



Hebrew Foundation School
École de Formation Hébraïque
בית ספר היסוד העברי

Parent-Student Handbook

2022–2023
5782–5783

Our children first.

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Message from the Deans

Dear Parents and Students,

Welcome to the 2022-2023 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, we 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.

Stefanie Havas

Dean of Admissions, Family Relations & Operations

Lauren Thurber

Dean of Academics

Meaghan Wexelman

Dean of Students

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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 School Social Worker, the Vanguard Coordinator, the Early Intervention Specialist, the Coordinator of Pedagogical Development and Coaching, the Social Development Educator, the Student Life Coordinator and Integration aides.

- 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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Safety and 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 Safety and Security Measures

- Security guard all day, who circulates around the building and intervenes if unusual circumstances are noted
- There is additional security during drop-off and pick-up times provided by the HFS Volunteer Security Network
- New state of the art security cameras placed at strategic locations throughout the school and entrances
- Locked doors throughout the day
- Protected entry through the fence by the playground
- Protective film on all ground floor windows that protects against shattering and forced entry
- Walkie-talkies for internal communication
- Intrusion alarms for when the school building is closed
- 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
- Regular fire drills
- Regular lockdown drills
- Supervision of our students at all times when outside
- Regular communication with Federation CJA's security personnel
- Regular communication with the local police and Station 4 in DDO
- Full-time Nurse on staff
- Allergy Protocol
- CPR and First Aid trained staff

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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

At **Hebrew Foundation School** we have developed a Code of Conduct designed to communicate behavior expectations, model positive behaviors and provide intervention and consequences when required.

In addition, as mandated by Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools, we are committed to creating an environment where all our students feel connected, safe and welcome. As such, HFS has also developed a comprehensive Anti-Bullying / Anti-Violence action plan and an accompanying Parent Guide.

We rely on all partners in our school community (students, teachers, parents, administrators and staff) to work towards our shared values of respect, kindness and empathy, and to interact with each other at all times to reflect our values and behavior expectations.

Please carefully review the Code of Conduct with your children to ensure that it is well understood. Kindly refer, as well, to the Parent Guide: Bullying and Violence Prevention and Intervention Plan, which contains important information and resources for parents. These documents can be found on the school website.

We rely on working collaboratively with families to share our values and actively reinforce and develop them both inside and outside school. We look forward to partnering with you in the healthy growth and development of your children.

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Behavioural Expectations and Interventions

The **Hebrew Foundation School Code of Conduct** is carefully aligned with our **School Vision** to develop decision-makers and problem solvers who are rooted in Jewish values, ethics and morals. It is based on positive behaviour expectations and core social emotional skills and values such as respect, responsibility, kindness, empathy, inclusivity and good citizenship.

The three tiered behavioural support structure consists of the following elements:

EDUCATION AND PREVENTION

- Clear communication of behavioural expectations which seek to foster our core Jewish values.
- Boundaries set around acceptable behaviours on campus, at all school-related activities and online.

MODELLING

- Highlighting positive behaviours exhibiting our core values and skills.
- Partnership between home and school to reinforce these behaviours.

INTERVENTION

- Differentiated strategies for intervention when behavioural expectations are not met.
- These include guidance to help students learn from their actions and avoid difficulties in the future, clear consequences for transgressions, as well as restorative processes depending on the behaviour.

Please note: Any incident of physical or verbal assault, threat of physical harm, insubordination or directed obscenity will result in immediate suspension from school and will be followed by a reparative activity.

Student Expectations:

Please refer to the HFS Code of Conduct.

Teacher Expectations:

- Instilling a culture of respect among and between students and teachers
- Acknowledging effort, courtesy, consideration of others and other positive behaviours
- Maintaining a positive tone in their interactions with students

- Assisting students in resolving social conflicts that arise and if necessary, involving Student Services

- Establishing clear expectations in the classroom

In order to support a clear and consistent disciplinary process, the school has outlined the steps involved when intervening with students. The three tiered approach described below outlines the levels of support / intervention students will receive depending on the behaviours.

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1

Tier 1 Behavioural Supports:

This universal support is provided to all students. Intervention will begin with a verbal warning or redirection from staff. If the behaviour persists, a consequence will be applied to prevent escalation as well as education to reinforce the school boundaries.

TIER 1 BEHAVIOURS ARE ISOLATED EVENTS INCLUDING BUT NOT LIMITED TO:

- speaking out of turn in class
- missing class materials or arriving unprepared
- rude language / tone
- lateness to class
- name calling, out of seat without permission, off task
- incomplete work / late submission
- argumentative oppositional behaviour
- disruptive behaviour in the classroom

TIER 1 SUPPORT / INTERVENTIONS MAY INCLUDE:

- warning and reminder
- recess timeouts
- loss of unstructured or free time
- loss of privileges
- any other natural consequences which relate directly to the nature of the infraction
- completing schoolwork during recess or lunch
- Students will understand exactly what rule was broken and how to avoid breaking it in the future.

When there is an intervention with a student, the incident will be documented to monitor student behaviour over time and determine whether further behavioural supports are required. Where appropriate, the school will reach out to parents to discuss the incident.

2

Tier 2 behavioural Supports:

When a student **repeatedly** exhibits certain inappropriate behaviours and is disruptive to the learning environment or puts the safety of themselves and others at risk, they will receive additional and targeted support from the Student Services team.

The school, in collaboration with the student and parent(s) will develop a self-management plan which identifies the environmental and social factors contributing to behaviours in excess. In collaboration with the family, the school will explore strategies for self regulation, effective communication and conflict resolution. Students may also receive some additional support to develop their social emotional skills where appropriate. Progress will continue to be documented and communication with parents will be ongoing.

TIER 2 SUPPORT / INTERVENTIONS MAY INCLUDE:

- tracers
- directive pictograms
- busy breaks ranging from 3-10 minutes
- restricted technology access
- additional social skills /
self-regulation training
- completing tasks in quiet spaces
- referral to HFS social worker

3

Tier 3 Behavioural Supports:

Students who exhibit chronic or acute behavioural difficulties despite Tier 2 intervention, will receive further support from the Administration and the Student Services team. This may also include recommendations for external intervention and support.

A contract between the HFS Administration, Student Services, parent(s) and child will be created whereby the student will have very clear behavioural goals, conditions for intervention / support and clear consequences if not met. The goal is always to help each student meet with success. Should the conditions of the contract fail to be met, or the school feels they can no longer support the behaviour, the student may be denied readmission to the school.

TIER 3 BEHAVIOURS INCLUDE BUT NOT LIMITED TO:

- chronic disrespect toward staff or peers
- bullying or harassment
- chronic disruption to the learning environment
- chronic difficulty completing tasks in the classroom and at home
- behaviour that poses a serious safety risk to themselves, their peers or to the school environment
- chronic lateness or absenteeism

TIER 3 SUPPORT / INTERVENTIONS MAY INCLUDE:

- meeting with parents and Administration
- recommendation for psycho-educational assessment
- recommendation for outside therapies
- conditions for retention or re-admission
- expulsion

Code of Conduct

As an HFS student, I agree to the following:

- | | | |
|---|---|--|
| <p>1 I will arrive at school, on time, prepared with my materials and wearing my HFS uniform.</p> <hr/> | <p>9 I will speak and act kindly and respectfully with my words and my actions to all members of the school community (peers, teachers, staff, lunch supervisors, caretakers).</p> <hr/> | <p>16 I will help maintain a clean and tidy school environment (classrooms, hallways, washrooms, yard).</p> <hr/> |
| <p>2 I will wear appropriate clothing for the weather (snow pants and boots in the winter are mandatory).</p> <hr/> | <p>10 I will take responsibility for my actions, admit mistakes, accept consequences and apologize when necessary.</p> <hr/> | <p>17 I will follow the customs of hand washing and saying the Brachot and Birkat Hamazon.</p> <hr/> |
| <p>3 I will keep my personal toys at home.</p> <hr/> | <p>11 I will behave in an inclusive manner.</p> <hr/> | <p>18 I will eat only the food brought from home (no sharing with others).</p> <hr/> |
| <p>4 I will leave my personal electronic devices at home or in my schoolbag.</p> <hr/> | <p>12 I will seek support from adults when in need.</p> <hr/> | <p>19 I will refrain from commenting on other people's food.</p> <hr/> |
| <p>5 I will walk quietly in the designated class order in the hallways or when entering or exiting the building.</p> <hr/> | <p>13 I will be an upstander and not a bystander.</p> <hr/> | <p>20 I will uphold the values and standards of the school when representing HFS in the community.</p> <hr/> |
| <p>6 I will remain at my designated seat in class and during lunch.</p> <hr/> | <p>14 I will maintain orderly personal spaces (desks, hooks) and respect the personal spaces of others.</p> <hr/> | <p>21 I will not vandalize the property of my school or my peers.</p> <hr/> |
| <p>7 I will remain in class unless given permission to leave.</p> <hr/> | <p>15 I will respect the property which belongs to my peers and the school.</p> <hr/> | <p>22 I will not engage in any act of harassment, intimidation, violence, bullying or cyber-bullying.</p> <hr/> |
| <p>8 I will put forth my best effort in class and in completing assigned tasks.</p> <hr/> | | |

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Student Services

The Student Services team at HFS follows each and every child to ensure age-appropriate academic, physical, behavioural and social development. Our expanded base of resource staff will be led by our Dean of Students. The department includes the School Social Worker, the Early Intervention Specialist, the Social Development Educator, the Student Life Coordinator and Integration aides. 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 effective teaching strategies, and 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.

Oasis & Resource Rooms

The Oasis & Resource Rooms offer an opportunity for our students to disconnect, reset and learn in an environment which meet their individual needs.

These are safe spaces for our students to practice self-regulation so that they can be better prepared for learning when they return to the classroom. Each space has been designed in a creative and organized manner in order to provide our students and teachers with further opportunities to create, develop and learn from one another.

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).

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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 Dean of Students 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 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, 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.

An email has been created for parents to send the school all notifications concerning their children (e.g. absences, early dismissals). Please use **reception@hfs.qc.ca** to communicate with the school.

Digital Agenda

Digital agendas, in conjunction with Learning Management Systems (LMS), support student development of both executive functioning and digital literacy skills. The Learning Management System and Digital Agenda for K-2 is Seesaw, a website and mobile app that both parents and

students can access. Teachers will use Seesaw to post the agenda and relevant announcements. It is the responsibility of students in grades 1-2 to log into the app and interact with the agenda to develop their skills of responsibility, organization and digital literacy.

The LMS for grades 3-6 is Google Classroom. Parents will be given guardian access, but it is the primary responsibility of students to organize their digital assignments. In conjunction with this, students have access to the full Google Suite, including: Gmail, Google Keep, Google Calendar and Google Tasks. Students will use Google Tasks as their Digital Agenda. Students must use their devices to note details and due dates for assignments and tests, as well as important school events. This information will integrate with Google Calendar to support their abilities to function in a digital world.

For regular and direct communication, parents should contact their child's teacher via email at their HFS gmail address.

The HFS InMotion

The InMotion is a weekly email newsletter sent to all parents each Friday 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. All students are permitted to enter the building on their own between 7:30 a.m. - 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 consequences due to lateness.

Consequence for Frequent Tardiness

Each term, students who are late at least 20% of the total school days of the term will receive a comment next to

their Organization cross-curricular competency in their term report card. The comment will read: "Student Name was frequently late this term and must better organize themselves to arrive to school on time." This comment will be placed by Administration.

Dismissal

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 2:40 p.m. (November 11, 2022 - March 10, 2023 inclusively)
- Early Dismissal days at 1:55 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 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 reception@hfs.qc.ca. In the case of late arrivals, please indicate the expected time when the students will arrive at school. For early dismissals, please indicate the time when the students 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 before leaving the school. If your child will be absent for the Extended Program, kindly email the Extended Day Coordinator directly at extended@hfs.q.ca as well as Iris Cohen at reception@hfs.qc.ca prior to 12:00 p.m.

Friday dismissal times are:

	Regular Friday	Early Friday*
Kindergarten	3:00 p.m.	2:40 p.m.
Grades 1-6	3:15 p.m.	2:45 p.m.

*November 11, 2022 - March 10, 2023 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.

Drop-off & Pick up Procedures

To ensure a safe arrival system and to alleviate congestion at drop-off we have established various routines. Please choose the one that best suits your needs.

OPTION #1: STOP, DROP AND GO

- Parents can enter the drop-off lane on Roger Pilon facing west and will be asked to remain in their cars until it is their turn to have their children exit.
- Three spots in front of the HFS gate have been reserved for this purpose.
- Supervisors will be stationed in this area to help open car doors and assist the children out of the car. All students must exit on the side of the sidewalk.

We appreciate your patience and cooperation in respecting the stop, drop and go procedure.

OPTION #2: WALK

If parents prefer, they may find a proper parking spot and walk their child/ren to the gate.

Please note the following: There is no double parking on Roger-Pilon or Verdi. For the safety of the children, please do not make u-turns on Roger-Pilon.

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.

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 fearful 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.

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

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. **Only food and medical supplies can be brought in during the day by a parent and sent up to class.**

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 17 - June 16 until 5:00 p.m.

There is no Extended Day on Fridays from November 4, 2022 to March 10, 2023 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

Dismissal Procedure

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

For the safety of our students and to ensure a smooth flow of traffic, we ask parents to enter from the main gate on Roger Pilon and exit through the smaller gate once they have collected their children.

Please note that playing in the schoolyard is not permitted and the gate will be closed shortly after dismissal.

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, but is absent for an unforeseen reason, please email the Extended Day Coordinator and Iris Cohen at reception@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 **12:00 p.m.**

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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 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)
- Sore throat
- 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
- These Covid-19 policies are subject to change according to any new guidelines provided by the Public Health authorities
- If a child has fever, vomiting or diarrhea, and tests negative for Covid-19, they must remain home for 24 hours after symptoms have disappeared.

Medication will only be administered if it was prescribed by a health professional.

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If a student becomes ill at school:

- They are automatically isolated in our infirmary.
- The nurse or a staff member cares for the student while waiting for the parent.
- Parents are required to pick up their child within a 45-minute time period of being contacted.

Parents must inform Nurse Shanny 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, Top Marks. The only exceptions are tights, socks and kippot which may be purchased elsewhere.

Top Marks can be contacted by phone at 1-800-667-7105 or by email at info@topmarks.ca. Their website is topmarks.ca.

For the 2022-2023 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 (\$4 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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Gym (twice / week)

- 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, also required to be purchased from our supplier, 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 / tights 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 Purpose of Homework

- To develop good work habits
- To reinforce and or review material previously introduced in class
- To complete work that was not completed in class time
- To develop study skills in preparation of formal evaluations
- To promote regular routines that support reading and literacy.

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!

Consequences for Incomplete Homework

Students with incomplete homework will be disciplined according to our 3-tier discipline system.

Tier 1: Students will infrequent missed homework.

Teacher will speak with student to determine cause and determine an appropriate plan or consequence.

Tier 2: Students with several repeated missed homework.

Classroom teacher will contact parents / guardians to inform them of the missed homework, inquire about the cause and offer support.

Tier 3: Students with continued incomplete homework despite Tier 2 interventions.

Either a student or a family meeting will take place with Administration.

An action plan or a contract will be created for the student.

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.

Our children first.

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, Ⓢ, Ⓚ 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 not allowed in school.

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 Nurse Shanny 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.
- The Information & Consent form is kept in the nurse's office.
- Colour photocopies of the consent form are located in the nurse's office and information concerning the students with allergies placed strategically in highly visible locations.
- In the case of a severe allergy, parents are required to supply their child's own prescribed medication (Epipen). 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 nurse's office.
- Before the beginning of the school year, parents must send their children's Epipen in a clearly identified Ziploc bag. This will be attached to the consent form which is in a clearly visible location in the nurse's office.
- Before the beginning of the school year, parents must send their children's medication in a clearly identified Ziploc bag. This will be attached to the consent form which is in a clearly visible location in the nurse's office.
- All children with anaphylactic allergies **must wear a fanny pack containing their epipen at all times** or have given written permission not to do so by signing 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 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 response must be received by the school before the event, indicating whether or not the child is permitted to participate. **If the school does not receive consent, the child will not be given any food.** All staff members are advised of any food restriction.

Friendship Lists for Celebrations

Friendship Lists containing contact information are distributed each year to the parents of the students of each grade. This list is often used when planning playdates or sending out birthday invitations.

In order to promote inclusivity, we encourage you to be respectful of Shabbat and our Kashruth policy when planning a celebration with school friends.

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 Nurse Shanny 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 ponytail.
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.

School Procedures

Each student is checked for lice or nits at the beginning of the school year.

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.

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Technology Acceptable Use Agreement

Hebrew Foundation School promotes the integration of technology into the school curriculum. Successful and effective technology integration occurs when the technology is readily available and accessible to students.

The Acceptable Use Agreement Form outlines the guidelines for the in-school use of technology and the internet which all students are expected to follow.

Only students whose parents have completed this agreement on the Dash Portal will be permitted to use school computers, devices, 3D printers, etc.

Terms and Conditions of Technology Use

- All technology and devices must be handled with care and as instructed by the teacher.
- Device settings are not to be changed unless instructed to do so.
- Devices are to be used for educational purposes and not for personal activities.
- Food and drinks are not allowed near equipment.
- Students may only access their work.
- No games are allowed unless approved by the student's teacher and / or the IT department.

- I understand that the mishandling or abuse of equipment may result in the removal of technology privileges anywhere in the school, as well as monetary compensation for damages incurred.

To ensure that students remain in a safe environment, your child will have limited access on the Internet. Use of the internet will always be supervised and a system is in place to monitor student activity both in and outside of school. However, there is the possibility that he / she may come across inappropriate material not consistent with our educational goals and values. With access to technology comes the availability of material that may be inaccurate, defamatory or offensive. It is important that students learn how to make use of the wonderful resources available appropriately, responsibly and with discretion.

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Our children first.

Terms and Conditions of Internet Use

- Students may use the internet for educational purposes only.
- Accessing social networking sites (Facebook, Twitter, etc.) is not permitted unless arranged for and supervised by a teacher.
- During the school day, students may email only their teachers.
- Students should not provide personal contact information about themselves or others. Personal information includes (but is not limited to) full name, address or telephone number.
- Students should advise teachers immediately about any site that appears inappropriate or makes them feel uncomfortable.
- Students are not permitted to download any files, programs or games unless instructed to do so by a teacher.
- Students may print only in-class projects at school.
- Other projects and homework are to be printed at home.
- Use of profane or disrespectful language in emails will result in that message being forwarded to the IT Department. Parents will be notified of the incident along with a copy of the email and the student will be suspended from their account until the situation has been resolved.
- Cyber-bullying using a school account will not be tolerated. If it does occur, an intervention will take place and the accounts of those involved will be suspended until the matter is resolved.
- Student involvement in sites that attack the reputation of the school, staff or other students is not permitted.

Technology Program for Grades 4, 5 & 6

Hebrew Foundation School has purchased a personal device for each student in Grades 4, 5 & 6 and will remain the owner of these devices until the student graduates. Until that time, the students are not permitted to download apps to the device. Installing and uninstalling apps will be managed by school personnel

Upon graduation, students will return their devices to the school so that the management profiles and school-owned apps can be removed. Once this process is complete, the devices will be offered back to the student for a fee of \$125.00.

However, in the case that the student leaves HFS before completing the sixth grade, the devices will be retained by the school.

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 & Audit Committee

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

Strategic Planning & Policy 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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Admissions & Recruitment Committee

The Admissions and Recruitment Committee shall be responsible for overseeing the recruitment and admission for the school. The Committee shall work with the school Administration and the Admissions and Recruitment Coordinator.

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.

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. As close as possible to the child's actual birthdate, a new book in either English or French will be selected and presented during his or her library period.

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.

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.

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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 Tuesdays and Thursdays and dairy is served on Monday and Wednesday. Pizza is served every Friday. Additional dairy / pareve options can be ordered as well. The Chair of this committee works with the caterer to plan the menus, oversees the placing of orders and 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.