebrew Foundation School graduates will be independent thinkers, problem solvers and decision-makers, equipped with the skills to respond to our rapidly changing world. We envision a community of individuals who are motivated to live meaningful Jewish lives.

Mission

Through a trilingual, progressive, experiential and individualized program, Hebrew Foundation School aims to provide impactful learning opportunities for our students and their families.

We approach these learning opportunities through a lens that encompasses our three core values: Student Centered, Jewish Living and Forward Thinking.

Three Pillars

1. Student Centered: HFS recognizes each student as an individual. HFS provides for the whole child through academic services including remediation, enrichment and our Special Education Program for students with learning differences. In addition, HFS provides extensive student services, including pro-social living and psycho-social programs as well as a student support team which includes the Director of Student Services, Integration aids, the Vanguard Coordinator, the Early Intervention Specialist, the Social Development Educator, and the Student Life Coordinator.

2. Jewish Living: Today's Jewish families define themselves in varying ways. HFS provides an inclusive and welcoming environment for all. The school approaches Jewish Living through meaningful experiences and explorations rooted in classical studies, Tradition and the centrality of Medinat Yisrael. HFS imparts Jewish values, ethics and morals to provide our children with a strong sense of community, identity and belonging and a solid foundation through which to navigate the challenges of life.

3. Forward Thinking: We have an open, innovative, 21st century philosophy to ignite the minds and hearts of our students. We believe innovative and differentiated educational techniques that respect individual learning styles and various stages of development will provide all our children with the ability to think critically. Through technology integration, creative and imaginative teaching and learning, our students are prepared to meet the demands of the future.

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Security

The security of our students and staff is of the utmost importance, and we at HFS commit to ensuring that providing a secure environment is at the forefront of our thoughts every day.

The following is a review of the safety and security measures in place at HFS.

Current Security Measures

- Security guard all day, who circulates around the building and intervenes if unusual circumstances are noted
- New state of the art security cameras placed at strategic locations throughout the school and entrances
- Locked doors throughout the day
- Special notification system (email and text) whereby the security office of Federation CJA will advise us of any immediate issues that may be taking place elsewhere and how to respond to these within the school
- Protected entry through the fence by the playground
- Protective film on all ground floor windows that protects against shattering and forced entry
- Regular fire drills
- Regular lockdown drills
- Supervision of our students at all times when outside
- CPR and First Aid trained staff
- Walkie-talkies for internal communication
- Intrusion alarms for when the school building is closed
- Regular communication with Federation CJA's security personnel
- Regular communication with the local police and Station 4 in DDO

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Evacuation

In the event that the school must be evacuated, students and staff have been advised to proceed to a specific locale for which the school has made the appropriate arrangements.

Guidelines for Parents in the Event of an Incident at HFS

In the event that a situation arises at HFS that requires immediate response with the lockdown procedure, it is imperative that the authorities who are dispatched to the school be able to do their work quickly and efficiently.

To that end, it is important that parents be aware of the following guidelines:

- Do not come to the school. The additional traffic and chaos will only serve to make a difficult situation worse.
- We will communicate with parents once our students and staff have been secured. Therefore, check your cell phones for any messages that have been sent by the school. Continue to check regularly, as messages will be sent as information becomes available.
- Do not telephone the school – the telephone lines may be needed during the emergency and an influx of calls could delay important communication.

- Do not try to call your child on a cell phone. Incidents over the past few years have shown that one of the biggest hindrances the police faced was the volume of cell phone communications made to the school by worried parents, friends, etc... that jammed the entire system.
- In conclusion, it is important for school personnel and parents to regularly discuss safety and security at school with the children. Reviewing procedures and details of how to respond allows for this information to become “ingrained” and responses to crises become automatic, thereby reducing the risks.

Hebrew Foundation School is a safe environment for our students and staff. Our commitment is to regularly review our security plan and to perform regular drills to be ready in the case of a real emergency.

Behavioural Standards & Expectations

With respect to Bill 56, the Province of Quebec's mandated anti-bullying anti-violence law (ABAV) and HFS's anti-bullying rules, we are committed to ensuring all students feel safe and secure while at school.

We at HFS have set clear expectations of behaviour for all. Our Code of Conduct instills the values of respect for oneself, respect for others and respect for all property. The manner in which all partners in our school community (students, teachers, parents, administrators and staff) work towards these goals and interact with each other must at all times reflect these values and expectations for pro-social living at HFS.

The Hebrew Foundation School Code of Conduct is designed to provide a clear and consistent approach to managing student behaviour. We ask that students and parents comply with and support the school rules and guidelines, which apply in and around school property as well as on field trips and special trips, and on social media in cases where there is an impact on the school environment, whether or not they occur during the school day.

Please reference the Code of Conduct and review it with your children to ensure that it is well understood. It is important to note that the rules and expectations described in the Code of Conduct are subject to review at any point deemed necessary by the HFS staff

and administration. Should it be determined that students are not meeting expectations, engaged in behaviours that interfere with the general welfare of other students, or the learning environment, or that reflect negatively on the school and its values, then it may become necessary to enforce a disciplinary measure up to and including absence from school-wide events/celebrations, suspension or, in the case of very serious events or where there is repeated serious behavioural issues, possible expulsion from Hebrew Foundation School. Disciplinary measures will be determined by the HFS school administration and staff and will be communicated to parents in a timely manner.

At HFS, disciplinary measures are used not only to eliminate inappropriate behaviours, but to teach alternative skills and responses. Students are encouraged to take responsibility for their actions. We rely on families to work collaboratively with us, to share our values and actively reinforce and develop them outside school.

Hebrew Foundation School's policy regarding bullying is in keeping with our overall school values and Code of Conduct. In striving to maintain an environment in which all members of our school community feel connected, safe, and welcome, we ask everyone to act in ways that exemplify the qualities of *menschlichkeit*, which include treating others with respect, kindness, and empathy.

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Disciplinary Processes

Hebrew Foundation School seeks to align its disciplinary processes with our vision of developing problem solvers with a strong sense of Jewish values. Our approach is three-pronged. We have a preventative approach that seeks to foster community values, an intervention phase that puts the breaks on when kids need to slow down and reflect on their actions, and a coaching approach to help students learn from their actions and avoid difficulties in the future.

Prevention	Intervention	Coaching
Caring Schools network Program	Stop Reflect Plan ahead	Instruction Reparation Connection

We seek to establish clear boundaries around acceptable behaviours in our school, clear consequences for transgressions, and restorative processes aligned with teaching social emotional learning in order to reinforce our school's community values. This is part of building a strong moral foundation as part of students' Jewish education. This will help build a strong moral foundation which will complement the Jewish education received.

In order to develop, and maintain a positive school climate, HFS will be joining the Caring Schools Network, a program operated by the Harvard School of Education which is designed to support the school in fostering a more caring and empathetic environment. Students will develop social emotional skills around empathy, connection, caring, and respect. We will seek to link these learnings with the already strong presence of Jewish community values. This initiative is to support students' ability to handle the daily stresses of primary school education, and manage their relationships thereby reducing the need for intervention.

Behaviour Standards and Expectations

- Maintain their class order when moving around the school
- Wear a full school uniform during school hours, and wear appropriate clothing outdoors as determined by the school
- Maintain a low tone of voice in the hallway
- Respect each other's property
- Behave in an inclusive manner
- Behave in a fair way when playing games
- Behave respectfully to their peers
- Behave respectfully toward the adults in the building including teachers, monitors, office staff and administrators
- Respect the classroom environment, and behave in a respectful manner
- Behave respectfully and responsibly when using technology and communicating electronically
- Respect and maintain a clean and tidy school environment
- Bullying, harassment, or other forms of aggression will not be tolerated in any form
- Students may not be in possession of any controlled substances at any time while on school grounds.
- Students and parents must also respect all school policies and procedures as outlined in the student guide

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Protocol

1st Offense:

1. Student Services collects information from adult(s) who witnessed the incident. Notes are collected and communicated to the Student Services team (as time permits).
2. Student Services meets with the student, to clarify the behaviour in excess, review the self management plan, and explain consequences.
3. Student Services sends emails to parents, principal, relevant staff members, informing them of the details of the incident, intervention, and consequences.

2nd Offense:

1. Student Services collects information from adult(s) who witnessed the incident. Notes are collected and communicated to the Student Services team (as time permits).
2. Principal meets with the student to review the self management plan, explain consequences which could include restitution, detention or in-school suspension depending on severity.
3. Student Services sends emails to parents, principal, relevant staff members informing them of the details of the incident, intervention, and consequences. Parents are sent an email informing them of a second offense, and its consequences and a copy of the report is sent home to sign.

3rd Offense:

1. Principal or student Services meets with relevant adult(s) who witnessed the incident and follows up on the preventative measures, which were put in place, as needed. Student Services personnel are involved to review the support plan, addressing needs of the student and school environment.
2. Principal meets with the student to fill out the incident report form.
3. Parents are sent an email informing them of a third offense. A family meeting involving administration, parents and Student Services must be held at this point to discuss next steps for the student to be able to return to the school. Recommendations are made at this meeting, to be followed by the principal and Student Services personnel, as needed to ensure the well being of both the child and the school community. Parents sign the agreement on support measures, and incident report at the meeting

4rd Offense:

1. Student Services collects information from the adult(s) who witnessed the incident. Notes are collected and communicated to the Student Services team (as time permits).
2. Principal meets with the student to fill out the incident report form and calls the parents to take the student home.
3. The professional team and parents meet, following up on the recommendations that were made at the last meeting. If the student's needs reach beyond the scope of school support, external referrals are made. Parents sign the incident report.

Support

Level 1 Behavioural Supports:

In order to support a clear and consistent disciplinary process, the school has outlined the steps involved when intervening with students in order to maintain discipline.

Infractions at this level of behaviour have the consequence of a 15 minute lunch detention. Detentions will incorporate a short reflective activity to ensure students understand which rule was broken that resulted in their detention, and have a strategy to reduce the chances of further detentions.

When a student receives a detention the incident will be recorded in the Dash System to monitor student behaviour over time, and determine whether further behavioural supports are required to develop their social emotional skills. If deemed appropriate, the school will reach out to parents via email or by phone to discuss the incident.

Level 2 Behavioural Supports:

Students who exhibit difficulty in following the school's expectations, which results in disruption to the learning environment or to the safety of unstructured activities, will receive additional support from the Student Services team. The school, in collaboration with the student, will develop a self management plan which identifies the environmental factors, and behaviours in excess, as well as strategies for self regulation, and avoiding conflict. Students may also receive some additional support to develop their social-emotional skills where appropriate.

Progress will continue to be recorded in Dash, and communication at this level with parents will be ongoing.

Behaviours that require level 2 supports include (but are not limited to):

- Repeated rude or disruptive behaviour in the classroom
- Repeated dangerous or disruptive behaviour in the recess yard

- Repeated disrespect toward peers or staff
- Excessive violent or aggressive behaviour
- Repeated misuse of technology
- Repeated missing materials or lack of organization that is disruptive to learning

Level 3 Behavioural Supports:

In order to support students struggling with their behaviour and the school's expectations and the above supports having proved ineffective, additional structures will be put in place to best allow the student to succeed.

A contract between the school's administration, parents and child will be agreed upon whereby the student will have very clear behavioural goals and clear consequences for not meeting them. The school will also seek to reinforce the behaviours the student needs in order to become successful using tools such as tracers, home communication, or in school rewards for good behaviour.

This will be a collaborative effort between the parties to best support the child's well-being, and of those around them. All incidents will continue to be recorded in Dash, along with signed copies of agreements between the parents of the child and the school.

Behaviours that require Level 3 supports include (but are not limited to):

- Chronic disrespect toward staff or peers
- Bullying or harassment
- Chronic disruption to the learning environment
- Behaviour that poses a serious safety risk to themselves or the community

RESPECT FOR ONESELF

MOVEMENT IN THE SCHOOL	INDOOR RECESS	OUTDOOR RECESS	LUNCHTIME	TOYS AND SUPPLIES FROM HOME	DAILY BEHAVIORAL EXPECTATIONS <small>(VERBAL, NON-VERBAL, PHYSICAL)</small>	REPRESENTATIVE OF HFS <small>(FIELD TRIPS, PERFORMANCES, UNIFORM)</small>
<ul style="list-style-type: none"> • Walk quietly in your designated place in the class line up • Follow the instructions of your teachers when walking in the halls and in stairwells • Running is not permitted in the hallways and classrooms 	<ul style="list-style-type: none"> • Use kind language towards peers and supervisors • Stay in the classroom you have chosen to be in for the entire recess 	<ul style="list-style-type: none"> • Use kind language towards peers and supervisors • Wear appropriate clothing for the weather (snow pants in the winter are mandatory for all students) • Bring all your clothing back inside after recess • Line up quietly to exit the building and to enter after recess • Respect the rules and guidance of the lunchtime supervisors 	<ul style="list-style-type: none"> • Sit at your designated place while eating • Follow the customs of hand washing and saying the Brachot and Birkat Hamazon • Only eat your own lunch (sharing will not be allowed) • Use kind language when addressing peers and lunch supervisors 	<ul style="list-style-type: none"> • Toys and games from home must remain at home, unless requested by a teacher for a classroom project • All electronic devices remain at home (cell phones included) • Balls may not be brought from home • Keep your school supplies in a neat and tidy fashion • Only fidget toys supplied by the school are allowed for students who have been assessed as benefiting from one 	<ul style="list-style-type: none"> • Make good choices • Be Kind, helpful and respectful • Think before you act and react • Put your best effort into your schoolwork • Arrive at school on time • At the end of the day, leave the schoolyard promptly (this is not recess time) 	<ul style="list-style-type: none"> • The school uniform is mandatory, unless otherwise indicated (respect the phase-in process) • Follow the directions of the adults in charge during field trips and school performances • Speak in a reasonable tone when on the bus to and from field trips, and when at the field trip • Stay seated while on the school bus • Use kind language when addressing peers, school adults, and supervisors on field trips as well as to the staff at field trip locations • Recognize you are representing HFS as a proud student who reflects positively on the school and choose to behave appropriately

Code of Conduct: Learning by Doing (continued)

	MOVEMENT IN THE SCHOOL	INDOOR RECESS	OUTDOOR RECESS	LUNCHTIME	TOYS AND SUPPLIES FROM HOME	DAILY BEHAVIORAL EXPECTATIONS (VERBAL, NON-VERBAL, PHYSICAL)	REPRESENTATIVE OF HFS (FIELD TRIPS, PERFORMANCES, UNIFORM)
RESPECT FOR OTHERS	<ul style="list-style-type: none"> • Keep your hands and feet where they belong • Keep the tone of your voice quiet and respectful in the hallways • Hold the door for others and say 'thank you' when others do the same for you 	<ul style="list-style-type: none"> • Do not touch/use other students' belongings without permission • Everyone can join in the games (you cannot say "you can't play") • Play by the rules when playing a game • Ask an adult for support when you are in need • Any act of violence will not be tolerated 	<ul style="list-style-type: none"> • Include others in games (you cannot say "you can't play") • Follow the rules of the game • Ask an adult for support if needed • Wait your turn to use schoolyard equipment and wait in line calmly • Any act of violence will not be tolerated 	<ul style="list-style-type: none"> • Refrain from commenting on other people's food • Eat using appropriate manners • Speak in a reasonable tone of voice • Respect the rules and guidelines of the lunchtime supervisors in class and outdoors • Any act of violence will not be tolerated 	<ul style="list-style-type: none"> • Only use/touch another person's supplies with permission from that person • Handle all supplies with care and considerations 	<ul style="list-style-type: none"> • Do not tease or insult peers or school adults • Acts of aggression, intimidation, exclusion and bullying will not be tolerated • Use kind language when addressing peers and school adults • Intimidating, harassing and/or inappropriate messages delivered by phone, voice mail, text messaging, group chats, instant messaging (i.e. Instagram, Snapchat), e-mail, websites, Facebook, or any other social media communications tools will not be tolerated 	<ul style="list-style-type: none"> • Follow the rules and guidelines of supervisors when on field trips (even if they are not from HFS) • Treat peers and adults with kindness and respect, as you would when in school and in class • Any act of violence will not be tolerated
RESPECT FOR ALL PROPERTY	<ul style="list-style-type: none"> • Put all personal items on your designated hook/spot • Pick up fallen items off the floor when you see them • Throw your garbage in the waste basket and recycling in the recycling bin • Displayed art and posters are not to be touched 	<ul style="list-style-type: none"> • Clean spills off the floor and desks • Put the classroom back together at the end of recess 	<ul style="list-style-type: none"> • Use equipment as it was designed • Report any broken equipment to the adult(s) on duty • Throw your garbage in the waste basket • No balls or toys from home may be brought to school 	<ul style="list-style-type: none"> • Throw out your garbage in the waste basket • Clean up the desk you are eating at (top of desk and underneath on the floor) • Tidy the classroom after lunch as requested by the lunch supervisor • Line up to leave and enter the classroom quietly and respectfully • Do not throw food 	<ul style="list-style-type: none"> • Handle all school and individual property with care and thoughtfulness • Report all needed repairs to an adult 	<ul style="list-style-type: none"> • Use all equipment and space as intended • Show consideration for what we have and what we share • Vandalism will not be tolerated • Bathrooms are to be kept neat and not used as areas for playing or loitering • Any act of intentional vandalism will result in serious consequences and parents will be invoiced for the entire cost of repairs 	<ul style="list-style-type: none"> • Respect the rules and guidelines when on fieldtrips, especially when things are not supposed to be touched or handled • Stealing, removal of equipment, use of equipment that is not allowed, and vandalism will not be tolerated • Throw all garbage in the waste basket • Any act of intentional vandalism will result in serious consequences and parents will be invoiced for the entire cost of repairs

Student Services

The Student Services team at HFS follows each and every child to ensure age-appropriate academic, physical, behavioural and social development. The department includes the Director of Student Services, Integration aids, the Vanguard Coordinator, the Early Intervention Specialist, the Social Development Educator, and the Student Life Coordinator. Our team is on-hand to ensure that all students are receiving any necessary support both in and out of the classroom, as well as to support teachers in implementing the necessary accommodations and supports in the classroom.

Social Development

In keeping with HFS's commitment to support the social development of all students, an emphasis is placed on building a strong, respectful, inclusive community. Various activities and programs are planned throughout the school year to teach our students important empathy-building strategies, conflict resolution skills and social skills. Our team interacts with our students in diverse settings such as one-on-one, small groups, classroom workshops and school-wide programs.

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Academic Support

The Vanguard program is reserved for students with diagnosed learning disabilities who are functioning below grade level and who would not be able to meet the objectives of the curriculum without support.

Vanguard students are all part of the regular classroom, however receive a significant amount of instruction in a resource room setting during regular school hours.

In the resource room, the focus is on both remediating underlying basic skills as well as instructing subject matter via specific methods that accommodate the students' particular learning styles with respect to their Individualized Education Plans (IEP).

Hebrew Foundation School provides remediation for non-Vanguard students who require additional academic support.

When a student is receiving extra support services which have been arranged externally to the school (occupational therapist, speech therapist, reading retraining, psychologist, etc.), parents must first consult with the Director of Student Services or the Principal in order to ensure the student will not be absent from critical classroom material and instruction.

Furthermore, only those professionals who have been vetted by the school and undergone a criminal background check, will be allowed to work with your child.

Parent Communication

At HFS we value the importance of communication between parents and the school. There are various ways that the school communicates important information to parents and parents are welcome to contact teachers, professionals or administrators at any time with questions, comments, concerns or feedback.

Email/Phone

As each staff person has an email address for communication purposes, and the most efficient way to communicate is through email. Please reference our website for a full staff directory. In addition, telephone messages may be left at the office for any staff member. Parents should feel free to communicate in the manner which is most convenient and a response will be provided in a reasonable time.

HFS Agenda

Students in Grades 1-6 will receive an HFS agenda. Teachers will often send notes home in the agenda, as well as homework and tests to sign. Parents are asked to check the agenda regularly. Parents can also write notes to teachers through their child's agenda – teachers will check them regularly. Students in Kindergarten have a carnet/folder instead of an agenda.

The HFS InMotion

The InMotion is a weekly email newsletter sent to all parents and includes important information. Parents are asked to carefully review the InMotion each week.

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Arrival & Dismissal

Time management and respecting rules are critical and valuable competencies that we are trying to instill in our children. We ask for your respect and adherence to these times and procedures and we thank you for your cooperation.

Arrival

Kindergarten – Grade 6: All students begin school at the same time. The gate to the schoolyard will open at 7:30 a.m. and all students will enter the building as they arrive between 7:30 a.m. and 7:45 a.m. There will be a rotation of teachers who will supervise the students upon their arrival.

The bell will ring at 7:45 a.m. and the gate will be closed. Any student who is not in the schoolyard by this time will be considered late and must enter school through the main door on Hope Drive to receive a late slip. All lates will be recorded in the student's file. Parents of students who are frequently late to school will be asked to attend a meeting with the school administration to review ways to correct the situation. Students may also be subject to disciplinary consequence due to lateness.

Dismissal*

*please note that the COVID-19 staggered dismissal protocol is in place for all dismissals

Kindergarten: 7:45 a.m. – 3:00 p.m.

Dismissal is from the school Lobby on Mondays through Thursdays for students who are not registered in Extended Day.

Dismissal is through the schoolyard at the following times unless students are registered for Extended Day:

- Regular Fridays at 3:00 p.m.
- Early Fridays at 2:45 p.m. (November 6th, 2020 - March 12th, 2021 inclusively)
- Early Dismissal days at 2:00 p.m.

Any child who is registered for Extended Day will be brought to the Extended Day supervisors at dismissal time.

Grades 1-6: All students in Grades 1-6, except those registered for Extended Day, will be dismissed into the schoolyard starting at 4:05 p.m.

- All students whose last name begins with A - E will be dismissed at 4:05 p.m.
- All students whose last name begins with F - M will be dismissed at 4:10 p.m.
- All students whose last name begins with N - Z will be dismissed at 4:15 p.m.

The gate to the schoolyard will be closed shortly after dismissal.

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To notify the school regarding absences, early dismissals and late arrivals due to appointments, please send an email to Lori Hier Miller at hierl@hfs.qc.ca prior to 7:30 a.m.

In the case of **late arrivals**, please indicate the expected time that the student will arrive at school.

For **early dismissals**, indicate the time the student

will be picked up from school. Please copy the teacher who will be dismissing your child. Students who have an early dismissal must report to the front office prior to leaving the school.

If your child will be absent for the **Extended Day Program**, please email the Extended Day Coordinator directly at extended@hfs.qc.ca as well as Lori Hier at hierl@hfs.qc.ca prior to 1:00 p.m.

Friday dismissal times are:

	Regular Friday	Early Friday*
Kindergarten	3:00 p.m.	2:45 p.m.
Grades 1-6	3:10 p.m.	2:45 p.m.

*November 6th, 2020 - March 12th, 2021 inclusively

Last minute dismissal arrangements is a disruption to the class and creates the possibility for misunderstanding. If and when an extenuating circumstance or emergency arises, we will be happy to accommodate you to the best of our ability.

Pick-up & Drop-Off Procedures

Drop-off is located on Roger-Pilon. The children should exit the vehicle on the right-hand side closest to the school. Please move your vehicle immediately in order to allow others to drop off their children. If needed, please park in the parking lot in order to ensure a constant flow of traffic. It's essential to observe and respect the drop-off zone on Roger-Pilon.

Please note the following: There is no double parking on Roger-Pilon or Verdi. As well, please pay close attention to areas around the school with no-parking signs.

Due to municipal regulations, there is no official crosswalk or crossing guard on Roger-Pilon. Consequently, please do not let your children off on the opposite side of the street.

For the safety of the children, please do not make u-turns on Roger-Pilon.

We kindly ask that families refrain from bringing their dogs with them to pick up or drop off children at school. Besides liability and safety issues, there are many children at school who are very afraid of dogs, big or small. Drop-off and pick-up has become a time of increased stress and anxiety for many of our children and parents.

Thank you for your attention to this matter and for helping to keep our children safe.

Dropping Items Off at School

Please do your best to ensure your children leave the house in the morning with everything they need for the day. This includes homework, lunch, glasses, kippot, outdoor wear for winter and any other items that may be required. Sending items to the student while in class results in unnecessary disruptions. Please note children will not be permitted to phone home if homework is forgotten. **Homework brought in during the day by a parent will NOT be sent up to class.**

As pick-up and drop off times are a busy time of day, it is critical that you follow and respect the above parking rules and regulations. Please drive slowly and carefully, being mindful of our children.

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Extended Day

Hebrew Foundation School offers an Extended Day Program to all families.

This enriched after-school program will operate Monday to Thursday for Kindergarten to Grade 6 students between the end of the school day and 6:00 p.m.

Extended Day on Fridays is available according to the following schedule: August & September until 5:00 p.m., October until 4:30 p.m., March 5th & March 12th until 4:30 p.m., March 19th - June 18th: until 5:00 p.m.

There is no Extended Day on Fridays from November 6th, 2020 to February 26, 2021 inclusively due to the advent of Shabbat.

When there are no classes due to a holiday, there will be no Extended Day Program. Extended Day will be offered on professional days, provided there are enough participants.

This program provides:

- Supervision by qualified staff
- Structured program including specialty activities
- Supervised homework time
- Supervised free play
- Educational toys and games
- Snack time
- Audio-visual equipment

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Dismissal Procedure

Kindergarten children registered in Extended Day until 4:15 p.m. on Monday through Thursday will be dismissed into the schoolyard.

After 4:15 p.m., pick-up for all students is through Hope Drive.

Our students' safety is paramount. The period between 4:15 p.m. – 4:30 p.m. is designed for staff to safely dismiss students. We therefore ask you to kindly wait until 4:30 p.m. to pick up your child from Extended Day.

If your child is registered in Extended Day, the expectation is that your child will be present. If however, your child will be unexpectedly absent for an unforeseen reason, please email the Extended Day Coordinator at extended@hfs.qc.ca and Lori Hier at hierl@hfs.qc.ca who will inform your child's teachers on your behalf.

Last minute changes make it difficult to properly communicate with those responsible for your child and with the exception of extenuating circumstances, will not be accepted after **1:00 p.m.**

Absences from School

Absences

Regular attendance in school is essential for students to perform to the best of their ability in school and is a legal requirement for all elementary school-aged children. Absence from school should be for exceptional reasons only.

Medical and dental appointments should, unless there is an emergency situation, be scheduled so the student does not miss school.

The staff is committed to supporting students who must miss school due to illness. Homework and any class notes will be sent home within a reasonable time frame, upon the request of the parent when a student will be absent for an extended period.

Illness

Monitor your child's health daily and notify Shanny Beaudry, our new school nurse, immediately at beaudrys@hfs.qc.ca if he / she has any of the following COVID-19 symptoms:

- Fever (for a child: 38°C / 100.4°F or more measured at any site)
- Beginning or worsening of cough
- Difficulty breathing or sudden loss of sense of smell; may or may not have lost the sense of taste
- Nasal congestion and/or runny nose
- Gastrointestinal distress, nausea, and/or vomiting
- If your child or anyone living with the child has symptoms, he / she must be tested for Covid-19 and the school nurse must be informed of the results.
- Call 1-877-644-4545 as soon as possible and follow the guidelines provided by public health authorities. Your child must remain in isolation at home until you receive further guidelines from public health authorities.
- Keep your child and siblings at home until they are symptom-free for 24 hours and fever free for 48 hours.

In light of Covid, all medications, with the exception of antibiotics or daily medications, will not be administered.

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If a student becomes ill at school:

- They are automatically isolated in our infirmary.
- A single staff member cares for the student while waiting for the parent.
- An emergency kit containing the necessary materials (masks, glasses, gloves, etc.) is used.
- Parents are required to pick up their child within a 45-minute time period of being contacted.
- The room is ventilated, cleaned and disinfected once the student has left.
- The parent must contact 1-877-644-4545 as soon as possible and follow the public health guidelines that are provided. The student showing symptoms must remain in quarantine at home until public health guidelines have been received.

Parents must inform the school office when a child has contracted a contagious disease, such as Mumps, Chicken Pox, Measles, or Fifth Disease. The school will then inform parents of children in that grade. HFS reserves the right to require a doctor's note to be submitted to the school office upon the child's return. We ask that you use your discretion before sending your child back to school after they have been ill.

Vacations

Please note that vacations are **not** considered as valid reasons for absence from school. Parents are reminded that the school calendar provides many opportunities for families to take vacations. Teachers and staff are under no obligation to provide work plans or any other additional support to students who will be absent due to vacation. The amount of time and extra work involved is considerable, especially when there are multiple situations such as this.

Important note: Students in Grades 4 & 6 will write compulsory Government exams in the months of May and June. Please consult the school calendar for the specific dates of these exams as they are set by the Ministry and are therefore inflexible.

Uniforms

Hebrew Foundation School has a mandatory dress code for all students from Kindergarten through Grade 6.

All uniform items are crested with an HFS logo and must be purchased from our designated supplier - Jadon Promotions. The only exceptions are tights, socks and kippot which may be purchased elsewhere.

Jadon Promotions can be contacted by phone at 514-219-5500 or by email at pam@jadonpromotions.com. Their website is www.jadonpromotions.com.

For the 2020-2021 school year, the following items are required of all Hebrew Foundation School students.

We ask that you kindly label all items with your child's name.

Girls

- Navy skirt
- Long or short-sleeve light blue polo shirt with collar
- White collared long-sleeve blouse (not required for Kindergarten)
- Navy tights or leggings
- Navy or white socks

Optional

- Navy cardigan

Boys

- Navy dress pants
- Long or short-sleeve light blue polo shirt with collar
- White collared long-sleeve shirt (not required for Kindergarten)
- Navy or white socks
- Kippah. Boys must have extra kippot in their backpack.

Optional

- Navy cardigan

***Please note** cotton kippot (\$2 each) are available at the school office. The kippot have a white lining, making it easy to write your child's name in black permanent marker.

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Our children first.

Gym

Given the current situation, students will be permitted to wear their Gym uniforms on non-Gym days until further notice.

- Light blue t-shirt
- Navy sweatpants
- Navy or white socks
- Running shoes are mandatory

Optional:

- Navy sweatshirt
- On days when students have gym class, they are permitted to wear the gym uniform for the entire day

Formal Dress Code

- At special events throughout the year, students will be asked to wear the crested white collared long-sleeve shirt or blouse (see above) and dark shoes

Summer Uniform

- A summer uniform may be worn during hot weather. The school will communicate the start and end of the summer uniform period in the Spring and Fall. Boys may replace navy pants with navy walking shorts. Girls may replace leggings with bike shorts under their skirts. On Gym days, both boys and girls may wear athletic shorts instead of sweatpants.

Dress Down Day Guidelines

Students are permitted to wear clothing that does not follow the regular uniform policy. In keeping with an appropriate level of modesty, no clothing that reveals shoulders, short skirts/shorts or low-cut tops are permitted. Students wearing leggings should be wearing tops that are long enough to cover the behind with equal length in front. In addition, clothing should not have any inappropriate sayings or language. Students who do not arrive to school dressed appropriately will be required to change into a school uniform that will be supplied by the school

Homework

Each teacher will present their own expectations concerning homework on Curriculum Night. If you have any particular concerns or questions regarding your child's homework, please address their teacher.

The current evidence and research shows that the quality of homework assigned is likely to be more important than the quantity. Research has established that homework has a positive effect on learning, particularly at the middle and secondary school levels (Xu, 2010; Zimmerman & Kitsantas, 2005).

The Purpose of Homework

- To help promote self-reliance and responsibility
- To promote individual study time
- To have time to research
- To review notes
- To develop research and study techniques
- To show parents the progress the student is making
- To promote communication between school and home

How Can Parents Help?

- Establish a consistent “homework time”
- Provide a quiet regular space in which to work
- Help with time management
- Participate in math drills, reading, reviewing questions, checking, comprehension, helping with spelling
- Praise all efforts!
- Homework time requires consideration for the need for students to have a balanced lifestyle. This includes sufficient time for family, sport and recreation and cultural pursuits.

The amount of homework will vary per grade level and per child. As a general rule, K to 3 should consist of independent daily reading and being read to by older siblings or parents and small written assignments. Grades 4 to 6 should have daily independent reading as well as written work that extends the classroom activities. This may also include projects, essays and research.

If your child is struggling for more than 30 minutes on written work, please let the teacher know.

Homework, including projects and assignments, will not be assigned over Jewish holidays with the exception of reading. No long-term assignments will be due the day after a Jewish holiday.

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Lunch Program

Lunch Supervision

Students remain in school during lunch with the lunch supervisor who has been assigned to their class.

- Students will participate in the ritual of hand-washing and reciting of the appropriate blessings, both before and after eating
- Students are expected to behave in an orderly and respectful manner

Hot Lunch Program

This program is offered by the Parent Association.

The special-order Meat and Dairy Hot Lunch, Pizza Lunch and TCBY programs are open to all students from K-6. Students can order lunches for any or all of these programs offered on given days. You will have received a separate communication regarding this from the Parent Association.

The funds raised through PA directly benefit our school and they are used to run meaningful programs such as holiday enrichment, educational field trips as well as provide the school with new and up-to-date equipment and technology.

Kashruth, Nut Avoidance and Allergies

Kashruth

HFS abides by the dietary laws of Kashruth. All food brought to the school must bear the mark MK, COR, U, K or other recognized Kashruth symbols.

Monday / Wednesday / Friday:

Dairy/pareve lunches and snacks

Tuesday / Thursday:

Pareve/meat lunches and snacks



We ask that children come to school with healthy lunches and snacks representing the recommended food groups. The morning snack should be a healthy choice such as fruit, vegetables, cheese, yogurt, pretzels or popcorn. Sugary and salty snacks such as chips, candy, lollipops, cupcakes and chocolate bars are to be avoided.

Nut Avoidance

Hebrew Foundation School ensures peanut/nut avoidance is practiced at all grade levels. Children cannot bring any food or snack products that contain or may contain peanuts, peanut butter or tree nuts.

If a student with an anaphylactic reaction to fish is in your child's class, you may additionally be asked not to send any fish products in your child's lunch box.

To further ensure the safety of our students, food products are not permitted to be brought into the classroom to be distributed among students for any reason (birthdays, etc...) and lunches and snacks are not permitted to be shared.

If your child develops an allergy at any time, please notify the school office immediately.

We are counting on your support to protect the safety and welfare of all our students.

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Allergies

The Health and Safety Committee of Hebrew Foundation School has developed the following allergy protocol, which extends to all school activities, outings and extra-curricular activities.

Protocol for Students with Life-Threatening Allergies

- Information packages will be sent to all parents of children with anaphylactic allergies and food restrictions. This package contains the HFS protocol, the Information & Consent form as well as a Food Restriction/Epipen Permission Form.
- These forms are to be completed and returned to the school with a recent photo of the child
- The Information & Consent form is kept in a highly visible location in the main office
- Colour photocopies of this form are strategically placed at the following highly visible locations: each of the child's classrooms, Library, Gym, Technology Lab, Extended Day rooms and Lunch Supervisor's file.
- In the case of a severe allergy, parents are required to supply their child's own medication (Epipen and/or antihistamine, bronchodilator, etc...). HFS asks that children have two (2) Epipens: one to be kept in a **clearly identified fanny pack** on their person; the other in the main office.
- Before the beginning of the school year, parents must send their children's medication, Epipen and antihistamine in a clearly identified Ziploc bag. This will be attached to the consent form which is in a clearly visible location in the main office.
- All children with anaphylactic allergies **must wear a fanny pack containing their epipen at all times** unless parents have given written permission not to do so by signing the waiver on the Epipen permission form
- Teachers ensure that allergic children take their fanny packs with them on any field trips. This is in addition to the school first-aid kit and cell phone that teachers take on all outings.
- All new HFS staff are trained prior to the beginning of the school year to administer the Epipen
- In case of a life-threatening allergic reaction (symptoms are listed on consent form) the following procedures are taken:
 1. The Epipen is administered immediately.
 2. 9-1-1 is contacted and advised that the child is having an allergic reaction.
 3. If 9-1-1 hasn't arrived and the child continues having allergic symptoms, a 2nd Epipen will be administered.
- Prior to any school event involving food, an Allergy Alert will be sent by email to the parents of students with life-threatening allergies or food restrictions. A reply email must be sent to the school before the event, indicating whether or not the child is permitted to eat the food served. **If the school does not receive consent, the child will not be given any food.** All staff members are advised of any food restriction.

Technology Acceptable Use Agreement

Below are guidelines for the in-school use of computers and the Internet, which all students are expected to follow. Each parent and student will sign an Acceptable Use Agreement Form. **Without a signed agreement, your child will not be permitted to use the computers.**

Students entering Grade 5 will be issued their own iPad for use throughout Grades 4, 5 & 6. A separate acceptable use agreement will be required and will be forwarded to the parents of these students.

Terms and Conditions of Computer Use

1. All technology equipment must be handled with care and as instructed by the teacher.
2. Students are not permitted in the Computer Lab unless supervised.
3. Computer settings must not be changed.
4. Computers may only be used for the class or lab activity (no personal use).
5. Food and/or drinks are not permitted near any computer equipment.
6. Students may access only their own files and folder.
7. Software from home may not be installed on school equipment.

Any mishandling or abuse of the equipment may result in both the removal of all computer privileges as well as monetary compensation for damages incurred.

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Your child's use of the Internet will always be well supervised. However, there is the possibility that they may come across inappropriate material that is not consistent with our educational goals and values. With access to computers and people all over the world comes the availability of material that may be illegal, inaccurate, defamatory or offensive. It is important that students learn how to make use of this wonderful resource appropriately, responsibly and with discretion.

Terms and Conditions of Internet Use

1. Internet access is for educational purposes only. Directions will be given by the teacher as to which Internet sites may be accessed. "Surfing" on the Internet is not allowed.
2. Accessing social networking sites (i.e: Facebook) is not permitted unless arranged for and supervised by the teacher.
3. No personal contact information may be entered by a student. Personal information includes, but is not limited to, full name, address, telephone number, email address, etc...
4. Students must immediately advise the teacher about any site that appears inappropriate or makes the student feel uncomfortable.
5. Printing of any information or pictures must have the permission of the teacher.
6. Profane or disrespectful language in emails or any other form of Internet correspondence is strictly prohibited. Emails are monitored for inappropriate use of language.
7. Any form of cyber-bullying is strictly prohibited.
8. Involvement in any Internet sites that compromise the reputation of the school, staff or other students is strictly prohibited.

Lice

Lice are highly contagious and children are especially susceptible. The most obvious sign of possible infestation is persistent itching and scratching of the scalp. While the lice and nits (eggs) are very small, they can be detected with close inspection. The most popular area of settlement is the crown of the head and behind the ears.

Please carefully check your child's head for lice or nits before sending them to school at the beginning of the year. Children sometimes come home from camp with lice. Your cooperation in this matter is very important to help stem the spread of lice.

Please call the school office immediately if you discover the presence of lice or nits in your child's hair.

Procedures to follow at home

Because of the way lice multiply and spread, it is important to take immediate and decisive action.

1. Make sure that no other member of the family has any lice by careful examination of each individual.
2. Apply a medicated shampoo following the manufacturer's instructions regarding application. Be sure to shampoo vigorously because lice live on the hair close to the scalp – within 1 cm.
3. The only way to remove the nits is with your fingernails or special combs. Pull each one right off the hair shaft. A vinegar rinse is **NOT RECOMMENDED** as vinegar removes the rest of the medicated shampoo and therefore reduces its residual action.
4. Girls with long hair should, **at all times**, have their hair tied together in a braid or pony tail.
5. To avoid the possibility of re-infestation, treatment has to be thorough. As well as focusing on the infested individual, all brushes and combs, mattresses and pillows that the pediculosis (lice) victim may have come in contact with should be carefully cleaned. Bedding and clothing (especially headgear) should be washed in **HOT** water.
6. Please examine your children regularly.

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School Procedures

Please note that due to the current situation, we will not be checking the students for lice for the time being.

During the year, once the school is made aware of a case of lice or nits in a classroom:

1. Arrangements are made to have the entire grade checked.
2. A note is sent home to the entire grade.
3. The children who have been sent home with lice or nits must report to the office and are re-examined before being admitted back into class.

Board Committees

Development & Fundraising Committees

The Development Committee is instrumental in ensuring the long-term financial sustainability of the school. In the last few years, the Development Committee created a plan which focuses on community outreach, fundraising, as well as potential grant opportunities. The Fundraising Committee will continue its initiatives to raise money for our school through programs, partnerships and endowments to execute our strategic plan.

Governance Committee

The Governance Committee is responsible to ensure that the Board is following best practices and operating well. The Governance Committee is charged with by-law review, board education and also works on outreach to the parent body by recruiting committee members.

Facilities Committee

The Facilities Committee assists the Administration with the overseeing of the upkeep and improvement of the physical structure of the school. The Facilities Committee reviews and documents the condition of the physical building and works with the Administration to ensure such improvements are made as required.

Finance Committee

The Finance Committee is responsible for the development of a strategic financial plan, as well as preparing, reviewing and updating the school budget. The Finance Committee recommends tuition fees to the Board, as well as the tuition assistance policies and oversees any investments.

Policy Review Committee

The Policy Review Committee is responsible to review and develop policy in conjunction with the Administration.

Communication & Marketing Committee

The Communication Committee is not a Board committee; rather it works with the Administration. The purpose of the Committee is to help the Administration initiate plans and programs around our internal and external communications and marketing, as well as outreach and recruitment. The Committee works with the Administration to implement the communications strategy and market our school.

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Parent Association Committees

Book Fair

This committee is responsible for organizing the Scholastic Book Fair that is held twice a year, once in the Fall and then again in the Spring. The Chair of this committee is responsible to set up, take down, and arrange for volunteers for this event. Proceeds directly benefit our library and school.

Pizza Lunch

The Chair is responsible for overseeing the pizza program enrollment, ordering the pizzas and distributing lunch lists to the Lunch Program supervisor. Pizza is available on Fridays for those students who enroll in this optional program.

Scholastic Books

Throughout the year books are offered at reduced prices in French and English to promote and encourage reading. The Chair(s) is (are) responsible for collecting completed order forms, placing orders and distributing the books.

School Photos

The Chair organizes annual school photos and arranges for volunteers needed for the day.

Challah Program

Our students have the opportunity to share the joy of Kabbalat Shabbat with their families. Chairs are responsible for placing orders and distributing the Challahs each Friday to participating students.

Birthday Books

Parents can make a donation to the Library to honour their child's birthday. A new book in either English, French or Hebrew will be selected by the child and presented during his or her library period, as close as possible to their actual birthdate.

Lost and Found

The Chair is responsible to sort and distribute all labeled items in the Lost and Found bins. At various times throughout the year, they will also set up tables where parents can search for their lost items.

TCBY

Parents can opt to purchase a bi-weekly special treat for their children. Chair(s) and their volunteers are responsible for ordering, organizing and distributing this snack.

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Extra-Curricular Activities (ECA)

Various programs are organized during lunch hour and after school for children who have been enrolled. Chairs are responsible for proposing and scheduling these fun activities, as well as organizing the logistics for each program.

Teacher Appreciation Week

Chairs and volunteers organize and plan various initiatives to recognize this week.

Holiday Enrichment

This program is designed to enhance students' appreciation and understanding of the Jewish holidays. The Committee will purchase and prepare special holiday-related items for the children.

Library

The Chair coordinates the daily volunteers to assist in running the Library.

Lunch Program

A hot or cold meat/pareve lunch is served twice a week on Mondays and Wednesdays and dairy is served on Tuesday and Thursday. The Chair of this committee organizes the distribution of these lunches to the students enrolled in the program.

An alternating weekly schedule can be arranged amongst the committee so that volunteers can choose from a weekly or twice-monthly commitment.

Lice Checks

The Chair is responsible for organizing the lice checks for the entire school. This involves recruitment of volunteers and ensuring that necessary supplies are available.