



# Charles E. Smith Jewish Day School

## High School Student/Parent Handbook

**ANNETTE M. & THEODORE N. LERNER FAMILY  
UPPER SCHOOL CAMPUS**

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Rockville, Maryland 20852**

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**5775-5776**

**2015-2016**



## TABLE OF CONTENTS

[CORE VALUES](#)

[INTRODUCTION](#)

[GENERAL GUIDELINES](#)

[COMMUNICATION INFORMATION](#)

[UPPER-SCHOOL ACADEMIC PROCEDURES](#)

[STUDENT SERVICES](#)

[ACADEMIC PROGRAM](#)

[COMMUNITY SERVICE](#)

[SAFETY AND SECURITY](#)

[CO-CURRICULAR ACTIVITIES AND ATHLETICS](#)

[DAILY SCHEDULE](#)

[ADMISSIONS, RE-ENROLLMENT AND WITHDRAWAL](#)

[JEWISH PRACTICE, CUSTOMS, PLURALISM AND SCHOOL LIFE](#)

[BEHAVIOR AND DISCIPLINE](#)

[TECHNOLOGY RESPONSIBLE USE POLICY](#)

[EXPECTATIONS OF STUDENTS USING TECHNOLOGY IN THE CLASSROOM](#)

# CHARLES E. SMITH JEWISH DAY SCHOOL

## Mission, Purpose And Vision Statements

### Mission / What We Do

We deliver an exemplary and inspiring general and Jewish education.

### Purpose / Why

To ensure a vibrant Jewish future.

### Vision / Outcome

The growth of confident, compassionate thinkers who engage the world through Jewish values.

## Our Core Values

- TORAH L'SHMAH /**  
**Love of Learning** Lifelong learning inspired by a strong, comprehensive academic program of general and Judaic studies that prioritizes critical, independent, and creative thought and expression.
- AHAVAT TORAH /**  
**Love of Torah** Knowledge of and appreciation for the wisdom, spiritual depth, and ethical guidance of Judaism.
- K'DUSHAH /**  
**Holiness** Perception of God's presence in the awe and wonder of our world and how we can sanctify our lives through the practice and experience of the **Mitzvot**.
- AHAVAT YISRAEL /**  
**Love of Israel** An inextricable bond with the Jewish people – past, present, and future. A strong personal and ongoing relationship with Israel, its history, people, and culture. An appreciation for and mastery of Hebrew as the language and voice of the Jewish people.
- TIKKUN OLAM /**  
**Repairing the World** Passionate desire, active engagement, and individual/collective commitment to repair the world and make it more compassionate, just, and peaceful.
- PLURALISM** A principled commitment to the diversity of Jewish backgrounds, beliefs, and practices of our community of students, teachers, and parents. We unite through our shared values and cultivate respect and knowledge inspired by our differences.
- V'AHAVTA**  
**L'RAYAKHA /**  
**Love Your Neighbor** A deep commitment to **B'tzelem Elokim** (each individual is created in the image of God), and **Derekh Eretz** (ethical decency).
- KEHILLAH /**  
**Community** A vibrant, caring, moral community based upon the concepts of **Ahraiut** and **Areyvut** (individual and collective responsibility).



## INTRODUCTION

מבוא

אם אי ן תורה אין דרך ארץ אם אין דרך אין תורה. אבות ג,כא

Without Torah there is no *derekh erez*, without *derekh erez* there is no Torah.

Avot 3:21

Welcome to the 2015-2016 academic year! Our learning community, comprising over five hundred students and over one hundred staff, inhabits a beautiful, state-of-the-art campus on spacious grounds. We can flourish in our beautiful home and maintain its beauty through our commitment to *derekh erez* (ethical behavior), *achrayut* (responsibility), and *kehillah* (community)—three cornerstone principles of Jewish teaching, and hence of this school.

This Upper School Student/Parent Handbook—imbued with the spirit of *derekh erez*, *achrayut*, and *kehillah*—provides the school community with information about the way we operate so that education can take place in an environment most conducive to learning.

Students and parents are expected to review carefully the general guidelines and procedures and the calendar of events. Updated calendar information is available on the School’s website throughout the year.

## GENERAL GUIDELINES

איזהו מכבוד? המכבוד את הבריות. אבות ד,א

Who is honored? One who honors others.

Avot 4:1

The Charles E. Smith Jewish Day School is known in Hebrew as *Beit Midrash Tzuriel*. As a *beit midrash*, a house of study, the institution is dedicated to the central Jewish teaching that study and ethical behavior are inseparable—each informs the other as our students move through life experiences and as they learn how to become responsible people who exercise good judgment. In order to be ready for learning in this school community, a certain basic understanding of respectful behavior is necessary.

Respect for others and self

כבוד הבריות  
(Kevod habriyot)

The School expects students to demonstrate self-respect and respect for others at all times. As part of our commitment to maintaining a safe, caring community, the School is concerned with the conduct of students at all times and reserves the right to take action in response to episodes that take place away from the School campus or outside the school day. The School as a learning community and as a communal institution strives to be a model for upstanding behavior.

Respect for learning and Judaism

כבוד התורה  
(Kevod hatorah)

The School's sacred mission to promote learning and discovery and commitment to Jewish tradition in an ethical context can succeed only when students show unqualified commitment to this by fulfilling their obligations as students at CESJDS.

In general, *kevod habriyot* and *kevod hatorah* are shown when students:

- are considerate and friendly to one another, respectful to staff, and courteous and helpful to guests.
- are truthful and honest in all matters.

- bring honor to the School and themselves when they represent the School while participating in trips, conferences, athletic and scholastic teams, performances, and community service.
- uphold the School's reputation when out in the community.
- report to school and classes on time.
- dress in a manner that communicates respect for oneself, respect for the community, and respect for learning.
- are respectful of the common Jewish traditions that shape school life and of the diversity of practice maintained by individual members of the school community.
- show respect for School property by doing their part to keep the school and campus attractive and litter-free.

דרך ארץ קדמה לתורה. מהר"ל מפראג  
Rabbi Judah Loew of Prague

### Ethical behavior comes before study

Ethical, respectful and responsible behaviors are prerequisites to learning, and the Charles E. Smith Jewish Day School community expects those behaviors from all of its members. To that end, the School has developed a specific list of behavioral expectations that set the proper tone for a school and can serve as a guide for students in their present and future dealings with the world-at-large. With the understanding that none of us is perfect, the School has created a formal system to help students learn how to exercise strong judgment in their decision-making. Central to the School's philosophy is the notion of the Jewish concept of *teshuvah*—the capability that a person has to learn from his/her actions and their consequences, correct his/her behavior and make amends. A student's success in the School is dependent on his/her ability consistently to observe the School's standards and rules, and when the occasion arises, to carry through on a plan to alter inappropriate behavior.

All students are expected to observe the School's standards and rules described in this Handbook, as well as those announced either in school or through written communication during the school year. The School will act to discipline any students whose conduct violates these rules and standards while on campus or at any school-related activity, and the School reserves the right to take action in response to violations that take place off-campus or at non-school-related activities as well.

We have always taken pride in the partnership we have with our parents. With that in mind, we encourage parents to keep communication open with other parents and with us by reporting any behavior that may be of concern. As always, our main priority is the safety and well-being of all of our students. (See pages 38 for Behavior and Discipline.)

## COMMUNICATION INFORMATION

### Communication Between Families and School

#### Required Forms

The School requires the following updated forms to be on file before the start of the academic year:

#### Required Forms for ALL STUDENTS:

- Permission for Emergency Treatment
- Non-Prescription Medicine Authorization
- Prescription Medication Authorization Form (ONLY required if taking Rx medication in school)
- Severe Allergy Care Plan (ONLY required for anaphylactic allergies)

#### Required Forms for 7<sup>th</sup> GRADE STUDENTS NEW TO CESJDS:

- Physical Exam / Health Inventory Form
- Physical Education Uniform Order Form ( Grades 7 & 8 only)

#### Required Forms for ATHLETE:

If your child is trying out for a sport at the Upper School, you will also need to turn in the following athletics forms before practices begin:

1. [Sports Physical Examination Form](#) – Signed by Physician
2. [Medical Release Form](#) – Signed by Parent
3. [CESJDS Student Athlete Contract](#) – Signed by Student and Parent
4. [ImPACT Consent Form](#) - Signed by Parent

#### NON-REQUIRED FORMS

All other non-required forms including those concerning transportation, off-campus permission slips, community service, guest requests, lunch registration, and PA forms can be found under the FORMS section of the Resources page on the Inside Upper School website.

For questions about medical forms, please contact nurse Mary Goldstein ([mgoldstein@cesjds.org](mailto:mgoldstein@cesjds.org), 4811). For questions about Athletics forms, please contact Mike Riley, Director of Athletics and Summer Programs ([mriley@cesjds.org](mailto:mriley@cesjds.org), 4990). All Upper School forms should be sent to the attention of Margarita Payne, Upper School Nurse, at the Lerner Family Upper School Campus.

### Mail and Fax

The mailing address for the Upper School is:

Charles E. Smith Jewish Day School  
Lerner Family Upper School  
Campus 11710 Hunters Lane  
Rockville, MD 20852

The Upper School Administrative fax number is 301-230-1986, and the Upper School Counseling Office fax number is 301-230-1984. When sending a fax, a cover sheet should be sent with the name of the intended recipient.

The address for the school-wide administrative offices and the Lower School is:  
1901 East Jefferson St.  
Rockville, MD 20852.

Faxes for the School-wide administration should be sent to 301-984-7834.

Each staff member has a mailbox. Parents and students who wish to leave an item for a staff member should leave it with the Administrative Assistant in the main office. If a student chooses to turn in a paper or an assignment to the front desk, the student should retain an extra copy.

If email or postal mail from the School is not being delivered properly, please contact the Upper School office.

### Telephone and Voice Mail

The School telephone number is 301-881-1400. The two campuses share a phone system. Voicemail extensions are available on the website.

All offices have extensions and voicemail systems. During the day, office extensions or voicemail boxes can be accessed through the main number (301-881-1400) followed by the extension. It is best to make initial contact with teachers over email. Parents and students should not call staff at home or on their cell phones.

If a voicemail message is left and the call is not returned within two business days, parents should



contact an administrator.

### **Email**

All staff members can be reached by email. Most CESJDS email addresses are the staff member's first initial and last name @cesjds.org. If an email message is not returned within two business days, parents should contact an administrator.

### **Student Packages**

In order to preserve class time and limit disruptions, any items dropped off by a parent, such as lunches or athletic equipment, should be left at the security guard's desk. Lunches must be clearly labeled with the student's name and grade. Lunches will be delivered to the cafeteria and students will collect them there at the beginning of the lunch period. For all other items, students will be made aware via locker note and will pick them up from the guard. Only in cases of emergency will a student be contacted in class.

### **Student Use of Telephones and Copy Machines**

Office telephones are for official school business or for student emergencies only. When a student has an emergency or is ill, he/she must call home from the nurse's office or the Upper School office.

The copy machines in the office and in the staff copy room are for staff use only. There is a copy machine in the Levitt Library for student use for a small per copy fee.

### **Visiting School**

All visitors to the School should enter through the main entrance and obtain a Guest pass.

Parking is limited in the CESJDS lot. Parents should park in the lot in front of the tennis courts. The main lot is reserved for faculty and staff.

### **Student Guests**

Students who want to bring an out-of-town visitor to school must submit a request form, available on the School website under FORMS, to the Dean of Students at least five (5) days before the visit. Certain times of the year are not conducive to visits. Students are not permitted to bring guests on class trips. No local students may visit the School during school hours, unless special permission has been granted by the Dean of Students or the Director of Upper School Admissions.

### Observing Classes

Parents are formally invited to Visiting Day on Wednesday, November 11, 2015, the federal holiday of Veterans Day. If guests would like to observe classes at other times, they should contact the Dean of Students so that arrangements can be made.

### Conferences

Parents of students in grades 7-11 are formally invited for Parent-Teacher Conferences on Thursday, December 3 and Friday, December 4, 2015. An email describing the procedures will be sent out several weeks in advance. Parents are asked to adhere to the guidelines so that conferences run as smoothly as possible.

Parents may request a conference about their child's progress at any time. Parents should contact individual teachers or the student's guidance counselor to make an appointment.

### Communication Guide

#### Office Staff

The Upper School office staff can answer questions related to daily events and routine procedures, and they will direct calls to the appropriate individuals when necessary. In addition, if a parent is trying to reach an individual who is not available and immediate assistance is needed, he/she should leave the message with a member of the office staff.

#### Teachers

Teachers monitor a student's progress and assess his/her achievement in a number of areas: specific subject matter, general academic issues, and social maturation. Teachers will meet with parents during conferences in December, maintain ongoing communication (regarding both individual student progress and overall class activities) throughout the school year, send a formal written report in the spring, and issue a grade each quarter. Communications from teachers may take the form of phone calls (during school hours), electronic student update forms, or other emails. Grades are shared with parents through PowerSchool. Final report cards will be mailed in June.

If you have a question about your child's progress in one class, please contact your child's teacher, preferably by email. By communicating directly with a teacher in an open and respectful manner, a parent can generally solve a problem with another adult who sees the child several days a week. If it appears that a particular issue is beyond the scope of the teacher's area, the teacher will likely consult with other members of our educational team, such as department chairs, guidance counselors, or

administrators. As both School and home are concerned with children becoming more independent and responsible, teachers and parents should work together to encourage direct student-teacher communication. Teachers will work with parents to help students develop accountability and self-advocacy skills.

### Department Chairs

The department chair oversees curriculum and instruction in a subject matter. Department chairs are team leaders who meet with teachers regularly (individually and in groups) to evaluate curriculum, to discuss approaches to teaching, and to share ideas in a professional and collegial manner. Through routine visits to classes, department chairs develop a broad overview of the teaching and learning in the department. In partnership with the administrative instructional team, department chairs conduct teacher evaluations according to a set schedule and following the procedures developed by the administration. A parent should contact the department chair when he/she has a question about the entire program in the subject area (although a child's teacher would be able to answer most questions of this type), about the history of a child's progress in this area of study, or on issues of course placement. Sometimes a parent (and/or student) may not communicate effectively with a teacher. In such a case, a department chair may be in a position to facilitate the discussion between School and home or teacher and student.

### Guidance Counselors

The guidance counselor is responsible for monitoring the student's overall academic and social well-being in school. A student will have one formal meeting with his/her counselor toward the beginning of the year, another in the spring to discuss course registration for the following year, and multiple opportunities to touch base at other times in the year. Guidance counselors provide academic advising and help students in making thoughtful, appropriate course selections. In addition, the counselors read all of a student's academic progress reports and standardized test scores.

The guidance counselor will be the parent's primary contact for most school-related concerns. If you have questions in general about your child's progress, please contact the guidance counselor who will gather information from all the teachers and respond to you with feedback, suggestions and recommendations. The guidance counselor will also coordinate any meetings that might be needed. Like our teachers, guidance counselors view themselves as part of an educational team. When necessary, guidance counselors will discuss issues with teachers, department chairs, and administrators in order to work out a solution to a particular problem.

As part of our philosophy of helping students develop independence, guidance counselors will often

direct students to discuss concerns directly with their teachers in a respectful, honest, and mature manner.

### College Counselors

College counselors work with students beginning in the spring of sophomore year. They are responsible for ensuring that our students are counseled, supported and positioned to pursue outstanding post-secondary opportunities. College counselors work with students to identify colleges, universities, and other post-secondary programs to which they will apply, and they help students navigate the application process. They also act as advocates on behalf of our School and our students in their dealings with college and university representatives.

### Educational Support Services Faculty

Students with documented learning needs may be eligible for certain services provided by the School. The Educational Support Services learning specialists are in frequent contact with these students through the Structured Study Hall program and also with the students' teachers, guidance counselors, and parents. In addition, the members of the Educational Support Services faculty are prepared to serve as resources for teachers, guidance counselors, and parents of students who are not part of the program. The Educational Support Services department chair handles all issues regarding standardized testing for students in the Educational Support Services Program.

## UPPER-SCHOOL ACADEMIC PROCEDURES

### Changes in Academic Program

Course changes in a student's academic schedule must be made by the eighth class meeting of the year/semester, and level changes must be made by the 15<sup>th</sup> class meeting. After these dates, students should not expect to have class changes approved. Changes must be made in consultation with the teacher and a guidance or college counselor, a department chair, or the Dean of Students. The School does not make lateral moves or change of teacher within the same course.

If a senior chooses to drop a course, he/she must remember that seniors may have only one free period.

If a student drops a course after the Add/Drop deadline, the course will be listed on the student's transcript as WP, "Withdrawn Passing," or WF, "Withdrawn Failing," depending on the student's status at the time of the withdrawal.

## **Assignment Schedule and Examinations**

### **Homework**

Homework is an essential activity in the learning process. Teachers assign homework to preview or reinforce work done in the classroom, to provide opportunities for independent learning, to strengthen concept and skill development and to provide enrichment.

Students should expect that homework will be assigned, reviewed and evaluated on a regular basis.

Teachers will post homework assignments on their websites. Students are responsible for all work assigned in class. In the rare case where an assignment was announced in class but is not reflected in the online calendar, the student should be in touch with the teacher and a peer for clarification. In these rare circumstances, a student will be given an extra day to complete the assignment without penalty.

Some teachers may require students to submit work by email/Google Doc and/or other electronic means. Work other than hard copy assignments must be submitted by the start of the class period on the day it is due.

Some teachers require work to be turned in during class.

Students are expected to bring homework to class. If a student leaves school early or arrives late, homework must be submitted that day directly to the teacher.

Students are expected to take tests/quizzes on the day they are scheduled. If a student leaves school early or arrives late and misses an assigned test/quiz; the student is expected to take the test/quiz on the assigned date (before school if s/he is leaving early or after school if s/he arrived late to school, or at the latest, the next day).

In order to allow for joyful celebration of Jewish holidays, the School has developed a number of guidelines concerning assignments over these days:

- No homework (including reading) is assigned over Jewish holidays.
- No tests or projects are given during Chol Hamoed Sukkot (the Intermediate Days of Sukkot). A small amount of written homework may be given during Chol Hamoed. If a student misses a test prior to Sukkot he/she has the option of making up the test during Chol Hamoed or waiting until after the holiday.
- No long-term assignments may be due the day after a Jewish holiday.
- No tests or quizzes are scheduled for the day after a Jewish holiday.
- No long-term assignments are due immediately after Passover. Assignment of reading is permitted over Chol Hamoed Pesach (the Intermediate Days of Passover).
- Homework is permitted during Hanukkah and Purim.

### Test and Assignment Schedule

Students in the High School may have a maximum of two tests, two major assignments due or a test and a major assignment/project due on one day. A major assignment includes a paper, a draft of a paper, or a project. There may be a maximum of five exams and/or major assignments in any week for High School. A “major assignment” is one that requires a week’s worth of work. There can be no two-day tests, nor can there be a test and a major assignment in the same class within five consecutive school days.

A student will be given at least five school days’ notice before a test. Teachers will post tests/major assignments on the assignment calendar, which is available through the website. Although teachers will inform students in class of upcoming tests/assignments, students should regularly check the website. Students who have a testing/assignment conflict should see the Dean of Students or their counselor at least one day before the date of the conflict.

## Extension Passes

Our program requires that students commit time in the evenings and Sundays to study and to prepare assignments or projects. At the same time, the School recognizes that students have co-curricular and outside obligations that sometimes interfere with their ability to complete all work in a timely manner. In most cases, students can participate in family events and co-curricular activities and still get the work done. Conflicts between the two are sometimes unavoidable, but students should not have to forgo one for the sake of the other.

As a tool to help students balance their obligations and avoid academic overload, CESJDS issues Extension Passes to all high school students. The following are the rules that apply to this policy.

- Each high school student will have ONE extension pass per year in a full year academic class and one in each semester course.
- Students must submit a request for an extension pass to the teacher at least one school day before using the extension pass. Students may do so via email (specifying the assignment for which they request the extension and the original assignment due date) or using the hard copy for.
- The teacher sets the date for the make-up test/project/quiz/homework, any time from two days to five days after the original due date.
- If more than one student has utilized a pass, the teacher can require that all of the students who used the extension pass make up the quiz/test at the same make-up time.
- Students not taking a test/quiz will be sent either to the Levitt Library or to a study hall during the period.
- Extension passes cannot be utilized within a day of winter break, Pesach break, or other Jewish holidays. All work must be made up by the break, unless there are extenuating circumstances that will be addressed by the administration.
- Students are responsible for knowing if they have or have not already used the extension pass in a particular class. Any student who uses an additional extension pass in the same class will receive a grade of zero for that assignment/quiz/test.
- Teachers may designate certain tests/projects/assignments for which students may **not** utilize an extension pass. The teacher will announce this restriction when he/she assigns the assignment.
- Under extenuating circumstances only, if a student does not know the day before, the student is to fill out the Extenuating Circumstances form and give it to the Dean of Students that day. Passes taken with extenuating circumstances will be reviewed by the

administration for approval; approval is not guaranteed. A student may use one extenuating circumstances extension pass in an academic year. The extenuating circumstances extension pass is for one day only.

### Grading and Reporting Student Progress

The Upper School academic calendar is divided into four quarters. During the course of a quarter, students and parents can monitor academic progress through the PowerSchool portal, which is updated regularly.

Letter grades are determined in the following manner.

A	93-100	C+	77-79	AU = Audit
A-	90-93	C	73-76	W = Withdrawn
B+	87-89	C-	70-72	WP = Withdrawn Passing
B	83-86	D+	67-69	WF = Withdrawn Failing
B-	80-82	D	60-66	All grades of "D" or above are passing
		F	0-59	No extra credit is given in high school.

School policy does not allow for grades higher than 100 in high school; there will be no extra credit granted in the high school.

### Rounding Policy

When calculating end of course grades, teachers will round up when a percentage yields a decimal of five tenths (.5) or more. Teachers will not round quarter grades or grades on individual assignments.

### Late Work Policy

**For assignments worth fewer than 10 points:** Late work will not be accepted. These assignments are due when they are due. Credit for turning them in next-day of attendance is granted only for students with excused absences from school (Note: students leaving early for sports or other activities *must* turn in assignments on day they are due). Otherwise, missed assignments receive 0 credit.

**For assignments worth 10 points or more:** Short- and long-term projects, and assignments worth 10 points or more that are unexcused late, will be accepted late with a reduction of 10% of the grade per school day late until 5 days have passed. After that time, work can **ONLY** earn a maximum grade of 50%, until the end of the marking period, at which time the assignment is closed with a zero.



**Minimum Grade to Receive Credit:**

A student must earn a grade of 60 or higher to pass (and receive credit for) a course.

**Grade Point Average**

For the purposes of Honor Roll, Dean’s list, and other School honors, as well as for college transcripts, the School determines a student’s grade point average in academic classes using a 4.0 scale. In high school, grades in Advanced classes are weighted one point when calculating the GPA. CESJDS does not rank its students. (Beginning in the 2015-2016 school year, CESJDS no longer assigned grades of A+).

A+	4.0	B	3.0	C-	1.7
A	4.0	B-	2.7	D+	1.3
A-	3.7	C+	2.3	D	1.0
B+	3.3	C	2.0		

**Student Evaluation Schedule - Calendar**

FIRST QUARTER	September 1 – November 9, 2015
SECOND QUARTER	November 10, 2015 – January 22, 2016
THIRD QUARTER	January 26 – March 28, 2016
FOURTH QUARTER	March 29- June 7, 2016
Final Examination Dates for Grades 9 -11:	June 9 - 17, 2016
Final Examination Dates for Grade 12:	January 25 - 27, 2016

Parent-Teacher Conferences for grades 7-11 are scheduled for Thursday, December 3, 2014 and Friday, December 4, 2014, to afford parents an opportunity to meet individually with teachers. Parents will be informed when conference registration opens in order to sign up for a time slot.

In the third quarter, teachers write individual Student Reports. These reports give each teacher the opportunity to communicate about a student’s achievement beyond a letter grade.

## Academic Honors

### Dean's List—High School

Students in grades 9-11 with a final weighted academic average of 3.75 and no grade lower than a B for the year are eligible for the Dean's List at the end of each academic year. A student who was suspended during the school year will not be eligible, nor will a student who has been late to school more than fifteen times during the year. Students are notified by letter by the Dean of Students of their outstanding achievement, and a copy of the letter is placed in the student's file. The Dean's List is not published.

### Honor Societies

**Journalism:** Quill & Scroll (International Journalism Honor Society) was founded in 1926 at the University of Iowa by a group of journalism teachers who wished to recognize and reward students who have consistently demonstrated superior work in the writing, editing, art, or business areas of their publications while maintaining high standards in their academic achievements. Students are nominated by the advisors to *The Lion's Tale*, *Dimensions*, and *Reflections*.

**World Languages:** Students enrolled in Spanish can be nominated for the Spanish Honor Society by the World Languages department:

The Spanish Honor Society (Don Isaac Abravanel Chapter) was founded by the Association of Teachers of Spanish and Portuguese. The society selects students who have shown outstanding interest and performance in the study of Spanish.

## STUDENT SERVICES

### Computer Usage

The Upper School is a one-to-one computer campus, and each student is required to provide his/her own computer to use in class and for completing school work. All student computers must be registered with the office of the School's Director of Technology. Students are subject to the School's Responsible Use Policy and Expectations of Students Using Technology in the Classroom. Both documents appear at the end of this Handbook.

### Educational Support Services (ESS) at CESJDS's Upper School

The Educational Support Services Department believes in each student's potential and is committed to creating a respectful and engaging learning environmental for each and every one of our students.

The Educational Support Services Department (ESS) is designed for students with documented learning differences who can handle the demands of a rigorous dual curriculum program. Students who are best suited for our program:

- are motivated to do their best and are open to assistance and support;
- are committed to becoming independent learners; and
- do not have significant emotional or behavioral challenges that would interfere with classroom learning for themselves or their classmates.

In order to be eligible for Educational Support Services (ESS) at the Upper School, students must have a psychoeducational evaluation completed within the last 3 years by a licensed psychologist, which includes cognitive and achievement testing. CESJDS can then ascertain the specific educational supports and accommodations warranted by the student's individual learning needs. Testing can be done privately or through the public school system.

**Structured Study Hall** is a required non-credit course for students who receive Educational Support Services. Our goal is to work closely with students to encourage independent learning and academic self-confidence. Learning specialists work with students on study skills, test preparation strategies, organization and self-advocacy. Students who receive the accommodation of extended time testing complete their exams in a quiet room during Structured Study Hall. In addition, some students work with private tutors during this period.

### **Private Support**

In order to successfully meet their needs, some students will require private support for all or part of their time in the Upper School to supplement the services provided by the school. These private services may include tutoring, organizational coaching, speech and language therapy, or counseling/therapy. In some instances, medical consultation may be suggested for treatment of neurological or psychological conditions such as attention deficit disorder or severe anxiety.

### **Accommodations**

CESJDS can offer Upper School students with a documented learning or language disability certain accommodations. Accommodations offered are consistent with the policies of College Board and ACT and an individual student's testing. Accommodations that CESJDS can provide include:

- extended time testing;
- preferential seating;
- use of a computer for essay exams and in-class writing assignments;
- supplementary class notes; and
- implementation of other feasible recommendations as determined by the school.

The Upper School cannot provide certain accommodations:

- The school cannot give extended time for homework and long-term assignments.
- The school does not provide oral testing. In-class written assignments cannot be dictated.
- The school does not modify or abbreviate tests or homework assignments.

- The school does not provide rooms for individual testing. Extended time testing occurs in a quiet room with other students.
- The school cannot modify graduation requirements. Students take four general studies and three Judaic studies courses each year in grades 9 through 11. The Judaic studies courses include Hebrew language; Jewish History; and Jewish Text, Thought, and Practice.

If a student in the ESS program receives an evaluation which suggests additional services and/or accommodations are needed, the Upper School cannot guarantee that it can accommodate those needs.

### College Board and ACT Accommodations

The Director of the Upper School Educational Support Services Department will assist students and parents with the College Board and ACT process to request accommodations. Students applying for accommodations on these exams must have documentation on file that meets their respective guidelines. Accommodations should already be in use on school-based tests for at least four months prior to submitting the application to the College Board.

### ESOL (English as a Second Language)

The Upper School English for Speakers of Other Languages (ESOL) program is an educational support system for international students in grades 7-12, providing linguistic and academic support to each student based on his or her individual needs.

Upon enrollment at CESJDS, each student identified as a second language learner completes a WIDA Model test. The standardized WIDA Model tests all four assessment domains – reading, writing, listening, and speaking, addressing the following standards: social and instructional, language arts, mathematics, science, and social studies. The results of the WIDA Model are part of the criteria used to determine whether a student should be enrolled in self-contained ESOL classes, receive academic support from an ESOL instructor during an academic class or study hall, receive instructional and testing accommodations in academic classes, or meet with an ESOL teacher on a periodic basis to discuss classes, grades, and any areas of concern. The WIDA Model test is also given to each ESOL student in the spring semester to measure growth and progress. Administrators, counselors, parents and students are informed of the results of the students' WIDA Model test and the recommendations that are made for the students based on these results.

In addition to the results of the WIDA Model test, other factors that are used to make decisions about the placement of ESOL students include performance in academic classes (particularly English);

input/recommendations from teachers, counselors, and administrators; level of student motivation; and desire of parents.

### **Supports and Accommodations**

CESJDS provides a number of programs to support ESOL students both inside and outside of the classroom. ESOL students are provided learning accommodations in their mainstream classes which may include: extended time testing, modified assignments, oral and written instruction, and/or use of glossaries and additional learning supports and tools. In addition, ESOL students may receive grades of pass/fail rather than letter grades in certain courses as they adjust to learning and living in the United States. Accommodations are determined by the ESOL teacher in conjunction with the Academic Dean, guidance counselor and/or classroom teacher.

ESOL students with developing English language skills or ESOL students who are experiencing academic difficulties in their classes are eligible for a study hall in which students receive assistance from the ESOL teacher. Students who are having difficulty but are not failing a class may be recommended for peer tutoring, which is arranged by the ESOL teacher and a guidance counselor. Intervention/action plans are made for students who are struggling in or failing a class for reasons such as missing assignments and/or lack of effort. Intervention/Action plans include frequent contact with the ESOL teacher, content teacher, student, parent, and administrator and involve a heavily concentrated and monitored effort on having the student complete make-up work and demonstrate more productive work habits. Intervention/Action plans are individualized and are responsive to the severity of the situation.

In addition to these supporting programs for students, the ESOL program works closely with parents. Periodic parent breakfasts provide the parents with opportunities to meet with CESJDS administrators and the ESOL teacher, share their impressions of their children's experience at CESJDS, and voice concerns and recommendations as to what they would like CESJDS to provide.

### **Guidance and Counseling**

Guidance and counseling is an integral part of the School's total educational program. Counselors work closely with students individually and in groups to help them reach their greatest potential.

In grades 9 and 10, students begin to face the demands of high school. Through individual and group meetings, high school counselors work through academic, social, peer and parental concerns. Students are encouraged to take a challenging program and are urged to become involved in co-curricular activities. Students discuss opportunities for fulfilling their community service requirement which is an integral part of the CESJDS experience.

Additionally, in the spring of sophomore year, students are assigned a college counselor who assists them in post-secondary planning. College counselors at CESJDS consider college counseling to be an extension of the individual counseling offered to all students during their years at the School. The goal is to help students explore a wide range of post-secondary school possibilities so that they are in a position to make informed and appropriate decisions about this next step in their education. College counselors meet with all juniors and their parents for an evening session early in their junior year to outline what is involved in the college selection process. Following this meeting, juniors have the first of many individual conferences with their college counselor (parents are encouraged to attend) to explore specific college options and plans. College counselors stay in close contact with their students throughout this time period and are always ready to respond to the queries, comments, and concerns that may arise.

The Guidance department is also a resource for summer programs, co-curricular and community service ideas, volunteer/work-related opportunities and internships. Additionally, the counselors serve as a resource for psychological and educational referrals and provide literature about standardized testing and mental health and wellness.

The objective is to help students emerge as responsible, caring and self-directed young adults who are ready to meet the challenges of society.

When a student needs to see his/her guidance or college counselor during class hours, he/she must obtain permission to see the counselor from both the classroom teacher and the counselor prior to the meeting time.

### **School Records and Transcripts**

The Registrar maintains individual records for all students and official transcripts for high school students. The official transcript includes: courses taken, grades received, and credit awarded.

Requests for student transcripts or report cards should be directed to the Registrar, Mrs. Nora Cumberbatch ([ncumberbatch@cesjds.org](mailto:ncumberbatch@cesjds.org), 301-692-4930).

CESJDS does not include any courses taken at another institution or online as part of the official transcript or as part of the official grade point average (GPA) calculated by the School. The School will submit transcripts from other institutions along with the CESJDS official transcript when transcripts are

requested. Some colleges may require a student to request an official transcript from the granting institution for coursework taken outside of CESJDS.

Official transcripts can be released only to requesting agencies such as academic institutions, potential employers, summer programs, etc. The School cannot give an official transcript to a student or parent. Final transcripts and report cards cannot be released for a student whose account balance is in arrears. Please allow 48 hours for processing transcript requests.

Each student should retain for his/her own file copies of report cards and certificates of merit and/or achievements from programs in which he/she participates.

### **Health Room**

The Health Room is staffed by a full-time school nurse. If a student goes to the Health Room and the nurse is unavailable, the student must obtain permission from an administrator to remain in the Health Room. A student who is ill and wishes to call a parent to go home must do so from the Health Room.

### **Student Assistance Program**

The goal of the Student Assistance Program is to identify students demonstrating signs of possible involvement with high-risk activities such as alcohol and/or drug use, violent/destructive behavior and/or eating disorders. Anonymous concern forms are available for students, staff and parents so that they can refer a student about whom there is a concern to a trained team of CESJDS staff (the Student Assistance Team.) The anonymous form can be placed in locked drop boxes located throughout the building, mailed in to the attention of Student Assistance at the school, or submitted electronically through the School website. When deemed appropriate, the team confidentially collects behavioral observations from staff members who are familiar with that student. If the results of this inquiry indicate significant concern about behavior demonstrated in school, members of the Student Assistance Team will meet with the parents and student. The team will then refer the student and parents to a professional assessor who can provide a free and confidential assessment.

### **Library**

The Upper School Levitt Library has fiction and non-fiction books for students in grades 7-12. The collection also includes a large reference section, computer resources, an extensive Judaic collection, periodicals on both secular and Judaic topics, and audio-visual materials. The Levitt Library offers students and faculty access to the School's online catalog and other digital resources.



Students may borrow most materials for two weeks; reference works and videos do not circulate. All students should return library materials on time; families may be held responsible for the cost of unreturned library materials.

The Levitt Library is open Monday through Thursday from 7:45 AM to 5:30 PM and Friday from 7:45 AM to the close of school.

### Peer Tutorial Services

The Writing Center is open every school day during high school lunch and during club period. The Center offers constructive feedback and assistance to student writers working on any writing project at any stage in the process.

During lunch and club period, students who need extra help in math can use the services of the math lab.

A peer tutoring program is in place in the Upper School. It serves to match volunteer high school tutors with students in need of peer academic support in particular subjects. A student who wishes to make use of peer tutoring services should contact his/her guidance counselor.

### Private Tutorial Services

CESJDS is committed to meeting the needs of a diverse range of students. In addition to having a sizeable staff of learning specialists and guidance counselors, we partner with private clinicians who work with students in our school. Private tutors, speech and language therapists, occupational therapists, and SAT and ACT tutors work with students at both our campuses and contract privately with parents to pay for these services.

CESJDS is committed to continuing to partner with private clinicians in the community and will continue to allow private professionals to work with students on both our campuses. As the number of private professionals who work with students in our building has continued to grow, it has become necessary for us to establish a protocol that defines the process for approval for outside clinicians to work in our building for a number of reasons including security, supervision, and professional liability. The protocol that has been developed defines the **new** approval process for outside clinicians. Starting in August 2014, all clinicians who are planning to work with students privately at CESJDS on our campuses will be required to follow specific guidelines to receive approval to work at either of our campuses. This

approval process applies to all private professionals; even those who may have worked at CESJDS in previous years.

If you anticipate that your child will be working with a private professional at CESJDS next year, it is suggested that you ask the professional to begin the approval process at this time. You can access the information that they will need by [clicking here](#). Approval for private professionals to work at CESJDS will be given on a rolling basis which means that the approval process can be initiated by outside professionals at any time during the school year.

For questions about the new private professional approval process please contact Lenore Layman, Director of Educational Support Services, [llayman@cesjds.org](mailto:llayman@cesjds.org).

## ACADEMIC PROGRAM

### Curriculum and Graduation Requirements

In order to meet the graduation requirements of CESJDS, students must successfully complete the following course of study beginning in the ninth grade:

English	4.0 Credits	Human Development	0.5 Credit
History	3.5 Credits	Physical Education	1 Credit
Science	3.5 Credits	Electives	3 - 7 Credits
Mathematics	3.5 Credits	Community Service	80 Hours
Hebrew Language	2 – 3.5 Credits	Minyan	Grades 9 - 12
Jewish History & Jewish Text	6.5 - 8 Credits		

Only courses taken in grades 9 - 12 earn credits toward the graduation requirement. A student must earn a total of 10 credits in Hebrew language, Jewish History, and Jewish Text in high school.

All students must fulfill one credit of Exercise Science. This can be fulfilled in the following ways:

1. Exercise Science courses;
2. Outside exercise science course. These must be preapproved and timesheets must be completed;
3. CESJDS sports teams. Fall and Spring sports earn quarter credits each. Winter sports earn half a credit.

Students must successfully complete all required courses, including senior electives. All senior work must be completed two weeks before graduation in order for a student to participate in graduation ceremonies. Students who fail ("F") a required course must make up the course in summer study. Barring exceptional circumstances, a student cannot make up more than one course failed in a single school year. The student must receive prior approval for make-up study from the Academic Dean. Students who receive more than one "F" in academic courses as a final grade may not be permitted to return to CESJDS.

### Transfer Students

Students transferring from another school must have satisfied the requirements of that school in order to enroll at CESJDS. A plan for fulfilling CESJDS requirements will be devised with the Admissions Director, Dean of Students, and Academic Dean prior to enrollment at CESJDS.

### Early Graduation

CESJDS extends the privilege of early graduation to those Israeli students whose families are returning to Israel at a time that would interfere with their graduation from high school and matriculation to college, or who upon completion of one year of college in the United States plan to return to Israel to enter the Israel Defense Forces. This privilege is available ONLY to Israelis who are in the United States temporarily. All academic requirements must be fulfilled, including community service. Anyone considering this option should contact the Dean of Students.

### Summer School Policy

The school does not offer summer school classes but will, under certain circumstances, arrange for students to earn credit for tutorial courses taken under CESJDS auspices outside the regular school year. These tutorials will be available at the parents' expense. Please contact the Dean of Students for additional information.

### Course Placement and Advanced Courses

- For rising 9<sup>th</sup> graders
  - Teachers will hold conferences with each student in order to discuss the student's performance and to provide individualized advising. Students will also meet individually with guidance counselors to receive advising on elective course choices.
  - Departments, in consultation with guidance counselors and (when appropriate) Educational Support Services faculty, will determine placement assignments for 9<sup>th</sup>

The process for course placement will be as follows:

grade. Students and parents who have questions or concerns regarding placement may speak with the department chair.

- For rising 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders
  - During 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades, criteria for success in the following year's courses will be made clear, and students will meet individually with each of their teachers during the spring to discuss their progress. Based upon these conversations, each department will make a placement recommendation for each student for the following year.
  - After receiving placement recommendations from each department, each student will meet with his/her guidance counselor (and/or other advisor) to craft an individualized academic program for the following year. Course choices will be made in consultation with families, teachers, college counselors, and, when appropriate, Educational Support Services faculty.
  - In working with the advisor to make his/her course selections, a student may choose to take a course at a level different from that recommended by the department. If he/she does this, it is with full knowledge of the standards and expectations of each level. Once the school year has begun, level changes may be made only until the day of the 15<sup>th</sup> class meeting.

The Academic Dean is responsible for overseeing course placement.

We value parents' feedback about their children and thoughts about what may be beneficial for them in the classroom. We review that information as part of the complex work we do to create class schedules for students where all children can maximize their learning potential in classes. With that note, please understand that we are not able to honor specific teacher requests and do not make lateral changes to students' schedules. As always, we are committed to working with all our students to help them be and feel successful in their working relationships with teachers and classmates.

### Standardized Testing

On Wednesday, October 14, 2015, at 8:00 AM the PSAT will be administered to all 10<sup>th</sup> and 11<sup>th</sup> graders. The ASPIRE (pre-ACT) will be administered to all sophomores in the spring. Sophomores and juniors are automatically registered for the PSAT and all sophomores for the ASPIRE test

Sunday test dates for standardized tests are as follows. Letters for students who plan to sign up for Sunday testing are available in the College Guidance Office.

<u>SAT &amp; SAT SUBJECT TEST</u>	<u>LOCATION</u>	<u>ACT</u>	<u>LOCATION</u>
October 11, 2015	CESJDS	September 13, 2015	CESJDS
November 8, 2015	CESJDS	October 25, 2015	CESJDS
December 6, 2015	CESJDS	December 13, 2105	CESJDS
January 24, 2016	CESJDS	February 7, 2016	CESJDS
March 6, 2016	CESJDS	April 10, 2016	CESJDS
May 8, 2016	CESJDS	June 19, 2016	CESJDS
June 5, 2106	CESJDS		

## COMMUNITY SERVICE

אל תפרש מן הצבור. אבות ב,ה  
Do not separate yourself from the community. Avot 2:5

The concept of *tikkun olam*--repairing the world--describes the obligations incumbent upon each of us to make the world a better place for ourselves and our community.

The CESJDS Mission Statement states that one of the School's goals is to prepare students to engage with the society in which they find themselves and to work toward its perfection. Our Community Service program was designed with this goal in mind.

גדול לימוד תורה שהלימוד מביא לידי מעשה. תלמוד בבלי בבא קמא יז  
Great is the study of Torah because study leads to action.

Talmud Bavli Bava Kama 17a

We want our students to apply the Jewish values taught in their classrooms to the lives they lead outside of the classroom. In order to accomplish this goal, we have established the following guidelines for our Community Service program.

### Community Service Requirements

- Students are required to complete a total of 80 hours before graduating from CESJDS. At least 60 of these hours must be performed after the student has completed 8<sup>th</sup> grade (that is, a student may earn credit for up to 20 hours of community performed during Middle School). This requirement applies to lateral entry students as well.
- At least 40 hours of community must be direct service with an under advantaged population.
- All projects must be approved by the student's guidance counselor. Details and proposal forms may be found on the School website.
- Students may begin accumulating hours toward their community service requirement during the summer following 6<sup>th</sup> grade. Hours accumulated during the summer following 8<sup>th</sup> grade will be considered as having been accumulated during High School.
- Transcripts will not be sent out to colleges until a student has completed the Community Service requirement.

Guidance counselors and the Dean of Students are prepared to assist students in finding a community service project. Listings of approved service opportunities and procedures are available in the Guidance office and on the school website.



## SAFETY AND SECURITY

### ID Badges

The safety and security of everyone in our building is of utmost importance. The showing of ID badges by students and faculty and the wearing of "Guest" stickers by parents and visitors are both required. If a student loses his/her badge, he/she may purchase a new one. IDs should be presented to the security guard or an administrator when requested. The badge is the property of CESJDS and may be revoked at any time.

### Building Access

Students and visitors may enter and exit the building only through the main entrance. When students have no official reason to be in the building, their access to the building may be restricted. However, students who have forgotten something in their locker may enter the building to retrieve what they need as long as there is a guard at the station. At no time may external doors be propped open.

### Large Item Storage

Items that are too large to fit in student lockers are to be placed in the closet outside of the cafeteria. Large items are not to be left on the floor in front of the student's locker or in the main office.

### Parents and Visitors

Parents and alumni are welcome in the building at any time during the day. Parents and alumni will be asked by the security guard to state the reason for their visit. After school, parents are welcome in the building to see games or performances or to attend parent meetings and other official programs. The guard will ask parents to show identification. Please be aware that after hours, sections of the building may be closed off.

During the day, non-parent visitors must have an official reason for entering the building. The guard will not let such a visitor into the building until approved by the School official waiting for the visitor. At no time during the day are non-CESJDS students (elementary through high school) allowed into the building unless the visit has been approved by a school administrator.

### Emergency Evacuations

Since the safety and security of students is the primary concern, evacuation/fire drills will be held periodically. Students are to remain silent and proceed to the designated area for their respective classrooms, where attendance will be taken. If an alarm should sound during a non-scheduled class time such as lunch or change of classes, students are quickly and quietly to exit the building through the closest marked exit and proceed to the designated area for their Period 1 classes. Visitors should follow the person or group they are visiting to the designated areas.

In the event of an evacuation before or after school, all students, staff, and visitors are to leave the building through the nearest exit and proceed to the tennis court area.

## CO-CURRICULAR ACTIVITIES AND ATHLETICS

A variety of co-curricular activities is offered in the School. A complete list of the co-curricular activities is available on the CESJDS website. Students should check announcements for information about meetings for activities.

### Co-Curricular Activity Eligibility Requirements

Students who participate in all co-curricular activities are representatives of the School and of the community. They are expected to maintain high standards of personal conduct and academic performance.

Students who participate in co-curricular activities are not excused from their academic responsibilities. All assignments must be completed on time. There may be occasions when a student will have to miss class(es) due to a school-scheduled game/activity. Students are responsible for informing the teacher **before** the missed class and are responsible for all work completed in the class. Any work that is due during the missed period is to be submitted **before** the student leaves for the activity. In case an activity is canceled (e.g., inclement weather), students should be prepared to do any of the expected class work including tests and quizzes. If a test/quiz will be missed, the student should make up the quiz/test during lunch or study hall or in a test make-up session **before** the test, or, at the latest, the next day.

- Any student who is earning one (1) "F" or two (2) "D's" as a course grade in academic classes anytime during the year will be suspended for two weeks from practices, games, and meetings.
- Students will have two weeks to bring up their grade(s). At the end of the two-week period, an updated report will be requested to determine if the student can be reinstated to the activity or if the suspension will remain in effect.
- If a student has been reinstated and his/her grades fall again, the student will be suspended for the season.

Co-curricular activities do not take precedence over academic classes or detentions. Students who are assigned a detention must serve the detention on the date assigned, unless he/she has a previously scheduled medical appointment or professional tutoring appointment. Students may not miss classes for play rehearsal; work on yearbook, newspaper, etc.; or athletic practice unless they have received permission in advance from an administrator.

Students who are habitually absent from or late to school or classes may—following a warning—be

suspended from participation in extra-curricular activities for a period of time.

### **Athletics**

The School offers a program of interscholastic athletics on the Middle School, junior varsity and varsity levels. More specific information is available online and in the Athletics Handbook. All student athletes must read their Athletic Handbook and are held responsible for all guidelines stated in the Handbook. For daily athletic information, visit the website or call the Athletic Hotline – 301-692-4989. A physical exam and medical release are required to participate in athletics.

## DAILY SCHEDULE, ATTENDANCE AND GENERAL POLICIES

עשה תורתך קבע. אבות א, טז

Make your study a fixed practice.

Avot 1:15

The first bell rings at 7:55 AM, and the first period of the day begins at 8:00 AM for all students. In order to get the most out of school and in order to avoid disrupting others, students need to arrive at school on time. The school day ends at 3:45 PM, except on Fridays during the winter months when the school day ends at 2:18 PM. For security reasons, all students must show their ID badges when they enter the building.

### ABC Days

The Upper School operates on a block schedule. The schedule will rotate:

A Day - Periods 1-6

B Day - Periods 7-9, 1-3

C Day - Periods 4-9

Days will be indicated on calendars at the beginning of the school year. In the event of a school cancellation, the schedule of A, B, and C days will not be modified. For example, if Tuesday is scheduled to be a "B" day and it is canceled for snow, then Wednesday will still be a "C" day.

The different daily schedules are found in the Student/Parent Handbook and on the website. Students and parents should familiarize themselves with these schedules.

### Arrival and Attendance

#### Unexpected Absences

For the student's protection, parents should call the attendance number, 301-692-4903, or email the Upper School at [AttendanceUS@cesjds.org](mailto:AttendanceUS@cesjds.org) by 9:00 AM if their child is to be absent that day. Parents can leave a voicemail message at 301-692-4903 twenty-four hours a day. When leaving a voice-mail message, parents should leave a daytime phone number where they can be reached.

In all cases of absence, lateness and early departure the School must have written documentation. This may be sent in with the student or emailed to [AttendanceUS@cesjds.org](mailto:AttendanceUS@cesjds.org).

## Tardiness

- A student is considered on time for school if he/she is present at his/her class at 8:00 AM.
- Tardiness to school is excused **only** with a note from the doctor, dentist or parent.
- Carpooling with Lower School students and a parent's difficulty in leaving home in a timely manner are not deemed to be extenuating circumstances. Mother Nature excuse passes will be issued in cases of extreme weather.
- A student who is late to class (unexcused) five times within a quarter will receive a reduction of one percentage point in his/her quarter grade.
- If a student has been tardy to school (blocks 1, 4, or 7 in the morning) an excessive number of times, a School administrator may convene a meeting with the student and his/her parent(s)/guardian(s). At that meeting, the family will be asked to present a plan to ensure that the student will arrive to school in a timely fashion from that point forward. The administration may also assign the student additional consequences at that point, possibly including suspension from participation in co-curricular activities for a defined period of time.
- A student who is chronically tardy even after the implementation of all the steps listed above may not be permitted to re-enroll in the School for the following year.

## Detention

A student may be assigned a detention for lateness to school, dress code violations, and /or other infractions. Detentions may be assigned at lunch, during club period, after school or on a Sunday. A letter will be sent home alerting the student and parent that a detention has been assigned on a given date. If a student does not attend his/her assigned detention, that student may be required to attend the following two (2) detention sessions.

During detention, a student serving detention must sit quietly. A community-based project or assignment may be assigned within the school. Students may be called upon to do work to aid the School community. Students are required to complete all detentions before the school year ends in order for report cards and other records to be sent. At the end of the detention, there may be a brief reflection. Student records may be withheld until students complete all detentions.

### Illnesses and Make-up Procedures

When students are ill, they should stay home and recuperate before returning to school. It is expected that students who are ill will make up missed work. When a student is out for a short period of time (1-3 days), he/she should visit each teacher's website to get his/her assignments. If a student is absent three days or more, the student (or a parent) should contact the student's guidance counselor, who will arrange for assignments to be collected and will discuss how work and assessments can be made up in a reasonable and timely manner. In any case, when the student returns to school, it is his/her responsibility to check with each teacher to make certain all work has been made up. A student has two days for each day absent to make up homework assigned during the absence, and three days to make up tests or quizzes.

- Students who are absent one day and return on the day of a test/quiz should take the test/quiz unless there are extenuating circumstances, in which case the student should notify his/her guidance counselor.
- Students are expected to know that they must sign up for make-up tests and quizzes immediately upon their return to school.
- If a student is out for part of a day and misses a test/quiz, the student is still required to take that test/quiz before or after school on the same day, or, at the latest, the next day.
- Students can make up tests and quizzes at 6:55 AM, during study hall, during lunch (if it is not a full period test), during club period, or after school.
- **Extended time students** must notify the teacher if they plan to finish a test at 3:50 PM on the same day the test is given. We will make every effort for extended time tests to be available at 3:50 PM, but this may not always be possible.
- The final decision concerning tests and quizzes will be made by the teacher, in consultation with the administration.

### Make-up Tests and Assignments

Students who are absent from a specific class--including students who leave for athletic events and other official activities--are required to submit any assignments due that day to the teacher on that day. If a student will miss a quiz or a test under these circumstances, the student is expected to make prior arrangements with their teacher to complete the test/quiz earlier in the day or the day after it was administered. For extenuating circumstances, the student should speak with the teacher or guidance counselor.

Students who are absent unexpectedly have three days from the day they return to school to make up tests/quizzes after which they will receive a zero. Students who miss required field trips for any reason may be required to complete a make-up assignment to be determined by the department sponsoring the trip, possibly including visiting the site that was visited on the trip.

Students must complete a [Test Make Up Plan](#) to sign up for make up tests and quizzes. The Plan form can be found on the Test Make Up Class Page in FinalSite.

If there are extenuating circumstances that prevent a student from complying with these make-up procedures, the student (or parent) should contact the student's guidance counselor.

#### **Absence/Lateness for Final Exams Due to Extenuating Circumstances**

If a student is ill on the day of a final exam, he/she must contact his/her teacher, the department chair, or the Dean of Students before the start of the exam.

A student who is late for a final exam will not receive extra time unless there are extenuating circumstances. If possible, the student should call ahead to alert the office to the situation. Students should plan to arrive at least fifteen minutes early for finals. Students must be in dress code for final exams, including head covering for males.

#### **Chronic Absenteeism and Loss of Credit**

Classroom work is a vital aspect of a student's education. If a student misses more than 10% of any class—regardless of whether the absences are excused or unexcused—he/she may lose credit in that course. In such a case, the student will receive no grade for the course. A student who receives a loss of credit and/or "F" in two or more academic courses for a final grade may not be allowed to advance to the next grade level at CESJDS. The only exceptions will be for documented, extended or on-going medical circumstances. A written appeal should be made to the Principal.

#### **Unexcused Absence from Class or Other Required Activity**

An absence from class is considered unexcused if a student does not have written permission from a parent, administrator or guidance counselor to be out of that class.

Participation in classroom discussion and activities is a crucial component of the CESJDS academic experience. Therefore, a student who is absent from class without a legitimate, documented excuse will receive a grade of zero for any work due that day or done during class that day. If the course grade includes a class participation component, then the student will receive a zero for class participation for the day. Additionally a student who skips class without a legitimate excuse will receive a reduction of one percentage point in his/her quarter grade. If a student is involved in three instances of unexcused absence from class (or other required activities) in a school year, then the student may be assigned to serve a one-day, out-of-school suspension. Out-of-school suspensions are reported to colleges. The same penalties apply for students who skip Minyan or other required activities.



### **Extended Health-Related Absences**

If a student must be absent from school for an extended period of time for medical reasons, then the School may design, with guidance from the student's medical professional(s) and input from his/her family, a modified academic program that suits the student's medical needs. Accommodations can be made only if the family grants the School ongoing access to the student's medical professional(s), and only for a limited period of time.

### **Family Trips**

Extended family travel during the school year is discouraged. Such an extended absence must be approved by the Dean of Students at least two weeks prior to the absence. Any student who knows in advance that he/she will be out of school is required to inform his/her classroom teachers two weeks ahead of time. Unless alternative arrangements are made, all assignments are due on the day the student returns, and he/she is expected to take any assigned quizzes or tests on the day he/she returns.

### **Student Guests**

Students who want to bring an out-of-town visitor to school must submit a request form, available on the School website under FORMS, to the Dean of Students at least five (5) days before the visit. Certain times of the year are not conducive to visits. Students are not permitted to bring guests on class trips. No local students may visit the School during school hours, unless special permission has been granted by the Dean of Students or the Director of Upper School Admissions.

### **Early Departure**

A student leaving school early must turn in the excuse note to the office upon entering school in the morning. Notes will be verified with parents by telephone. A pass will be issued for the pre-arranged time. No student will be permitted to leave a class for an early dismissal without a pass. Students must sign out at the reception desk upon leaving the building and sign in if returning later that day.

A student who forgets to bring an early dismissal note will be released only if an administrator can reach his/her parents.

When there is an emergency and students need to be picked up during the school day, parents should call the office in advance to arrange to pick up the student at the reception area.

### **Off-Campus Privileges**

A senior or junior has off-campus privileges if his/her parents have submitted the signed permission

form for this privilege. Students can lose this privilege if they abuse it or if there are other behavioral or disciplinary concerns. In addition, those who abuse this privilege can be subject to other disciplinary action. These are the conditions and limitations of this privilege:

- Seniors may leave school grounds only during lunch or a free period.
- Juniors may leave school grounds only during lunch.
- Seniors and juniors must exit the front door, sign out and leave their ID badge at the guard's desk when leaving campus. They must sign back in upon their return.
- Seniors driving off campus may **NOT** take any passengers. Juniors may only walk if they go off campus.
- Seniors and juniors who leave campus are expected to be in all classes on time.
- Seniors may not loiter in the parking lot and must drive with caution through the lot.
- Seniors and juniors who leave campus must understand they represent CESJDS in the community. All applicable school rules apply.
- Seniors and juniors may not bring cooked food from non-kosher restaurants into school.

Other than seniors and juniors with written permission, students are not permitted to leave school grounds during the school day if they have not followed the early dismissal procedures (see above). In addition, non-seniors (other than juniors during lunch) may not leave the building and enter the school's parking lot during school hours unless they have administrative approval. Students who violate these rules may be subject to suspension or other disciplinary action, as they have seriously compromised the School's ability to safeguard their well-being during the school day.

### **After School**

After dismissal, students are permitted to remain in the Upper School to wait for parents, for late activities or to do homework. While there is guard on duty there is no faculty/administration supervision.

Students who leave the building after school and return for an activity may be asked by the guard to show their student ID.

### **Eating and Drinking**

#### **Eating Areas**

As a means of respecting and protecting the School's property and equipment, as well as individual's with food allergies, food is only allowed in the classroom at a teacher's discretion. All snacks must be cleaned up immediately, particularly foods containing potential allergy sensitive ingredients. Students may have a water bottle in their classes. Open cans or containers of beverages should not be carried

through the halls or stored in lockers.

### Lunch Time

- High School students may eat in the cafeteria, the outdoor eating area, or in other supervised areas of the building (atrium, alcove, etc.), provided that they leave the areas clean and do not disrupt Middle School classes.
- Everyone should wash hands before lunch for hygiene reasons and after lunch for health reasons related to creating a safe environment for the number of people in our community with food allergies.
- Each student must clean up his/her lunch space before leaving their eating area.
- When leaving the outdoor eating area, students may go only to the athletic fields, tennis courts, softball field, and blacktop. They may not be in the parking lot during school hours.
- All eating must be done in the designated areas. No food or drink may be brought to athletic areas.
- Students, other than seniors and juniors who sign out to go off campus, must reenter the building through the outdoor eating area's entrance to the lunch room or the main entrance to the building.
- Students are responsible for being on time for their after-lunch classes.

See Kashrut policy for details concerning foods permitted in the building and on school-sponsored trips.

### School Lunches

The School lunch program is designed to provide each participating student with sufficient food for each lunch period. School lunches are available only for those students who have paid for them. Once a student has signed up for a lunch plan, the student ID card will be programmed with his/her particular plan. Therefore, students either need their ID cards or their code to enter the lunch line. Each ID has an identifiable number on the back of the card. Students should memorize their ID number. In the event they forget their ID, this number can be used to enter the lunch line.

Because the amount of food prepared each day is intended to be sufficient for those students who have purchased lunch, it is unethical and inappropriate for students who participate in the lunch program to share food with other students. For those students not on the lunch plan who forget to bring a lunch and would like one, there is a \$5.00 supplemental lunch option available. These students should not ask someone to get them food from the cafeteria; instead visit the front office for the

supplemental plan. Parents will receive an email from the Main Office Assistant informing them to expect an invoice for \$5.00 from the Business office.

All individual lunches/snacks brought into school must be dairy or pareve (i.e., non-meat).

Seniors and juniors with off-campus privileges may not bring cooked food from non-kosher restaurants onto campus.

### Junior and Senior Lounges

The Lounges have been designated as a rest and relaxation area for seniors during times when they have no scheduled class. Those who use the lounge are responsible for remaining quiet and for keeping the area clean. Juniors/Seniors may eat lunch in their alcove ONLY if it remains quiet and clean.

### School Closings and Delayed Openings/Closings

In the event of inclement weather resulting in the closing of school or a delayed opening, the school follows the decision of Montgomery County Public Schools (MCPS) for the first day of the closure/delay. For example, if MCPS is closed for the full day, CESJDS is closed for the full day. If MCPS opens two hours late, CESJDS opens two hours late.

If MCPS is closed for multiple days consecutively as the result of a weather event, CESJDS does not necessarily follow the practice of MCPS after the first day and may make an independent decision.

In cases that may necessitate an unscheduled early dismissal or affect after-school activities, the School will make an independent decision as to the time of the dismissal and the status of after-school activities.

If there is inclement weather on a day when MCPS is already scheduled to be closed, CESJDS will make an independent decision regarding whether to close for the day, to open on a delayed schedule, or to open on time.

Information regarding inclement weather schedules is posted on the School website, recorded on the School voicemail greeting, and e-mailed to parents. Information may also be announced on the radio (WTOP, WMAL) and on local television stations.

### **Snow Day Policy**

When the message about a school closing is posted, it will note that US students should check their school websites, class pages and school email for further information. Faculty will be in communication with students or post on their class webpages by 10:00 AM of that day if they need to update information about deadlines of school assignments or assessments. Additional assignments will be given only for a multi-day cancellation. Students are expected to check the School website, their class websites and their school email after 10:00 AM to see all assignments and deadline updates. Students should take home textbooks when they know about an impending storm. Students, faculty and parents should be aware that in some cases, teachers may not be able to post and/or students may not be able to access because of power outages.

### **Early Dismissal**

On certain occasions, it may be necessary to have an unscheduled early dismissal from school. On such occasions, we will implement an early dismissal plan that is tailored to the specific circumstances. We will communicate the details of this plan to students and parents as quickly and efficiently as possible.

### **Student Transportation and Parking**

The School provides bus service on a fee basis. Students who violate School rules on the bus ride to and from school are subject to the School's discipline procedures and may lose their bus privileges.

### **Carpools**

For the safety of all students, we encourage parents dropping students off to do so on School property in designated locations. We have staff available during carpool to assist families in getting everyone to school in a timely and safe manner. The School has developed procedures that allow for a smooth and safe carpool system. Carpool drivers will drop off and pick up students at the sidewalk closest to the faculty/staff parking lot. It is imperative that all students who use the carpool cross at the main crosswalk in front of the school. If possible, students should enter and exit the car on the driver's side. Caution must be used if students need to enter or exit on the passenger's side. Due to student safety issues, please do not drop off students along Boiling Brook Parkway or in other non-designated areas. These streets are heavily traveled and are not monitored by the School or by local officials.

### **Handicapped Parking**

The handicapped parking spaces should at NO time be used for student drop-off or pick-up. Only vehicles that have a handicapped parking permit are allowed to use handicapped spaces.

### **Public Transportation**

The School is accessible by Metro (Red Line, White Flint Station) and Ride-On bus #38. As part of its bus transportation program, the School offers a shuttle from the Metro station to the Upper School campus (for an additional fee). Additionally, Ride-On bus #38 travels a route between Montgomery Mall and Wheaton Station and may be a good transportation option for some students living along the route.

All students 5 to 18 years old are able to ride free on Montgomery County's Ride-On bus system weekdays from 2:00 PM until 8:00 PM, weekdays year round, with their student ID or Youth Cruiser SmartTrip Card. This includes metro buses in Montgomery County.

If interested in the Youth Cruiser SmartTrip Card, they can be purchased for \$2 at any Montgomery County Library, TRiPS Stores and the Montgomery County Treasury Office. They can also be used as a regular SmartTrip Card outside of KRF hours by adding value to the cards.

Students should be reminded that the Ride-On bus stop is in front of a private home. Since the School wants to maintain a good relationship with its neighbors on and near Boiling Brook Parkway and Hunters Lane, students must wait at the bus stop quietly and be sure that any litter is picked up before they board the bus.

For further information regarding bus routes call Montgomery County Transit by dialing 311 (240-777-0311 from outside Montgomery County).

### **Student and Visitor Parking During the School Day**

If a student with School parking privileges is seen driving in an unsafe manner, he/she is subject to losing his/her School parking privileges. Student drivers must register their cars with School officials and must park only in the lot adjacent to the tennis courts. Guests should be aware that there are two 15 minutes parking spaces for those who stop briefly at the School, and that there is to be no parking in the reserved parking spaces.

Numbered parking spots are reserved for administrators who come in and out of the building during the school day. Those spaces are reserved 24 hours a day. Please do not park in those spaces at any time.

## ADMISSIONS, RE-ENROLLMENT AND WITHDRAWAL

### Admissions

The Upper School welcomes applications from qualified candidates who are interested in an intensive Jewish education in a rigorous, engaging program. Students who complete our Lower School do not need to submit an application for entry into our 7<sup>th</sup> grade program; however, matriculation into the seventh grade is subject to the review of the Middle School Principal in consultation with the Lower School (see Re-enrollment policy).

We welcome applications for lateral entry from students in grades 7-10. Under certain circumstances, students may enter the School in grades 11 or 12. For further information about lateral entry admission, contact the Director of Upper School Admissions.

### Re-enrollment

In cases of students who experience serious academic and/or behavioral difficulties, the School may deny re-enrollment for the following year. Every effort will be made to alert families to such a possibility as early as possible; however, in extreme cases the School reserves the right to make re-enrollment decisions at the end of the year even after re-enrollment contracts have been returned. In such cases, the School will make every effort to counsel families and to assist them in finding a more suitable placement for their child.

Communication will be made with parents if certain conditions must be met (e.g. academic, emotional, or behavioral).

### Withdrawal

Parents who need to withdraw their child during the school year should put the withdrawal request in writing and direct it to the Business Office. Families who know early that their child will not re-enroll for the following academic year are asked to inform the student's guidance counselor.

### Leave of Absence

A leave of absence may be requested by parents whose students are going to be away from the School for a period of one year or less. Parents should contact the Principal to discuss arrangements for a leave of absence.

### Student Residence

The School's policy is to enroll students who reside with a parent or another legal guardian.

### Separation from School

The School reserves the unconditional right to suspend, expel or deny re-enrollment to any student at any time for academic, behavioral, or attitudinal reasons if it concludes that CESJDS is not an appropriate school for the student, or if the parents'/guardians' relationship with the School becomes uncooperative.

## Jewish Practice, Customs, Pluralism and School Life

המחדש בטובו בכל יום תמיד מעשה בראשית. תפילת שחרית

In God's goodness creation is renewed continually

The *Shacharit* Service

The Charles E. Smith Jewish Day School takes pride in its commitment to serve a broad spectrum of the Jewish community and to celebrate the diversity of Jewish life in North America. The School's religious guidelines have been developed to support the specific pluralistic vision of the CESJDS community. The School promotes pluralism through an atmosphere that enables Jews with diverse systems of religious belief and practice to feel comfortable, a curriculum that provides students with information about multiple approaches to Judaism, and an ethos that promotes respectful, open-minded interaction among people representing disparate perspectives.

### Israel

The creation of the State of Israel is one of the seminal events in Jewish history. Recognizing the significance of the State and its national institutions, we seek to instill in our students an attachment to the State of Israel and its people as well as a sense of responsibility for their welfare.

### Zman Kodesh (Sacred Time)

As we teach in our Jewish History curriculum, the sacred is that which is socially defined as requiring special consideration and reverence. Each school day, students will experience *Zman Kodesh* (sacred time). This daily sacred time provides students with opportunities for worship, introspection, reflection and communal gathering. As we face each new day, the liturgy serves as a daily reminder of essential Jewish values such as the importance of study, respect for others, Israel and *tikkun olam* (repairing the world). As a community school, we have a pluralistic vision for sacred experiences. This philosophy is reflected in our understanding that students come with different personal ideas about prayer and spiritual expression. The school offers several options for *Zman Kodesh* in both Middle School and High School. Some of these options involve minyan with traditional, liturgical prayer, while others incorporate



experiential activities pertaining to Jewish learning, worship, culture or arts. All *Zman Kodesh* options provide opportunities for student leadership and community building.

A complete, descriptive list of *Zman Kodesh* options is available in Course Booklets on the School website.

In order to maintain this sacred time, students may not be involved in any other school-related activity during *Zman Kodesh*, nor may they meet with teachers or Guidance Counselors during this time.

### Kashrut Policy

One way in which we maintain the communal nature of CESJDS is by adopting community norms that enable as many Jewish families as possible to feel comfortable in our school environment. Therefore, *kashrut* standards are maintained throughout the School. It is of paramount importance to the fabric of daily school life that these guidelines be followed by all students and families.

### Food Brought to School

All individual lunches and snacks brought by students must be dairy or pareve (non-dairy and non-meat).

### Cafeteria

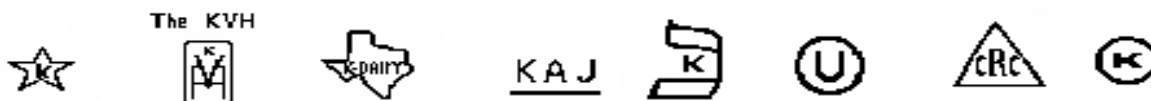
The kitchen is under the full-time supervision of the Vaad Harabanim of Greater Washington (Rabbinical Council of Greater Washington).

### School Programs

- No meat products are to be brought into the school.
- Home-baked or -cooked foods—even from a kosher home—are not allowed to be shared communally. They may be brought in individual student lunches, provided that they are dairy or pareve.
- *Kashrut* is observed at all school-sponsored events, including those outside the School facilities.
- If outside catering services are used for a School event, the provider of these services will be under the supervision of the Vaad Harabanim of Greater Washington (Rabbinical Council of Greater Washington) or another acceptable agency of Rabbinical supervision.

## Kosher Products

When students are asked to bring in food for special classroom activities, they are permitted to bring only sealed, store-bought items with an approved *kashrut* certification symbol. Some examples of acceptable symbols include those appearing below, though there are other acceptable symbols as well. If you have questions about acceptable *kashrut* certification, please contact the Food Service Manager or the Director of Jewish Life.



As participants in co-curricular activities, students may become involved in the planning of functions at which food is served. No such function may be planned without the participation of the co-curricular advisor, who is responsible for following the School's *kashrut* policy for such activities. The School will authorize only restaurants or caterers approved by the Vaad Harabanim of Greater Washington or by another acceptable agency of Rabbinical supervision.

## Family Celebrations

So that all students can feel comfortable and respected, the School asks that students and their parents provide kosher food at bat/bar mitzvah celebrations and other parties to which CESJDS students are invited. If a bat/bar mitzvah reception is not kosher-catered, the School asks that kosher food be provided for those attendees who do observe *kashrut*. Questions about *kashrut* should be directed to the Director of Jewish Life.

## Shabbat and Holidays

The beauty and meaning of Shabbat are an integral part of our school's curriculum and spirit. While there are different patterns of observance among our student body, we strive to create an environment in which a broad segment of our students can feel comfortable and can be exposed to diverse approaches. Toward that goal, the following guidelines should be followed:

- No School business is to be conducted by students, staff or parents from the beginning of Shabbat (or festivals) until the end of Shabbat (or festivals). Please consult the School calendar for candle lighting and Havdalah times (times for the beginning and ending of Shabbat).
- School programs occurring on Saturday night will not start earlier than one hour after the end of Shabbat.

- We encourage students to take standardized tests (SATs and ACTs) on the Sunday test dates. See “Standardized Testing” and the calendar for a list of these dates and test locations, and see the College Guidance Office for instructions on requesting a Sunday test date.
- We encourage students to plan their private parties so as not to coincide with Shabbat.

Our School does not seek to define or judge an individual student’s practices. Rather, our goals are:

- to foster an environment in which students with different approaches to Jewish belief and practice feel comfortable and respected.
- to provide students with an understanding of diverse approaches to Judaism.
- to promote interaction among students with diverse perspectives and to encourage students to learn from one another’s approaches.

We encourage all our students to view Shabbat as an “island in time” (Rabbi Abraham Joshua Heschel’s phrase) in which they and their families can grow spiritually and emotionally. Many students and their families have found Shabbat to be an invaluable opportunity to share the past week’s learning or to discuss ideas, thoughts, and feelings in general. Shabbat can be a wonderful time for students and their families to rediscover each other after a busy week of school and work.

### Homework Assignments over Shabbat

The School has developed specific guidelines concerning assignments over Shabbat and Jewish holidays. See homework policy for additional information.

### Shabbatonim and Holiday Retreats

Students in grades 8-12 have the opportunity to spend Shabbat together in School-sponsored overnight events. These events allow students to bond with their classmates, to experience a vibrant Shabbat atmosphere, to get to know CESJDS faculty in an informal setting and to enjoy the camp or city facilities.

Our guidelines for Shabbatonim/Holiday retreats are designed to promote the building of community and to foster the three goals of Jewish pluralism outlined above. Shabbat will be celebrated together within a framework that is joyful, pluralistic, and traditional. Students are encouraged to be open to learning from one another’s approaches. Opportunities for both highly traditional and more progressive forms of worship will be provided on every Shabbaton.

No students, chaperones, or other visitors may drive to or from the Shabbaton location during Shabbat without prior authorization from the Director of Jewish Life.

### **Private Parties**

We ask parents to be sensitive to the religious diversity of the student body—especially with regard to *kashrut* and *Shabbat*—when planning a private party.

### **Trips**

We are fortunate that the Greater Washington Metropolitan area provides students with rich cultural, historical and religious experiences off campus that supplement their curricular studies and extra-curricular experiences. Opportunities for off-campus instruction may include attending performances at area theatres and concert halls, visiting art museums, participating in Shabbatonim, and more.

In addition to full-grade trips, individual classes occasionally take day trips. When this happens, school buses and/or public transportation or parent drivers will be used for transportation. Students have the option of not attending individual class trips if they do not want to miss their other classes, though they may still be required to complete a make-up assignment. Parents will be notified in advance of such trips.

Students in good standing (academically and behaviorally) are welcome to participate in all school-sponsored field trips. Absence from required grade-level trips is considered an absence from school, and students who miss required trips may have to complete an assignment on the trip's theme, or when possible, make up the activity at another time. Should a student miss a trip and fail to complete a make-up assignment, the student will receive a zero (0) for the assignment if it was for an individual class field.

CESJDS faculty members always accompany students on School trips. When a student is participating in a special trip, activity or program that results in missing other classes, it is the student's responsibility to inform his/her teachers in advance. Students are responsible for all work due that day and should be prepared for class in the event the activity is postponed or canceled for any reason.

Students must remember they are representing the CESJDS wherever they go. The behavior of every student is expected to be above reproach. The CESJDS Dress Code applies to trips unless otherwise informed by the trip's coordinator. On trips outside of School, male students are encouraged to keep their heads covered. They are not required to do so, unless a member of the faculty indicates that head covering is required for a particular trip. Examples of such trips may include, but are not limited to, visits to synagogues or certain performances.

Any food purchased or consumed by students on school-sponsored trips must be cold dairy or cold parie. If a meal at a restaurant is included as a formal component of the trip, it will take place at a restaurant that is certified as kosher.

The safety of our students is our primary concern during any off-campus learning experience. Great attention goes into the arrangement of every trip so that students get to and from the off-campus site safely and securely. We ask for partnership with parents: should a parent wish to drop off or pick up a child from the field trip site, we require that notice be given to the school in writing 48 hours prior to a field trip. Because the logistics involved in transporting large number of students is complicated, we can only honor alternate transportation requests if enough time is given to check and double check all the details regarding every individual students' needs. Thus, we cannot accept day-before nor day-of requests for alternate transportation plans. If there are extenuating circumstances that merit a change in transportation plans for an individual student on the day of a trip, the request must be approved by the Middle School or High School Principal and will then be communicated to the field trip chaperones.

If a parent's request to pick up a student from a field trip site has been confirmed, the parent must arrive at the site 20 to 30 minutes prior to the expected departure. If a parent has not arrived to pick up the student at the time of departure from the off campus site, the bus will return with the student to campus. The School will not hold a bus full of students to wait for a parent's arrival, nor will the School leave a child behind unattended. Sometimes a bus must leave earlier than expected from an off-campus site due to weather- or traffic-related changes in the itinerary. If this is the case, we will make every effort to contact a parent who had made alternate arrangements to pick up their child and ask the parent to arrive earlier than previously arranged. However, we cannot leave a student behind to wait for a parent, even if the bus departs earlier than expected.

No middle school student will be allowed to leave a field trip site by metro, even with parent permission. High school students, with parent permission, may be permitted to leave a field trip site by metro only if the metro stop is directly at the site. If the metro stop is more than one block from the field trip site, no student will be permitted to leave a field trip by metro.

For evening trips, please contact the security guard for current information: 301-881-1400 extension 4919.

### Assemblies

At various times during the year, the entire school or selected grade levels (or classes) will attend special gatherings. These programs are integral parts of school life because they allow us to celebrate, commemorate, and supplement classroom learning in unique ways.

Students are expected to enter and leave these gatherings quietly and respectfully, to follow any announced seating guidelines, and to conduct themselves appropriately throughout the assembly. Students who act inappropriately during such gatherings will be seen by an administrator, and disciplinary procedures will be implemented.

## **BEHAVIOR AND DISCIPLINE**

Ethical, respectful and responsible behaviors are prerequisites to learning, and the Charles E. Smith Jewish Day School community expects those behaviors from all of its members. To that end, the School has developed a specific list of behavioral expectations that set the proper tone for a school and can serve as a guide for students for both the present and the future.

### Alcohol and Other Illegal Drugs

The possession and use of alcohol, tobacco and other drugs are both dangerous and illegal. CESJDS students are prohibited from possessing, using, distributing, and being under the influence of alcohol, tobacco and other illegal drugs anywhere on School grounds or at any School-sponsored activity. Students are not permitted to share or distribute any medications. Students violating these rules are subject to disciplinary consequences that may include dismissal from the School, suspension, prohibition from participating in the Senior Capstone Trips to Europe and Israel, and/or police referral. The severity of the consequence will be determined by the School administration and will depend upon multiple factors, including the specific circumstances of the action and the student's record of prior behavior. Additionally, because every member of the CESJDS community is expected to uphold the values of the community at all times, and because we take a keen interest in the development of our students both inside and outside the classroom, students who are found to have used or possessed alcohol or other drugs outside of school may be subject to disciplinary action by the School as well.

In order for the School to maintain a healthy working and educational environment, no student may smoke in the School building, anywhere on School grounds, at any School-related activities or off campus during school hours. Students violating this rule are breaking the law and are subject to suspension and/or dismissal from the School.

Parents need to be mindful of their legal and moral responsibilities when hosting teens in their homes. The welfare of the entire CESJDS community is at stake when parents allow unsupervised parties in their homes and condone the use of alcohol, tobacco or other drugs.

### **Dangerous Items**

Students may not have in their possession any weapon (including a toy weapon) or other dangerous items on School grounds or at a School-sponsored activity. This includes, but is not limited to, any type of gun, knife, blade, club, metal knuckles, mace, and chemical spray. Students in violation of this rule are subject to having any such item confiscated and to disciplinary action that may include dismissal from the School, suspension, prohibition from participating in the Senior Capstone Trips to Europe and Israel, and/or police referral. There is to be no rollerblading, skating or skateboarding inside school at all or on school property between 7:30 AM and 5:30 PM.

### **Mobile Devices**

Students may bring mobile devices such as phones to school and may use them respectfully and responsibly throughout the school day. In the classroom, mobile devices may only be used when a teacher allows students to use them as part of an educational activity. All guidelines set forth in the School's Responsible Use Policy also apply to the use of a mobile device.

### **Recording**

Audio or visual recordings of any type are prohibited while on the CESJDS property or while attending any off-campus, School-sponsored event, such as field trips, without the express written permission of the Head of School or Dean of Students. This includes, but is not limited to, audio and/or visual recording devices such as computers, tablets, digital recording devices, phones or any associated applications (apps). Failure to comply with this regulation may result in sanctions from the School as well as possible local, state, and federal legal ramifications.

The only exceptions to this regulation are for class assignments with permission of the classroom teacher, during sporting events, concerts and award ceremonies. Any recordings made during these

events must be for personal use only and not violate any local, state or federal regulation. These recordings may not be posted for public viewing, including on social media, without the permission of the School as well as any person or persons who may be identified in these recordings. Any questions about this policy or when recordings may be made should be directed to the Head of School or Principal.

Students may use a camera in school on Yom Ha'atzma'ut, Purim, Color War and the last day of school.

### Sharing/Forwarding of Photos, Videos and/or Email and Other Electronic Communications

Students may not share or forward any texts, emails, photos, videos or other communications without explicit permission from all involved parties (the original sender; those pictured, etc.).

### Fighting

בקש שלום ורדפוהו. תהלים לד, טו

Psalm 34:15

Seek peace and pursue it.

It is inevitable that conflicts will arise between people in this community. Students whose conflict has become particularly heated should seek the help of a peer, a teacher, a Counselor or another adult to resolve the dispute in a peaceful and constructive manner. Physical fighting during School hours or on School grounds at any time is prohibited. Because the appearance of fighting is so harmful to our community values, play-fighting, including snowball or water fights, is forbidden. Students who allow a dispute to result in a verbal or physical fight are subject to disciplinary action that may include in-school detention, suspension and/or dismissal from the School.

Students who witness a fight should alert a staff member. Students who encourage fights, even by standing by without getting help, may be subject to disciplinary action.

### Theft/Vandalism

יהי ממון חברך חביב עליך כשלך. אבות ב, טז

Avot 20:15

Let another's property be as precious to you as your own.

Respect for another's property, whether an individual's or an institution's, is a basic principle of this community. Theft is the taking of or the use of property without specific permission, including the hacking into electronic systems, devices and/or documents. Vandalism is the defacing or damaging of another's property. Included in vandalism is the deliberate misuse of the School's computer network



as stated in the Responsible Use Policy. Students who steal or vandalize are subject to disciplinary action that may include financial penalties, loss of privileges, in-school detention, suspension, dismissal from the School, and police referral. The severity of the consequence will be determined by the School administration and will depend upon multiple factors, including the specific circumstances of the action and the student's record of prior behavior.

### Harassment and Abuse

ואהבת לרעך כמוך. ויקרא יט, יח

Love your neighbor as yourself.

Leviticus 19:18

Harassment is defined as troubling, annoying, or tormenting another person through verbal, physical, visual, digital and/or electronic means, and is strictly prohibited. These behaviors will not be tolerated within our community as they are in opposition to our most basic ethical considerations. Students violating this rule are subject to a detention, suspension and/or dismissal from the School, prohibition from participation in the Senior Capstone Trips to Europe and Israel, and/or police referral. The severity of the consequence will be determined by the School administration and will depend upon multiple factors, including the nature of the action, the specific circumstances of the action and the student's record of prior behavior.

Sexual harassment is defined as unwanted sexual attention from students, teachers, staff, parent volunteers, or any other person during the course of the student's activities at the school, through verbal, physical, visual, digital, and/or electronic means, or through sexually-oriented literature. The range of behaviors included in this definition is broad but generally includes: unwelcome or inappropriate sexual advances in verbal, physical, visual, digital and/or electronic form; verbal or written comments of a sexual nature; obscene language addressed to the victim; hostility toward the victim on the basis of sex; subtle pressure for sexual activity; or leering, pinching, patting, and other forms of unwanted touching. Publicly or digitally displaying private body parts, including mooning, is considered to be a form of harassment as well. Such unwanted sexual overtures are strictly prohibited at the School in all relationships among students and between students and any School employee.

Students are required to report incidents of sexual harassment to a member of the Guidance staff or administration.

Once a charge has been brought to the attention of a School official, the School will commence an investigation of the incident and will inform the parents of the students involved. It is expected that

those involved with a sexual harassment investigation will protect the confidentiality of all information relating to the case. Sexual harassment is regarded by the School as an extremely serious offense, in violation of an individual's civil rights as well as of Jewish law and ethics. If, after investigation of an incident, a student is found to have engaged in sexual harassment, such activity may be considered grounds for suspension or dismissal from the School. There will be no retaliation of any kind by the School for reporting suspected incidents of harassment, and retaliatory acts by students will not be tolerated.

Sexual abuse is defined as any act or acts involving sexual molestation or exploitation of a child or any person, including, but not limited to, contact for the purpose of sexual gratification, voyeurism, exposure, sexual advances, sexual crime in any degree, and encouraging or engaging in obscene or pornographic display, photographing, filming, or depiction of a child as prohibited by law. If a student is aware of any act of sexual abuse, the student should report it to a member of the guidance staff or administration.

The School may contact the police regarding serious allegations of abuse or molestation and will assist in prosecuting such cases.

### Rudeness or Insubordination

הוזה מקבל את כל האדם בסבר פנים יפות. אבות א, טו

Greet every person cheerfully.

Avot 1:15

A student who demonstrates direct disobedience to an adult in the School or rudeness to an adult or student shows serious disrespect for our community values. A student who is rude or disrespectful may be sent to speak with an administrator. Following the conversation, the administrator will contact the student's parents and may assign the student disciplinary consequences (such as detention or suspension from extra-curricular activities). Repeated disciplinary referrals for disrespect, or even a single incident that is deemed to be particularly hurtful or egregious, may result in suspension from school.

Rudeness and disrespect in the classroom can be highly disruptive to the academic progress of the class. Students who repeatedly disrupt a class in this way may be subject to removal from the classroom with associated consequences, including a reduction of 1% in the quarter grade due to removal from class.

## Inappropriate Language

מוות וחיים ביד הלשון. משלי יח, כא  
Proverbs 18:21

Life and death are in the power of the tongue.

The use of obscene or racially, ethnically, or sexually offensive language causes great damage to the stability of this learning community and therefore is not tolerated. Students who use such language are subject to disciplinary action, possibly including in-school detention, suspension, or dismissal from the School. The severity of the consequence will be determined by the School administration and will depend upon multiple factors, including the specific circumstances of the action and the student's record of prior behavior.

## Academic Honesty Policy

מדבר שקר תרחק. שמות כג, ו

Exodus 23:6

Keep far from falsity.

Students at CESJDS are expected to uphold values of personal integrity and honesty. A student who plagiarizes or cheats has acted in a manner contradictory to the values of our School, our community, and our tradition. Students who engage in cheating or plagiarism will receive serious academic penalties. In order to help students learn that there are consequences for their actions, where intentional or unintentional, CESJS will hold students accountable to this policy regardless of intention of the students.

According the Center for Student Conduct at the University of California – Berkeley, "Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source, for example:

- Wholesale copying of passages from works of others into your homework, essay, term paper, or dissertation without acknowledgment.
- Use of the views, opinions, or insights of another without acknowledgment.
- Paraphrasing of another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment."

All of the above examples apply to words, charts, images and ideas from books, interviews, Internet sites, magazines, etc...

For proper citation style, students should consult their teachers. Partial or incorrect citations may result in reduction of up to 10% on the assignment. Failure to include citations will be considered plagiarism.

According to the Center for Student Conduct at the University of California – Berkeley, “Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question, such as:

- Copying or attempting to copy from others during an exam or on an assignment.
- Communicating answers with another person during an exam.
- Pre-programming a calculator to contain answers or other unauthorized information for exams.
- Using unauthorized materials, prepared answers, written notes, or concealed information during an exam.
- Allowing others to do an assignment or portion of an assignment for you, including the use of a commercial term-paper service.
- Submission of the same assignment for more than one course without prior approval of all the instructors involved.
- Collaborating on an exam or assignment with any other person without prior approval from the instructor.
- Taking an exam for another person or having someone take an exam for you.”

In addition, students should bear in mind that one is cheating or plagiarizing when he/she:

- gives someone access to his/her work which could result in that person using it as his/her own;
- obtains a copy of a test/quiz in advance;
- discusses or shares any part of a test/quiz with others who have not yet taken it;
- looks up information or notes between sections of a test/quiz administered with extended time;
- accesses or has open unauthorized materials during a quiz or test;
- has someone else, including another student, parent or tutor, write all or any part of the paper for him/her;
- obtains and submits a paper from an internet site or other location as his/her own work;
- submits the same work for more than one class or assignment.

## Collaboration

Some assignments call for collaboration, which will create a finished product that is greater than what any member of the team might have produced individually. On any given assignment/assessment, **the teacher will make clear whether collaboration is prohibited, permitted or required**. If a student is not clear about whether or not collaboration is allowed, he/she should work individually.

- Before a student collaborates with any person (in person, online, through any other medium), he/she should consult the teacher to verify that collaboration is acceptable on this assignment/assessment.
- If a student has collaborated with someone else on an assignment, he/she must include the names of all other members involved in the assignment.
- If a student is unsure whether collaboration has occurred, the student should discuss the situation with his/her teacher prior to submission of the assignment.

The above examples are intended to be illustrative, not exhaustive.

When a student puts his/her name on something, he/she is indicating that the work is his/her own; if a student's name is the only name that appears, the student is indicating that this is the work of that student, working alone. When students work together on anything and create a document, the names of every participant must appear on the submitted work.

When cheating or plagiarism occurs:

- The teacher will speak with the student;
- The student will inform his/her parents;
- The teacher will send home a student update;
- Students may not retake quizzes or tests where cheating or plagiarism has occurred.
- Students may not retake quizzes or tests when cheating or plagiarism has occurred.
- The student will have the opportunity to redo an assignment for up to 50% credit;
- If the student does not redo the assignment, a zero will be assigned on the assignment;
- A notation will be placed with the student's internal file;
- The student may be suspended from extra-curricular activities.

Should a student be found to have cheated or plagiarized a second time during their high school career:

- The student will receive a zero for the assignment, with no chance to redo it for credit;

- The student and his/her parents will meet with an administrator;
- The School will be required to report the academic misconduct to colleges in response to any required question on college applications. For example, the Common Application asks the following question from the student and the college counselor:

*Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from the 9<sup>th</sup> grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in a disciplinary action? These actions could include, but are not limited to: probation, suspension, removal, dismissal, or expulsion from the institution.*

Should a student be found involved in an act of academic misconduct a third time, he/she will be subject to further disciplinary action, possibly including automatic failure for the course and/or dismissal from the School.

The Appeals Process:

- The student has the right to ask that his/her case be brought before the Appeals Committee;
- The Appeals Committee consists of representatives from the administration and the Academic Council;
- The student writes his/her appeal and the teacher submits his/her account to the Committee, via the Academic Dean;
- The student may choose to present his/her case in person to the Committee;
- The Appeals Committee's decision in the matter will be considered final.

### Computer and Network Use

The School is fortunate to have expanding technological resources for the enhancement of its learning programs and administrative operations. In addition, as students in a one-to-one computing school, Upper School students bring their own computers for use in class and to complete school work. The School's computer equipment and network services are for educational use only. Access to the School's network and website carries with it the responsibility for proper use of those resources and CESJDS computing facilities. Students are subject to the rules enumerated in the Responsible Use Policy and the Expectations of Students Using Technology in the classroom document. Any breach of these responsibilities may result in the suspension or termination of all

school technology privileges as well as other disciplinary action. Attendance at school signifies that a student has accepted the terms of this agreement and committed to abide by them. Loss of computer privileges may result in an inability to complete certain school work for which a grade penalty may be assessed.

### Gambling

Gambling for money, other than at School-sponsored charity fund raisers, is prohibited. A student in violation of this rule is subject to disciplinary action.

### Cutting Classes or Activities

Students who miss class or any required School activity without a documented and legitimate excuse show a lack of respect for the School program. A student who skips class will receive a reduction of one percentage point in his/her quarter grade. Other disciplinary actions will be taken concerning students who skip other school activities.

### Lateness to Class

Timely arrival to class is a crucial prerequisite for the maintenance of an orderly, effective learning environment. A student who arrives late (unexcused) to a particular class five times during a quarter will receive a reduction of one percentage point in his/her quarter grade.

### Discipline Procedures

The School's disciplinary procedures have been created to educate students toward full accountability for their behavior. Procedures are guided by the Jewish values of *teshuvah* (repentance) and self-reflection, though significant breaches of the behavioral guidelines outlined above may incur serious consequences, including suspension or dismissal from the School—even for a first offense. In the case of routine behavioral problems, students are expected, with adult help, to learn from their mistakes, correct their behavior, and make amends when necessary. In the case of more serious behavior problems, students will be sent to the office for disciplinary referral and will be seen by an administrator who will:

- Help the student understand why he/she was sent out of class;
- Discuss with the student his/her behavior;
- If appropriate, discuss his/her patterns of behavior;
- Discuss ways the student may better handle similar situations in the future;
- Assign consequences, if appropriate;
- Follow up with guidance counselor, if appropriate;
- Follow up with the parent, if appropriate.

In the majority of cases, the administrator will discuss the incident with the student so that he/she can reflect on what took place.

If a student is sent out of a class for behavioral reasons, the teacher will inform the parents.

Other consequences, depending on the infraction, may include (but are not limited to):

- Writing a letter of apology and/or conference with the teacher;
- Parent conference;
- Detention (Club Period, lunch or after school);
- In-school detention with a learning and introspection assignment;
- Suspension of off-campus privileges (juniors and seniors);
- Suspension of parking privileges;
- Restriction from running for and/or removal from student government office;
- Restriction and/or removal from co-curricular activities;
- Prohibition from participation in the Senior Capstone Trips to Israel and Europe;
- Suspension from school;
- Dismissal from school.

### Detention

A student may be assigned a detention for lateness to school, dress code violations, and /or other infractions. Detentions may be assigned at lunch, during club period, after school or on a Sunday. A letter will be sent home alerting the student and parent that a detention has been assigned on a given date. If a student does not attend his/her assigned detention, that student may be required to attend the following two (2) detention sessions.

During detention, a student serving detention must sit quietly. A community-based project or assignment may be assigned within the school. Students may be called upon to do work to aid the School community. Students are required to complete all detentions before the school year ends in order for report cards and other records to be sent. At the end of the detention, there may be a brief reflection. Student records may be withheld until students complete all detentions.

### Suspension

If a student's behavior warrants the consequence of being temporarily removed from the community, he/ she will be suspended for a period of time designated by the Principal. This absence from school is



considered an unexcused absence. Students are permitted to make up all work (assignments/tests/quizzes and homework) missed during the suspension. As is the case with other unexcused absences, if the course grade includes a class participation component, then the student will receive a zero for class participation during the time of the suspension. Additionally, a student who is suspended will receive a reduction of 1% in his/her quarter grade. If the School is conducting an inquiry into allegations of serious misconduct, a student may be suspended indefinitely for the duration of the inquiry. A fixed consequence will be assessed once the inquiry has been concluded.

**Please note:** The Common Application used by many colleges and universities to which our students apply asks the questions below of all college counselors. It is the practice of the Charles E. Smith Jewish Day School to respond to these questions honestly and to report any suspension or expulsion that took place during the high school years. We expect that students will answer the corresponding questions on their applications honestly as well.

1. Has the applicant ever been found responsible for a disciplinary violation at your school from the 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in a disciplinary action? These actions could include, but are not limited to:

probation, suspension, removal, dismissal, or expulsion from your institution

Yes

No

School policy prevents me from responding

2. To your knowledge, has the applicant ever been adjudicated guilty or convicted of a misdemeanor, felony, or other crime?

Yes

No

[Note that you are not required to answer “yes” to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered to be kept confidential by a court.]

If you answered “yes” to either or both questions, please attach a separate sheet of paper or use your written recommendation to give the approximate date of each incident and explain the circumstances.

It is the responsibility of the student to ensure that he or she does not become involved in behavior that would lead to these disciplinary consequences, and we strongly encourage parents to discuss

expectations for appropriate behavior with their children.

## Clothing

*Tzeniut*, or modesty in both action and dress, is a central value within Judaism. It is important that students maintain an appearance that is in accordance with this value, that reflects a positive attitude toward learning and the study of sacred texts, and that minimizes potential distraction. The School expects students and parents to cooperate fully in this matter so that the School's mission is accorded the utmost dignity and respect. Cleanliness, neatness and modesty should be the general guidelines followed by a student in making his/her clothing choices. The following specific guidelines must be followed while a student is on campus (including lunch time) and on trips, unless special exceptions have been made:

- All shirts must be long enough to be tucked in, though they may be worn untucked, If a student's midriff or back is exposed when his/her arms are lifted, the student is not in compliance with the dress code.
- All shirts must have sleeves (no cap sleeves). Mesh tops, see-through tops, sleeveless sports jerseys and tank top shirts are inappropriate, as are tops which have an immodestly low neckline.
- No vulgar, obscene, offensive, or suggestive words, pictures, or graphics should be worn on any clothing or jewelry. Inappropriate topics including alcohol, tobacco or illegal drugs, sexual innuendo or connotation, or profanity (words or pictures) should not appear on clothing.
- Skirts and shorts must come within two inches below the fingertips.
- Clothing may not be ripped above the knee or excessively baggy. Pants cannot rest below the hip.
- Shoes must be safe to walk in. Spiked heels, very high heeled shoes and shoes with wheels are not permitted.
- Spiked jewelry, chains and pierced body parts are not permitted in school (ear piercings and tasteful nose piercing are permitted).
- Undergarments should not be visible in school or in school sponsored activities.

If a student is wearing clothing that is not addressed in this list but is deemed by the administration to be inappropriate, he/she may be asked to change.

Unless otherwise indicated, the Dress Code applies during Shabbatonim, Color War, exams and all trips sponsored by the School.

Students who are not dressed according to the dress code will be sent to the office. They will be required to put on a School shirt/pants and return it/them cleaned to the school the following day. A student who comes to school inappropriately dressed three times will be assigned a Sunday detention.

### Head covering

For centuries, the covering of the head has been a central sign of respect and a mark of cultural identification in the Jewish tradition. In our School, male students are required to keep their heads covered at all times (except during Exercise Science classes), and females are welcome to do so as well. Permitted head coverings are limited to *kippot*; baseball caps; and other small, tasteful head coverings.

While performing during School concerts, presentations, and assemblies, male students must cover their heads with *kippot*.

Students are expected to provide their own *kippot*, but a limited number of *kippot* are available for purchase in the main office.

### Personal Property

It is not wise to bring large sums of money or other valuables to school. The School is not responsible for any personal property brought to school. Nothing should be left on the floor in the halls. Backpacks, bags, computers, etc. left on corridor floors will be brought to the office.

### Lockers

Lockers are the property of the School and should be treated with care and respect. The School reserves the right to inspect student lockers at any time.

## Technology Responsible Use Policy

Charles E. Smith Jewish Day School (CESJDS) students are expected to respect all members of the community and their property and to behave with integrity at all times, within and outside of School grounds and hours. This Responsible Use Policy applies to the use of School-owned technology resources and personal devices that access those resources at all times.

### Use of School Network and School and Personal Equipment

Depending on their grade, students are permitted to bring laptop computers and other electronic devices for use in school for educational purposes; in grades 8-12, students are required to bring a

personal computer for educational use in school. Students may also bring mobile devices such as phones to school but must use these devices in accordance with the guidelines set out in the student handbook that governs their grade. All guidelines set forth in this document also apply to the use of a mobile device. This equipment is owned personally, and CESJDS is not responsible for its safekeeping (including but not limited to loss, theft, or damage) or maintenance. The Information Technology Department may provide routine troubleshooting assistance, but cannot provide any substantive service to any systems not owned by the School.

Because of the danger posed by viruses or other mechanisms that may corrupt data on a student's laptop, it is every student's responsibility to maintain sufficient up-to-date virus and malware/spyware protection on any laptop used on School grounds (see the Technology section of the School website for protective software suggestions and to run these protective software scans on any personal laptop at least once each week. Users must not download or open attached files from emails or websites if the site or sender's identity is unknown, and shall not open files with a filename that ends in ".exe", ".bat", or ".com," even if the sender is known, without first consulting with the CESJDS Help Desk. CESJDS also provides communication and information equipment, systems, networks, software, and other related devices and resources, including computers, internet access, network access, and cloud services, to aid students in their school work. All communication and information systems owned by CESJDS:

- are the property of CESJDS and/or are used pursuant to a license granted to CESJDS;
- are to be used only in connection with a student's work at CESJDS and, unless otherwise noted, in accordance with the following policies.

Students in grades 5-12 are given an email account for School-related use, and are expected to check their CESJDS account at least once per school day and at least once in the evening after 6 pm to ensure they see all communications from their teachers. Students in grades 5-12 are also expected to check their Student Dashboard on the school website at least once per school day. Students are not to use their school-issued email address to sign up to non-educational mailing lists or services such as social media or chat sites.

Students are expected to act responsibly and appropriately when using their own or CESJDS technology resources and internet access and are prohibited from using CESJDS resources, whether in school or from another location, for the following activities:

- Any illegal, fraudulent, or unauthorized purpose;
- Use of proxy servers or other methods to avoid Internet content-filtering;
- Solicitation for commercial, religious, or political causes;

- Sending, receiving, downloading, storing, or posting any messages, files, or other materials that are derogatory, defamatory, discriminatory, disruptive, obscene, pornographic, offensive, sexually-oriented, or otherwise inappropriate and/or harass, threaten, disparage, bully, or intimidate another person;
- Disseminating or printing copyrighted materials, including articles and software, in violation of copyright laws;
- Using or operating peer-to-peer networks;
- Sending, receiving, printing, or otherwise disseminating proprietary data, trade secrets, or other confidential information in violation of School policy or proprietary agreements;
- Operating a business, usurping business opportunities, or soliciting money for personal gain;
- Sending a chain letter;
- Revealing personal information including name, address, phone numbers, or credit card information, especially the personal information of another person;
- Posting images, videos, messages, digital content, or any media form without the permission of those depicted in such content;
- Attempting to gain or gaining access to accounts, files, or systems owned by another user or group, including CESJDS systems;
- Accessing or attempting to access information intended for other people or information that is not yet public;
- Illegally copying, distributing, or altering computer software used at CESJDS, whether on computers or on the CESJDS network;
- Disseminating information (including but not limited to posting a “home page” or sending a bulk e-mail) that suggests CESJDS as the source or which relates to CESJDS unless authorized in writing by the Head of School; or
- Conducting any other activity in violation of any CESJDS policy.

Students are permitted to use school equipment only with permission and are expected to use it at all times in accordance with this policy. Students are expected to treat School-owned technology equipment with care and respect, both during use and transport, and should not place food or drink near a School computer. School computers must be returned and secured after use.

### **Use of the internet and digital citizenship**

Students have a particular responsibility to ensure personal integrity and demonstrate respect for others when using the personal online world of social networking, blogs, and other communication

tools, especially as regards any mention of the School or members of the School community. Students should at all times respect the privacy of the CESJDS community and take proper care in any online or other electronic interactions to maintain high standards of conduct. Conduct which reflects poorly upon students or the School may be grounds for disciplinary action, whether or not such conduct occurred on campus or using the School's network or equipment. This includes using these communication tools to make derogatory remarks about other members of the community or the use of inappropriate language or innuendo.

### Access

CESJDS has the right to restrict and/or terminate any student's access to Communication/Information Systems, including network privileges and/or access to the Internet, at any time for any reason. CESJDS has the right to remove any documents or materials of any type from CESJDS Communication/Information Systems.

Access to CESJDS systems and services is for each individual's use alone; sharing one's password or other access information with any individual, even a close friend or family member, is strictly forbidden.

### Privacy

Students should have no expectation of privacy when using CESJDS Communication/Information Systems, including access to the Internet. CESJDS may, without notice,

- Monitor any individual's usage of the CESJDS network , e-mail, or internet connection;
- Keep logs of the internet sites visited by any individual or messages, including e-mail, instant, and text messages conveyed via the CESJDS network or internet connection;
- Identify the individual sites that have been visited;
- Monitor the number of times a site may be visited;
- Identify the pages within a site that have been visited;
- Determine the duration of any visit to any site and to each page of a site; and
- Monitor any other information or statistic that may be available.

CESJDS Communication/Information Systems are not private even if passwords or other security measures are used. Students should be aware that even though a message or file is deleted or erased, it may still be possible to retrieve that message or file. Any data, information, or materials that a student does not want to have accessed, monitored, read, or listened to should not be conveyed by, processed on, disseminated by, or stored in CESJDS Communication/ Information Systems.

Unauthorized access, copying, and/or removal of data, information, or materials from Communication/Information Systems are prohibited.

### **Policy Violations**

Any violation of this policy is grounds for CESJDS to

- take disciplinary action against the student;
- require parents to make financial restitution to the School for damage to equipment or other expenses resulting from the misconduct;
- revoke and/or restrict the student's use of or access to Communication/Information Systems, including restricting networking privileges, access to the internet and/or use of e-mail; and/or
- take such other action as CESJDS determines appropriate in its discretion.

Students should report any policy violations to the Director of Technology, their Division Principal, and/or to the Head of School.

In some instances, the School may be required to confiscate a student's laptop or mobile device (whether personal or school-issued) when there is an investigation into inappropriate content."

### **Borrowing Laptops**

The school maintains a small group of loaner laptops for short-term student use in place of a student's personal or school-assigned device in grades 7-12. A student may borrow a loaner laptop only when:

- that student's personal device has been lost, stolen, or damaged and is in the process of being repaired or replaced;
- on those rare occasions when a student forgets his/her personal device.

Loaner laptops must not leave the building and are the responsibility of the student borrower. A loaner laptop (with charger) may be checked out of the Levitt Library after 7:50 in the morning. The laptop and charger must be returned before 5:00pm on the same day (by the end of the school day on Fridays). If a student fails to return a loaner laptop on the same day it was borrowed, an email reminder will go to the student and be cc-ed to that student's parents. The first time a student fails to return a loaner laptop, access to loaner laptops will be suspended for one month. If a loaner laptop is overdue a second time, the student borrower will not be allowed to borrow again.

Loaner laptops may only be checked out for a single day. To check out a loaner for two or more



consecutive days, the requesting student must bring a signed note from a parent or guardian indicating that the student's personal device has been lost, stolen, or damaged, and that the device is being repaired or replaced. In this circumstance, the student may check out a school-owned loaner laptop for up to two weeks. The student must still check out the loaner laptop each day for use at school and return it by 5:00pm each day.

A student may borrow a loaner laptop three times during the year; after the third request, a student will no longer be allowed to borrow from the school's loaner laptop pool. Requests that span several days while lost or damaged equipment is being replaced count as a single loan.

## EXPECTATIONS OF STUDENT USING TECHNOLOGY IN THE CLASSROOM

1. I will follow the school's Responsible Use Policy as printed in the student handbook (and posted on the Technology section of the school website).
2. I will demonstrate *Derekh Eretz* (respect) by:
  - Staying on task during class (avoiding games, idle surfing, chat, etc.)
  - Opening/closing computers at the teacher's direction
  - Using my own computer, and not accessing another person's computer or files unless invited to do so (i.e., in a group project setting)
3. I will demonstrate *Achrayut* (responsibility) by gaining a working knowledge of the software on my own computer and I will access resources to gain that knowledge, as needed. By October 1 of this school year, I will be able to independently:
  - Access the internet
  - Access a website, including the school website
  - Access school e-mail
  - Access PowerSchool portal
  - Log on to GoogleApps for Ed
  - Create, share, manage, and edit a text document, presentation, sound file, and video file
  - Use and navigate my eReader (if I'm using one in school)
  - Type in both English and Hebrew
4. I am responsible for regularly checking my class pages, school e-mail, and Google Apps for Education accounts and for using my school e-mail and Google Apps for Education for all school-related communication and work.
5. I will bring a charged computer to school in the morning and plan my time to keep it charged during the day. This includes not disrupting class time to charge my computer.
6. I will be responsible for finding the help I need to solve my own technical problems (including those that require HelpDesk support).
7. When a technical problem occurs, I will find alternate solutions so that my work can be completed

and submitted on time, and I will let my teacher know my plan to solve the problem as soon as possible.

8. I will save and organize work in a way that allows me to find and access files once completed, even when my personal computer is not available.
9. I will digitally submit work, including supporting files, according to teacher instructions.
10. I will regularly back up my work

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## INDEX/GLOSSARY

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[ABC Days](#)

[Absence/Lateness for Final Exams Due to Extenuating Circumstances](#)

[Academic Honesty Policy](#)

[Academic Honors](#)

[Access](#)

[Accommodations](#)

[Admissions](#)

[After School](#)

[Alcohol and Other Illegal Drugs](#)

[Arrival and Attendance](#)

[Assemblies](#)

[Assignment Schedule and Examinations](#)

[Athletics](#)

[Borrowing Laptops](#)

[Building Access](#)

[Cafeteria](#)

[Carpools](#)

[Changes in Academic Program](#)

[Chronic Absenteeism and Loss of Credit](#)

[Clothing](#)

[Co-Curricular Activity Eligibility Requirements](#)

[Collaboration](#)

[College Board and ACT Accommodations](#)

[College Counselors](#)

[Communication between families and school](#)

[Communication Guide](#)

[Community Service Requirements](#)

[Computer and Network Use](#)

[Computer Usage](#)

[Conferences](#)

[Course Placement and Advanced Courses](#)

[Curriculum and Graduation Requirements](#)

[Cutting Classes or Activities](#)

[Dangerous Items](#)

[Dean's List—High School](#)

[Department Chairs](#)

[Detention](#)

[Detention](#)

[Discipline Procedures](#)

[Early Departure](#)

[Early Dismissal](#)

---

---

## INDEX/GLOSSARY

---

[Early Graduation](#)

[Eating and Drinking](#)

[Eating Areas](#)

[Educational Support Services \(ESS\) at CESJDS's Upper School](#)

[Educational Support Services Faculty](#)

[Email](#)

[Emergency Evacuations](#)

[ESOL \(English as a Second Language\)](#)

[Extended Health-Related Absences](#)

[Extension Passes](#)

[Family Celebrations](#)

[Family Trips](#)

[Fighting](#)

[Food Brought to School](#)

[Gambling](#)

[Grade Point Average](#)

[Grading and Reporting Student Progress](#)

[Guidance and Counseling](#)

[Guidance Counselors](#)

[Handicapped Parking](#)

[Harassment and Abuse](#)

[Head covering](#)

[Health Room](#)

[Homework](#)

[Homework Assignments over Shabbat](#)

[Honor Societies](#)

[ID Badges](#)

[Illnesses and Make-up Procedures](#)

[Inappropriate Language](#)

[Israel](#)

[Junior and Senior Lounges](#)

[Kashrut Policy](#)

[Kosher Products](#)

[Large Item Storage](#)

[Late Work Policy](#)

[Lateness to Class](#)

[Leave of Absence](#)

[Library](#)

[Lockers](#)

[Lunch Time](#)

[Mail and Fax](#)

---

---

## INDEX/GLOSSARY

---

[Make-up Tests and Assignments](#)

[Minimum grade to receive credit](#)

[Mobile Devices](#)

[Non Required Forms](#)

[Observing Classes](#)

[Off-Campus Privileges](#)

[Office Staff](#)

[Parents and Visitors](#)

[Peer Tutorial Services](#)

[Personal Property](#)

[Policy Violations](#)

[Privacy](#)

[Private Parties](#)

[Private Support](#)

[Private Tutorial Services](#)

[Public Transportation](#)

[Recording](#)

[Re-enrollment](#)

[Required Forms](#)

[Required Forms for 7<sup>th</sup> GRADE STUDENTS NEW TO CESJDS](#)

[Required Forms ALL STUDENTS](#)

[Required Forms ATHLETE](#)

[Rounding Policy](#)

[Rudeness or Insubordination](#)

[School Closings and Delayed Openings/Closings](#)

[School Lunches](#)

[School Programs](#)

[School Records and Transcripts](#)

[Separation from School](#)

[Shabbat and Holidays](#)

[Shabbatonim and Holiday Retreats](#)

[Sharing/Forwarding of Photos, Videos and/or Email and Other Electronic Communications](#)

[Snow Day Policy](#)

[Standardized Testing](#)

[Structured Study Hall](#)

[Student and Visitor Parking during the School Day](#)

[Student Assistance Program](#)

[Student Evaluation Schedule – Calendar](#)

[Student Guests](#)

[Student Guests](#)

[Student Packages](#)

---

---

## INDEX/GLOSSARY

---

[Student Residence](#)

[Student Transportation and Parking](#)

[Student use of Telephones and Copy Machines](#)

[Summer School Policy](#)

[Supports and Accommodations](#)

[Suspension](#)

[Tardiness](#)

[Teachers](#)

[Telephone and Voicemail](#)

[Test and Assignment Schedule](#)

[Theft/Vandalism](#)

[Transfer Students](#)

[Trips](#)

[Unexcused Absence from Class or Other Required Activity](#)

[Unexpected Absences](#)

[Use of School Network and School and Personal Equipment](#)

[Use of the internet and digital citizenship](#)

[Visiting School](#)

[Withdrawal](#)

[Zman Kodesh \(Sacred Time\)](#)

---

