



Culture of Chesed (Kindness)

תרבות של חסד

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# INTRODUCTION

## Description

At Hillel Academy we aim to maintain a safe, challenging, and nurturing school environment in which students develop a strong sense of integrity and respect for others by promoting a school-wide Culture of Chesed, Kindness. The Talmud says [you cannot even begin to learn until your actions are all representative of derech erez]. Derech erez means the “proper way” of civility to one another. Students, faculty, staff, parents, and visitors are all expected to be honest and showcase appropriate language and interactions with each other at all times. We believe that our students are watching the adults all around them as role models and as such a Culture of Chesed can only begin with all of the adults leading by example.

A gift of Hillel’s Culture of Chesed is the graduation of young adults who are empathetic, compassionate, appreciate diversity in their community, and can lead by example.

Throughout the school year Hillel Academy students will explicitly and implicitly learn and experience a Culture of Chesed through the role modeling and teaching of a variety of midot, values. These values include and are not limited to: Kavod (respect/honor), Chesed (kindness), Kehillah (community), Emet (truth), Tikun Olam (repair for the world / making the world a better place), Tzedaka (charity / support for those with less or in need of support), Ahava (love), Limud (study & learning), and Shalom (peace).

A Culture of Chesed applies any time a student is enrolled in the School, including when a student is on campus, is participating in or attending a School-sponsored event on or off campus; is officially representing the School; is traveling on behalf of the School; and during school breaks, including summer break.

Partnering with our Culture of Chesed is the adoption of the school-wide culture program called Responsive Classroom. Starting with the classroom, students learn how to civilly interact with each other and learn to appreciate diversity in the micro-society of the classroom. Similar principles are then extended to the divisions and then the whole school.

This manual guides our entire Hillel Academy community through the variety of aspects that establishes our Culture of Chesed.

## Overview

Some of the strategies that will establish Hillel Academy’s Culture of Chesed include:

- Implementation of Responsive Classroom
  - Morning and Closing Meetings
  - Daily and long-term agenda

- Sophisticated and compassionate verbal and body language
- Explicit teaching of midot directly tied to Jewish text
- Physical reminders of rules of midot throughout the Hillel Academy campus
- School-wide mishpachot (multi-grade/age “family” groups)
- Clear and consistently enforced behavior consequences and opportunities for improvement
- Implementation of “High Impact Teaching Teams” meeting protocols for all faculty, staff, and parents

## **RESPONSIVE CLASSROOM**

The Responsive Classroom approach is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. Developed by classroom teachers, the approach consists of practical strategies for helping students build academic and social-emotional competencies day in and day out.

### **Morning and Closing Meetings - Elementary School**

#### Morning Meeting

Every class in the elementary school, after Tefillot, will start the rest of their day with a morning meeting. The premise of a morning meeting is to establish community by learning greetings and taking anxiety out of the day ahead by presenting the schedule and major learning targets. It is also an opportunity for the teacher to make important announcement and pass along important information.

#### Closing Meeting

Every class in the elementary school will end their day with a closing meeting. The premise of the closing meeting is to establish community by reviewing the day’s learning targets, determining what actions and behaviors went very well, and what the community can do together to make “tomorrow” even better.

### **Oral and Body Language**

All adults will use supportive and positive language as well as body language in order to role model civil exchange for all students; even when students are not doing the same. As educators, we also have the responsibility of “checking” our own stresses at the school entrance and not carrying our baggage into the classroom. We role model this in front of students in the way we treat them and in the way we treat each other.

## **MIDOT**

“Midot” means values. Our value system of how we treat one another and our environment is essential to developing a Culture of Chesed.

The Torah proves its timeliness as its text aligns to modern values. Throughout the school year younger students will learn about and/or review societal values while older students will draw connections between the values and Torah.

## **CONSEQUENCES & TESHUVAH (RETURN TO CULTURE OF CHESD)**

### Discipline and Consequences

Hillel's Culture of Chesed is designed to provide students with guidance to help them meet the goals and expectations of our school community and greater society. We fully expect students to make mistakes and we fully expect parents to partner with the educators at Hillel to guide students back to our Culture of Chesed.

Each division has a system of "warnings" and "infractions" to help guide students back to the Culture of Chesed. Depending on the developmental age of students, parents will be brought up to speed about the challenging behavior when appropriate. Educators will want to give students redirection first so that they can start to manage their own behavior; if even minor infractions are repeated, parents will be brought into the conversation with their child.

Though we hope and intend that Hillel Academy's admissions processes ensure that all students who enroll at Hillel are capable of being a positive addition to our Culture of Chesed, serious behaviors that can impact the safety and security, academic progress, and emotional and social well-being of oneself or others may result in serious consequences such as in-school suspension, out-of-school suspension, or dismissal from Hillel Academy.

### Disciplinary Procedures

**General Behavior:** Using the principles of Responsive Classroom, classes / grades with their teacher will develop a set of rules for their standards of behavior. Two representatives from each class/grade will then work with other students from the rest of the division to develop a set of rules for their standards of behavior. Two representatives from each division will then work with other students from the other divisions to develop a set of rules school-wide rules for standards of behavior.

The teacher of each class is in charge of the discipline in the classroom. The student is expected to comply with whatever regulations or disciplinary measures the teacher may impose. Faculty and staff members should always be addressed in a polite and respectful manner. Confrontational behavior with the teacher is at variance with conduct expected from all students and parent/guardians.

Each situation will be handled at the School's discretion in accordance with the School's rules, policies, and practices, as well as general common sense.

## Hillel Academy Behavior Expectation Matrix

This **guide** of school wide behavior expectations provides direction of acceptable and expected behavior by students in school and out of school as students role model accepted societal behavior. This list of school wide behavior includes examples of expected behavior, but not limited to these behaviors.

	<b>Caring =</b>	<b>Responsible =</b>	<b>Respectful = Kavod</b>
<b>Assemblies</b>	<ul style="list-style-type: none"> <li>Keep hands and other objects to yourself</li> <li>Respond appropriately (e.g. applause)</li> <li>Walk quietly in and out of gathering space</li> </ul>	<ul style="list-style-type: none"> <li>Be a good audience</li> <li>Wait to be excused by a teacher or other adult</li> </ul>	<ul style="list-style-type: none"> <li>Stay seated</li> <li>Be an attentive listener</li> <li>Use appropriate voice level</li> </ul>
<b>Bus / Van</b>	<ul style="list-style-type: none"> <li>Help other students if necessary</li> <li>Keep your area clean</li> <li>All seats are on a first come basis; the adult in charge may assign seats</li> </ul>	<ul style="list-style-type: none"> <li>Follow all safety rules</li> <li>Stay seated</li> <li>Follow driver's directions</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate voice level</li> <li>Use appropriate language</li> <li>Keep hands and feet to yourself</li> </ul>
<b>Classrooms</b>	<ul style="list-style-type: none"> <li>Wait your turn to speak</li> <li>Keep hands and feet to yourself</li> <li>Be kind to others</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Use materials and equipment properly</li> <li>Come to class prepared</li> </ul>	<ul style="list-style-type: none"> <li>Be a good listener</li> <li>Clean up after yourself</li> <li>Enter quietly and wait for directions</li> </ul>
<b>Eating Spaces</b>	<ul style="list-style-type: none"> <li>Clean up your area</li> <li>Include others at your table in conversation</li> <li>Invite others to join you</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate voice level</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn patiently</li> <li>Keep hands and feet to yourself</li> <li>Use manners</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>Treat others politely</li> <li>Hold the door for other students</li> </ul>	<ul style="list-style-type: none"> <li>Go directly to your destination</li> <li>Keep hallways clean</li> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate voice level</li> <li>Use appropriate language</li> <li>Keep hands and feet to yourself</li> </ul>
<b>Library</b>	<ul style="list-style-type: none"> <li>Take care of materials</li> <li>Help others</li> <li>Use appropriate voice level</li> </ul>	<ul style="list-style-type: none"> <li>Return materials timely</li> <li>Return items undamaged</li> <li>Place materials in appropriate receptacle</li> <li>Return furniture</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate voice level</li> <li>Keep hands and feet to yourself</li> </ul>
<b>Office</b>	<ul style="list-style-type: none"> <li>Always walk in quietly</li> </ul>	<ul style="list-style-type: none"> <li>Hold doors for others</li> <li>Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Say please and thank you when asking for help</li> <li>Wait until an adult is free to ask a question (unless it is an emergency)</li> </ul>
<b>Recess</b>	<ul style="list-style-type: none"> <li>Be a good sport</li> <li>Let others join; everyone is</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment correctly</li> <li>Be safe</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate voice level</li> </ul>

	<ul style="list-style-type: none"> <li>included</li> <li>Take turns</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions of adult on duty</li> <li>Line up quietly when called</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate language</li> <li>Keep hands and feet to yourself</li> <li>Respect Rachel's Garden as a special outdoor classroom</li> </ul>
<b>Restrooms</b>	<ul style="list-style-type: none"> <li>Conserve bathroom supplies</li> <li>Flush!</li> </ul>	<ul style="list-style-type: none"> <li>Always wash hands</li> <li>Report problems to a teacher</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself</li> <li>Honor privacy</li> </ul>
<b>Sports - Play or Spectate</b>	<ul style="list-style-type: none"> <li>Be a good sport - ALWAYS</li> </ul>	<ul style="list-style-type: none"> <li>Be safe</li> <li>Follow directions of Coach and/or Referee</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate and uplifting language</li> </ul>
<b>Studios</b> (Art, MakerLab, etc...)	<ul style="list-style-type: none"> <li>Use technology, materials, supplies, instruments, etc.... Properly</li> <li>Help other students if needed</li> </ul>	<ul style="list-style-type: none"> <li>Clean-up your area before you leave</li> <li>Report problems with any equipment</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate voice level</li> <li>Use appropriate language</li> <li>Keep hands and feet to yourself</li> </ul>
<b>Technology</b> (computers, apps, cell phones, etc...)	<ul style="list-style-type: none"> <li>Use technology, materials, supplies, instruments, etc.... Properly</li> <li>Help other students if needed</li> <li>Practice kindness and respect when interacting online or socially</li> </ul>	<ul style="list-style-type: none"> <li>Visit appropriate and permissible sites and apps at appropriate times</li> <li>Speak up to an adult if you witness in appropriate behavior</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate and uplifting language</li> </ul>
<b>Tefillah</b>	<ul style="list-style-type: none"> <li>Keep hands and other objects to yourself</li> <li>Respond appropriately (e.g. "Amen")</li> <li>Walk quietly in and out of sacred space</li> </ul>	<ul style="list-style-type: none"> <li>Be a good congregation by participating</li> <li>Wait to be excused by a teacher or other adult</li> </ul>	<ul style="list-style-type: none"> <li>Sit and stand as needed; quietly and calmly</li> <li>Use appropriate voice level</li> </ul>

### **Middle School Students as Models of Hillel Academy's Culture of Chesed**

#### **Rings of Honor**

Each week, middle school students who were true representatives of Hillel's Culture of Chesed will be presented with a "Ring of Honor" at Havdalah on Monday mornings. In order to receive a "Ring of Honor," middle school students must be free of documented conduct reports in the previous week. Every four to six weeks, students who have received the prerequisite number of honor rings will be celebrated with a special treat!

# Misbehavior Management Guide

Hillel Academy educates a diverse student body. In that spirit each behavior situation will be handled at the School's discretion in accordance with the School's rules, policies, practices, common sense, and knowledge about individual students. **The following chart is a guide** used by school administrators and faculty to determine proper disciplinary course of action when needed.

This guide is adjusted for the developmental level of students: For example, a first grade student's response to a tense situation may be different and expected to be different than a seventh grade student's response.

Level of Infraction	Disciplinary Actions
<p style="text-align: center;"><b><u>Level 1</u></b></p> <ul style="list-style-type: none"> <li>● Academic misconduct (e.g. cheating 1st offense)</li> <li>● Bus misbehavior</li> <li>● Cell phone / electronic device violation</li> <li>● Disorderly conduct / classroom disruption</li> <li>● Defiance of authority / disrespect</li> <li>● Dress code violation</li> <li>● Lying / false accusation</li> <li>● Unexcused absence (e.g. ditching a class)</li> <li>● Unwanted affection toward others</li> </ul>	<p><b><u>1st Alert: Teacher / Homeroom Teacher</u></b></p> <ul style="list-style-type: none"> <li>● Informal talk with teacher / verbal warning <b>(homeroom teacher and division director should reinforce)</b></li> </ul> <p style="text-align: center;"><b><u>2nd Alert / Infraction in a day:</u></b> <b><u>Dean of Students</u></b></p> <ul style="list-style-type: none"> <li>● Conversation and Reflection Journal with Dean of Students</li> <li>● Loss of point from conduct grade</li> <li>● Email by teacher to parents describing behavior, sharing interventions, and requesting their assistance in speaking with child. <b>Teacher and Dean of Students must coordinate communication.</b></li> <li>● Cell phone / electronic device violations will result in the device being given to HoS and picked-up by parent <b>when HoS is available</b></li> </ul> <p style="text-align: center;"><b><u>3rd Alert / Infraction in a day:</u></b> <b><u>Teacher / Homeroom Teacher / Dean of Students</u></b></p> <ul style="list-style-type: none"> <li>● Conversation and Reflection Journal with Dean of Students</li> <li>● Loss of point from conduct grade</li> <li>● Email by teacher to parents describing behavior, sharing interventions, and requesting their assistance in speaking with child. <b>Teacher and Dean of Students must coordinate communication.</b></li> <li>● After-school detention</li> </ul>
<p style="text-align: center;"><b><u>Level 2</u></b></p> <ul style="list-style-type: none"> <li>● <b>Repeated Level 1 infractions</b> (4+ in one day or four full days of Level 1 disciplinary action)</li> <li>● Failure to complete disciplinary actions</li> <li>● Fighting</li> <li>● Harassment / Bullying / Threatening / Intimidation / Hazing</li> <li>● Incitement</li> </ul>	<ul style="list-style-type: none"> <li>● Conversation and Reflection Journal with Dean of Students</li> <li>● Loss of 2-points from conduct grade</li> <li>● Email or phone request for meeting with parents including teacher, Dean of Students, Principal of Teaching and Learning, and Guidance Counselor</li> <li>● 2 after-school detentions</li> </ul>

<ul style="list-style-type: none"> <li>• Tobacco / Vaping / Alcohol violation</li> <li>• Student speech violation (involving faculty / staff or peers)</li> <li>• Forgery</li> <li>• Vandalism / defacing or destruction of property less than \$500</li> <li>• Information Systems / Computer Violation</li> <li>• Gambling</li> </ul>	<ul style="list-style-type: none"> <li>• School-based community service</li> <li>• Miss one to two athletic games or after-school club days</li> <li>• If continued <b>bus</b> misbehavior, one full-day to one full-week suspension from bus</li> </ul>
<p style="text-align: center;"><b><u>Level 3</u></b></p> <ul style="list-style-type: none"> <li>• <b>Repeated Level I &amp; Level II Infractions</b> Level I in one day; 3+ Level II)</li> <li>• Physical assault of a student</li> <li>• Illegal drug possession / use violation / distribution</li> <li>• Vandalism / defacing or destruction of property over \$500</li> <li>• Possession of a firearm or dangerous weapon</li> <li>• Sexual harassment / sexual offense / sexual abuse</li> <li>• Robbery / Extortion / Theft</li> <li>• Tampering with Materials, Grades, Records</li> <li>• Premeditated arson</li> </ul>	<p><b>Level 3 infractions may result in any combination of the following actions as determined by the administration and faculty:</b></p> <ul style="list-style-type: none"> <li>• Conversation and Reflection Journal with Dean of Students</li> <li>• Loss of 3-points from conduct grade</li> <li>• Email or phone request for meeting with parents including teacher, Dean of Students, Principal of Teaching and Learning, and Guidance Counselor to create a behavior management plan</li> <li>• 3 after-school detentions</li> <li>• 3-days of in-school suspension</li> <li>• One-week out of school suspension</li> <li>• School-based community service</li> <li>• Suspension from athletic season or after-school clubs</li> <li>• Possible expulsion from bus (for bus related misbehavior)</li> <li>• Possible police referral / prosecution</li> <li>• Counseling plan and recommended treatment program</li> <li>• Return-to-school behavior management plan</li> <li>• Required monthly drug testing</li> <li>• Restitution</li> <li>• One-year school suspension</li> <li>• Expulsion</li> </ul>

**Additional notes:**

- Hillel Academy students are expected to always role model Hillel Academy values, whether in school or out.
- The National Junior Honor Society (NJHS) students are held to a high standard of conduct and will lose their membership if Level 2 or 3 infractions take place. The NJHS faculty council will make a decision about continued membership on the 2nd infraction resulting in a conduct grade loss.

## **GENERAL BEHAVIOR RULES FROM HANDBOOK**

### **Kavod - Respect / Honor**

#### General Conduct

Students and parent/guardians should be considerate and show respect toward other students, faculty, all guests and visitors. Students should respect School property and the personal property of other people. Students and parent/guardians, whether as participants or spectators, are required to show good sportsmanship and courtesy at all School-sponsored events (on and off campus). Any

person showing unsportsmanlike conduct may be asked to leave the event and may not be allowed to attend future events.

### Class, Halls, and Walkways Expectations

Students are to use a reasonable tone of voice and should exhibit orderly behavior at all times in all areas of the campus and off-campus at School sanctioned events and activities. Hillel Academy faculty & staff will clearly state behavior expectations for all spaces on and off the campus.

### Fights or Horseplay

Fights and physical horseplay of any kind are prohibited and may lead to disciplinary consequences for all of the individuals.

### Language

Students and all adults are expected to use kind and respectful language at all times. **EVERYONE** is prohibited from using profane, obscene, bigoted, or other type of offensive language or gestures on campus or at School-sponsored events.

### Cooperation with School Staff

Students are expected to be honest and cooperative with school faculty and staff at all times.

### Middle School Lockers

Students are to keep their locker clean. Lockers are not to be shared. Personal items should be taken home each evening. Students may bring a combination lock to lock their assigned locker. Such combination must be provided to the office and the student's homeroom teacher prior to its use. If a change is made, the teacher and the office must be notified. Lockers may be inspected periodically without prior notice or consent. An unauthorized lock will be removed with no notice to the student. The teacher will assign lockers during the first week of school. Locks put on before then will be removed.

All lockers are to be emptied by the last day of school. Any items or books left after that time will be given away or discarded as appropriate.

It is the student's responsibility to keep the locker combination secure and locker locked. The school assumes no financial responsibility for items taken from lockers. Administration reserves the right, in its discretion, to open and/or search lockers.

### Property and Destructive Acts

Students are responsible for the proper care of classrooms, restrooms, supplies and furniture. Students who disfigure property, otherwise damage school property or equipment, or steal property will be required to pay for the damage done or replace the item.

Library books are furnished by the school and loaned to the students for the purpose of study or enjoyment. Students will be required to pay for any lost or damaged materials checked out to them.

## Chesed - Kindness

### Harassment and Bullying

The School is dedicated to fostering an environment that promotes kindness, acceptance, and embraces differences among individuals. Therefore, the School will not tolerate any type of harassment or bullying. Harassment includes, but is not limited to **repeated**, slurs, jokes, comments, teasing, and other offensive conduct relating to race, religion, color, sex, sexual orientation, national origin, citizenship, or disability. Harassment also includes unwanted, offensive sexual conduct. Bullying includes, but is not limited to, physical or verbal aggression (hitting, kicking, taunting, teasing, threatening, ridiculing, etc.), relational aggression (harming or threatening to harm relationships or acceptance, friendship, or group inclusion), and emotional aggression (teasing, threatening, intimidating others).

Bullying or harassment can occur through any type of communications method, including face-to-face communications, phone, text, email, postings on social media (Facebook, Snapchat, Instagram, etc.), camera phones, and/or other forms of technology. The communications can be direct or indirect, such as through friends or others. Any type of offensive conduct, whether on or off campus, on a school bus, or at a school-related event, can create an uncomfortable School environment.

For parent/guardians of younger children, these words are not always meaningful. Therefore, in explaining the concepts, you should stress that the School needs to know whenever anyone at School makes your child feel uncomfortable. In that regard, you should remind your child that it is not nice or permitted to call other students by mean names or to tease them in ways that are hurtful. It is also not nice or permitted to grab or touch another student's "private parts," to pull down another student's pants, to look up a girl's dress, or to intentionally open the door on a student who is using the bathroom. You should explain that your child should not engage in these types of hurtful behaviors when your child talks, writes, draws, or plays with other children. We like to remind the students of the Golden Rule: "Treat others at the School the same way you would like to be treated."

All concerns relating to harassment or bullying should be reported immediately to the teacher and/or the Director of Student Services, Michael Gamson at [mgamson@hillelacademytampa.com](mailto:mgamson@hillelacademytampa.com). We also expect that anyone, whether student, faculty, staff or family member who witness, or has knowledge of an incident of bullying or harassment, will report the incident to the administration immediately. When the School administration becomes aware of harassment or bullying, the situation will be promptly investigated. Any student found to have violated this policy will be subject to disciplinary action, including dismissal from school for serious violations. No adverse action will be taken against any person who makes a good faith report of harassment or bullying. Retaliation in any form against anyone for making a complaint under this policy or for participating in an investigation is strictly prohibited. Any retaliation should also be reported pursuant to this policy and is itself a cause for disciplinary action.

## Kehillah - Community

### Parties, B'nei Mitzvoth, and Invitations

Home party invitations may be given out at school only if ALL CLASS MEMBERS ARE INVITED, or, ALL OF THE BOYS, or, ALL OF THE GIRLS and **the party is not on Shabbat or a Jewish Holiday**.

Please remember that our school is small. Whenever a student is excluded, hurt feelings result. It is our policy to include all students in the grade for B'nai Mitzvoth as well.

Home parties should be planned with consideration for all families. Please avoid scheduling parties on Shabbat and on Jewish holy days; some children will not be able to attend because their family does not drive on Shabbat or Jewish holy days. Please plan the menu with regard to the dietary laws (Kashruth) so that every student may participate; or, share with the invited families the menu and permit a family to have their child bring their own food and have it served to them with the other children.

## Off Campus Behaviors

The School does not wish to unnecessarily involve itself in a student's off campus behaviors. However, the School's rules and regulations apply at all times a student is enrolled in School. In addition, the School reserves the right to take action to the extent that off campus behaviors impact the individual's ability to continue at school or impact other students' or employees' ability to be comfortable at school. We expect students to avoid all types of behaviors, including behaviors that may be harmful to one's body, self-esteem, or health. As examples, off campus Internet activity, criminal activity, sexual activity, use of drugs, alcohol, or tobacco, may result in a student receiving disciplinary action, up to and including dismissal from school.

## **Child Abuse Reporting**

School teachers and other personnel are mandatory reporters under the Florida child abuse reporting laws. Please understand that we must take our obligations seriously and if we assess that a situation requires it, we will make a report to child abuse authorities of situations that we reasonably suspect constitute abuse, neglect, or abandonment. Depending on the circumstances, we may not be able to communicate with parent/guardians about the report until authorized by child abuse authorities to do so. We ask for your understanding as we do our best to protect the children under our care.

## **Emet - Truth**

### Honesty and Dishonesty

Dishonesty in any form, including stealing, lying, cheating, falsifying notes, and/or academic dishonesty, and is inconsistent with School standards. Dishonesty is considered a fundamental breach of our community's expectations. A student's dishonesty in connection with an investigation of misconduct will compound the disciplinary response, regardless of the severity of the original violation.

### Investigations

Students are expected to cooperate in investigations. Students are expected to be honest, but honesty is not necessarily a mitigating factor and students' own statements may be used against them. Failure to cooperate with an investigation may be cause for disciplinary action.

If a student refuses to participate or cooperate at any stage of an investigation, or is unable to do so for whatever reason, including without limitation, pending criminal charges, the school reserves the

right to take action, including proceeding without a statement from the student, or to require the student to withdraw from school.

### Criminal Activities

A student engaging in conduct that is defined under law as a misdemeanor or felony (whether charged by law enforcement or not) is grounds for expulsion. Violations of law that occur off-campus during the school day will be subject to review under school rules. Violations of law that occur after the school day may also be subject to review under school rules. In the case of offenses that occur at the end of the school year, the school may require consequences to be served during the summer. Transcripts and other reports pertaining to the student's academic standing will be withheld until the completion of the assigned consequence. All decisions involving suspension or expulsion are subject to the final approval of the Head of School.

### **Pornography**

The possession, viewing, or distribution of pornography on campus or during any school related event, in either electronic or hard copy form, is a violation of school rules. The school reserves the right to determine what material is pornographic.

## **Limud - Learning**

### Responsibility and Self Advocacy

Another equally important goal of Hillel Academy is to help students mature and learn a sense of responsibility. For this reason, students are held to a high standard of integrity and are expected to appropriately seek help and report problems when circumstances arise, whether academic, social, emotional, or behavioral.

Hillel Academy believes that one of the greatest gifts we can provide our students is the ability to advocate for themselves with their teachers today and university professors tomorrow. Teaching this skill is done in partnership between home and school. Below is a recommended spiraled strategy to teach this skill.

We encourage parents/guardians to support their child/ren in taking responsibility and advocating for themselves or others by:

- PS through 2nd Grade (Primary School) - Parents should reach out to the teacher about the circumstance while also encouraging their child/ren to do so. Teachers will let parents know when their child has advocated for him/herself or others so that parents and teachers can acknowledge and praise the advocacy.
- 3rd through 5th grade (Intermediate School) - Parents should encourage their child/ren to speak with the teacher. The parent should then reach out to the teacher to see if the communication took place and ensure that the proper message was delivered.
- 6th through 8th grade (Middle School) - Parents should encourage their child/ren to advocate for themselves with the teacher and follow-up with their child/ren about the conversation and/or resolution. The parent should only reach out to the teacher if it is clear that there isn't any progress in the self-advocacy of particular situations.

## Plagiarism and Cheating

Cheating and plagiarism are academic dishonesty. Plagiarism is the presentation of the words, ideas, concepts, images, or works of another as one's own. Material (in whole or paraphrased) taken from a primary or secondary source without following standards of conventional attribution, and/or without appropriate reference citation is considered to be plagiarized. Cheating is obtaining (or attempting to obtain) something by dishonest or deceptive means. A failing grade will be recorded for any work containing any information improperly submitted as one's own, or, completed by means of academic dishonesty or deception.

Situations involving cheating or plagiarism on school work (tests, quizzes, homework) will result in a zero, and further disciplinary action. Lending homework to a fellow student to copy is considered cheating by both participants. Discussing the items on a test before all students have taken the test is also considered cheating by all participants.

The concept of plagiarism is explained and discussed in all grades, and thus, the student should be well qualified to make the necessary judgment to avoid erroneously representing someone else's work as his/her own.