

SECTION I: MISSION AND EDUCATIONAL PHILOSOPHY

MISSION

Our distinguished history in Jewish education dates back to 1948. Our vision is as innovative and creative as the 21st century itself.

The spiritual and academic life of Central is built upon the philosophy of *Torah U'Madda L'khatchila*. We believe that the synthesis of Jewish law and life and the wisdom of world civilization results in a heightened and enriched Judaism. Our mission directs our students to be knowledgeable, *halakhically* committed Jews and broadly educated, intellectually curious, and caring members of society. As life-long learners, our students develop a personal devotion to G-d, *Torah* learning, integrity and commitment to ethical behavior. Identification with the destiny of our fellow Jews around the world, loyalty to *Eretz Yisrael*, and recognition of the modern State of Israel as the spiritual homeland of the Jewish people and the fulfillment of a religious Zionist vision, are all cornerstones of our educational program.

Our commitment to *Torah U'Madda* requires students to pursue all academic studies with the intent of achieving a greater understanding of the world, reaching for personal academic achievement, and making a lasting difference on our community.

EDUCATIONAL PHILOSOPHY

The educational philosophy of Central is to teach and perpetuate the values of *Torah U'Madda L'khatchila*, the synthesis of Jewish Law and Life and the wisdom of world civilization while promoting learning that is active and self-directed and that enables our students to be life-long learners. Central provides a platform for Jewish leadership through a challenging academic and co-curricular program in an atmosphere that fosters a commitment to *Klal Yisrael*.

SECTION II: FACULTY CITIZENSHIP AND ADMINISTRATIVE RESPONSIBILITIES

Personal and spiritual growth is best fostered within the context of a cohesive community. Our yeshiva strives to be a supportive place in which parents/guardians, teachers, and students are all invested in promoting the very best of each student.

At the heart of Central is the commitment to educate each of our students in a *Torah* environment that is challenging and nurturing, that promotes personal excellence, and values the unique strengths each individual brings to our school community. These goals are developmentally appropriate and based on educational values; they also directly parallel the primary goals of our yeshiva which is dedicated to (a) supporting our students' growth in *Torah* learning, (b) inspiring their *Torah* living, and (c) becoming actively engaged citizens of our *Torah U'Madda* community.

These goals are rooted in the following core values:

- **תורה במלכות/Ameilut Ba'Torah**– commitment to *Torah* learning and *Halakhic* living through rigorous and rewarding *Torah* study
- **דבקות בתפילה/Deveikut Ba'Tefillah**– aspiring to religious growth through prayer and commitment to *mitzvot*
- **ערבות בציבור/Arvut B'Tzibbur**– becoming a respectful and engaged citizen of our community, by behaving with dignity, honesty, humility, and compassion in all of our relationships

In Central, there is a palpable sense of religious inspiration and spiritual aspiration that infuses the learning, the programming and the relationships. Families who join Central are committed to the three goals above; in being a magnet school, we have a unique opportunity to see the many faces of the *Torah U'Madda* community. Families and students choose Central as their destination school because of the learning, the *Torah* sensibilities, and the friendships that support their intellectual, social, emotional and religious growth. Therefore, we know that we can count on full partnership on the part of faculty towards achieving these goals.

While there are many specific domains in school that are direct corollaries to these goals, as listed below, the general principle of Faculty Citizenship Responsibilities relies upon these core expectations:

- Faculty should be present and actively engaged in school wide programs
- Faculty engagement during communal gatherings and assemblies to further the goals listed above
- Faculty modeling appropriate discourse, dress and demeanor, and respect for the communal goals listed above
- Faculty investment in maintaining healthy interactions with students to promote Student Citizenship Responsibilities

Specific Domains for Faculty Support:

- **Tefillah:** All teachers and staff are invited and welcome to join student *tefillah*.
- **Mincha:** Teachers assigned to period 10 are to devote the first several minutes of Period 10 to *Mincha*.

Sick Days

Sick days are defined as days during which the employee is not able to function in his/her role in school due to a health related condition. Full-time faculty members receive ten sick days, as per the standard sick leave policy of Yeshiva University High Schools, as well as paid holidays when the school is closed. Part-time faculty receive six sick days, as well as paid holidays when the school is closed. Any days taken off immediately before or after a school holiday or vacation will be deducted as two days for each day. Unused sick days will roll over into the next calendar year. There is no payout for unused sick days upon termination or retirement.

Disability Leave

YUHSG faculty members are not eligible to take short-term disability. As such, short-term leave is covered only by accrued sick days. When a faculty member uses all of his/her accrued sick days, s/he must go on unpaid leave.

Faculty members are eligible for long-term disability, should the need arise. For details regarding long-term leave, please contact YU's Benefits department at (646) 592-4340.

Pregnancy and Childbirth Policy

Summary

Full time high school faculty members, who have been employed by the University for at least one year, will receive full salary for 8 weeks of leave. Additional unpaid leave is available in accordance with the Family Medical Leave Act (FMLA).

Part time HS faculty and those with less than one year of service are eligible for accrued sick time and unpaid FMLA leave.

All HS faculty who are applying for leave must contact the Human Resources Benefits Office (or Alisa Goldberger) to obtain instructions to apply for this benefits.

1. Paid Leave to equal 100% of Full Salary

Eligibility: Regular full-time HS faculty staff members with at least one year of service with the University.

Benefits: The University will pay salary up to the maximum of 8 weeks, even if the period of disability is less than 8 weeks. During this paid leave, all accrued sick time will be charged against your sick time accrual up to the maximum accrual permitted. Sick days and the pregnancy/childbirth leave run concurrently.

2. Unpaid FMLA leave

Eligibility: All Full-Time HS Faculty Members

In accordance with the Family and Medical Leave Act of 1993 ("FMLA"), faculty may take unpaid leave in addition to the paid disability leave, up to a combined maximum of 12 weeks of leave immediately following the birth of the child. All paid leave described above will run concurrently with FMLA leave. Benefits while on FMLA leave: During the leave, medical insurance coverage will continue under the same financial arrangement as prior to the leave. Those on unpaid leave will be expected to pay only the amount that would normally be deducted from their paycheck.

Upon completion of the FMLA leave, the faculty member will be entitled to return to his/her position held prior to the leave without a loss of service time. All benefits will resume or continue upon the faculty member's return.

Faculty must contact Human Resources and their supervisor with as much notice as possible, preferably at least 30 days, to make arrangements for the paid and/or unpaid leaves.

Demonstrating Respect and Dignity

Recognizing that we each strive to support one another in the growth and development of a *Torah* personality, students are expected to act appropriately and honor the *Tzelem Elohim* in everyone. Central has implemented an Anti-Harassment Policy that is posted on

our website and applies to every member of our school community. This policy addresses the way we speak, communicate in all forums, treat each other in person and online. All members of the Central school community are expected to treat everyone with respect and dignity and refrain from any actions or communications that convey bias, or constitute harassment based on race, color, appearance, national origin, etc. Students, faculty, and staff members must manage conflicts appropriately, act towards others with sensitivity, and use respectful language in all interactions in and out of the classroom. This expectation extends to our digital footprint online and is covered in greater detail within Central's Technology Acceptable Use Policy contained in section IV of this handbook.

The respect we expect from others must extend to the way we treat our physical surroundings, as well. Students, faculty and staff members must act responsibly towards all school property and the property of others. Any student who violates these principles may face immediate suspension.

Appropriate School Dress

Our dress code reflects that there are different approaches to *tzniut* and that *Halakha* can support many different lines. At Central, clothing must be styled to reflect a dignified sense of self that respects the following *Halakhic* norms. To clarify our code, which extends to faculty and staff, our school dress code requires that:

1. Skirts must cover the knees.
2. Shirts must be close to the collarbone. Sleeves must be close to the elbow.
3. All clothing must be styled modestly, not tightly.
4. Students must wear closed shoes for lab and Physical Education classes as per New York State requirement.

Female faculty is expected to do either of the following when they notice a student out of compliance with the school dress code:

- A) Direct the student to go to Mrs. Alisa Goldberger in the office to receive a new article of clothing that will remedy the situation, or
- B) Inform Mrs. Goldberger of the student's name and recommendation (i.e. change shirt).

Male faculty is directed to refer matters of dress to a female colleague.

Great care should be taken to the manner, tone, and surroundings in which a student is directed to make the change. Please help us send a consistent message about the respect we accord our school community.

Academic Integrity

A student's integrity is at the heart of her personal growth, academic achievements, and her development as an honest person. Trust and honesty are at the foundation of a *Torah* personality and are essential to a learning community. A healthy part of the learning process is having the ability to learn from mistakes. In a typical learning cycle, students develop the ability to present their ideas, listen to critical feedback, make corrections, and then experience the satisfaction of their honest final product. While students may be motivated to cheat or plagiarize materials in an attempt to find a shortcut for perfection

any form of dishonesty is a significant violation of school policy and will be treated seriously.

Dishonesty on any assigned work is a violation of *Halakha* and school policy. Any student presenting work that is not fully and completely her own (i.e. homework assignments, graded or ungraded assessments, tests or quizzes) may face the following consequences on a first offense:

- A grade of F on the assignment or test
- The requirement to retake the test or rewrite the assignment (with no improvement of the grade)
- Notification in the student's file about plagiarism/ cheating incident
- A substantial impact on the class grade for that semester
- A conference meeting with parents and the administration

The consequences of a second infraction may include all of the above, with the potential addition of:

- Maintaining a copy of the plagiarized work in the student's file
- Suspension
- Academic probation
- Expulsion

Any teacher who suspects plagiarism should first discuss the suspicion with the administration. Together, they will create an appropriate plan.

SECTION III: ACADEMIC PROGRAM, LEARNING POLICIES AND ADMINISTRATIVE PROCEDURES

School Hours

Monday – Thursday	8:25 a.m. – 5:10 p.m.
Friday	8:25 a.m. – 12:45 p.m.

Academic Program

In order to earn a diploma from The Samuel H. Wang Yeshiva University High School for Girls, students must complete the following four-year course of study:

Judaic Studies

1. Four years of Biblical Analysis
2. Four years of *Talmud*/Jewish Law
3. Four years of Literature of the Prophets or equivalent
4. Three years of Hebrew Language and Literature
5. Two years of Jewish History

General Studies

1. Four years of English
2. Four years of History
3. Three years of Mathematics
4. Three years of Laboratory Science
5. Three full-credit electives
6. Two years of Foreign Language

7. Four years of Physical Education
8. One year of Art
9. Senior Spring Seminar

Attendance

Attendance will be taken for attending school, as well as for each class. Daily attendance will be taken by the GLCs during *tefillah*, while period attendance will be taken and recorded directly and immediately by the respective teachers into Rediker.

Period Attendance:

- Each teacher will update his/her period attendance onto Rediker in the first 5 minutes of the period.
- Faculty should be attentive to students in the hall/lobby/café and direct those students who have class to return to class.
- No in-school absences from class are to be excused unless a member of the administration or faculty provides the teacher with a written explanation.

Records & Communication

- 10% of a student's course grade reflects her attendance. Should a student miss more than 10% of class meeting times, she jeopardizes her ability to receive credit for the course, per New York State guidelines.
- Teachers who notice that a student is absent for a couple of days are encouraged to phone home or email the student.
- Teachers are expected to be in communication with the parents when students are excessively late or absent or demonstrate a pattern of lateness or absence.

Administrative Duties

Faculty may be assigned:

- Morning Hall Duty - Faculty who is assigned to morning Hall Duty should report to school before 8:20 am to work together with the administration to usher the students into *tefillah* by 8:25 am.
- Lunch Duty - Faculty who is assigned Lunch Duty should circulate in the café and other eating areas.

Student Schedules

If a faculty member feels that a student's placement should be changed, s/he should first approach Ms. Segal or Ms. Rutner. Faculty should not recommend to any student or parent that she should switch a class.

Assessments and Grading

The learning cycle involves discovering new information and gaining new skills, having an opportunity to examine, investigate, and research this new information, and practice these newly attained skills. This culminates with an opportunity to demonstrate one's newly acquired skills or mastery of knowledge in the form of an assessment. Effective assessments are vital to the educational process.

Each course will have a balance of different assessment opportunities, including

A test calendar is created by the administration to ensure a fair distribution of evaluative experiences over the week and semester. A test schedule will be published at the start of each semester to allow students to plan appropriately and prepare a balanced work plan.

9th and 10th Grades: a maximum of three exams allowed per week

11th and 12th Grades: a maximum of four exams allowed per week

Exams for AP Courses are not included within these limits.

A course that meets on average 5 times a week may have no more than 3 exams per semester in addition to a midterm/final. A course that meets on average 3 times a week may have no more than 2 exams per semester in addition to a midterm/final. Advanced placement exams will have no more than 5 exams per semester in addition to a midterm.

Students may be quizzed or assessed on the previous day's or night's material without advance notice. These will be counted only as class work in the course grade.

Quizzes are defined as ten minute exercises covering material assigned or discussed over the previous one to two days of class. Tests are more significant exercises that both measure a greater amount of knowledge and account for a greater percentage of a student's overall semester grade. Alternative assessments including projects, presentations and papers/essays are encouraged as formative assessments of the learning cycle.

All assessments must be returned within two weeks.

Students who arrive late on the day of a test will not be permitted to sit for the exam without a doctor's note or permission from the administration. Leaving school early after a student has taken a test may cancel the results of that examination.

A pattern of repeated absence or tardiness on scheduled exam days may preclude the privilege of sitting for a make-up exam.

All courses will be graded based on the following general guidelines:

Work Product: 80%

- Tests, Major Assignments and Final Exam: 40-50%
- Quizzes: 10-20%
- Classroom work 10-20%
- Homework: 10-20%

Student Commitment: 10%

- Engagement (Participation, Effort, Personal Investment, Growth)
- Citizenship (Timeliness, Respect for the school community)
- Responsibility (Personal Accountability, Communications with teacher)

Attendance: 10%

Home-School Partnership and Communication

Rich and effective learning is best supported by cooperation between home and school. When all constituents are engaged and informed, an invaluable partnership opportunity develops which supports student success.

Schoology is our online Learning Management System (LMS) and offers an important opportunity for transparency and communication among teachers, student, and parents/guardians. Faculty will regularly post assignments, grades, and attendance, enabling students and parents to track progress in each course, celebrating successes, and noting difficulties. When there are issues of concern, it is the mutual responsibility of faculty and parents to communicate by email or phone.

To log in to *Schoology*, faculty should log on to www.yuhsg.schoology.com. Faculty will use their school email and password to log on and connect their Google and *Schoology* accounts when prompted in the log in process.

Tracking Academic Growth

At the end of each semester, if a student is close to meeting the course requirements, but has not completed all the assigned work, in spite of clear consistent effort and in consultation with faculty and administration, the student may be granted an incomplete. This incomplete must be resolved expeditiously. A grade point average (GPA) will not be calculated with any grades incomplete. Should the student not meet the course requirements, the incomplete will revert to the grade the student would have otherwise earned without this extension of time.

If a student is not able to meet the course requirements, the student's failing grade will be reported on her report card and transcript. Such failure must be resolved through appropriate credit recovery, as determined by the faculty and administration. The credit recovery will be reported on the report card and transcript but will not be absorbed into the student's GPA or cumulative grade point average (CGPA).

Student Absences

Please note the following policies regarding student absences:

If a student has an unavoidable, scheduled absence, the parent/guardian must inform the attendance coordinator **in advance**. Students are responsible for all missed work and assignments. Please note: no exams will be administered earlier than scheduled.

In case of absence due to a specific student activity obligation or because of a guidance appointment, the student must proactively present a note from a counselor or activity supervisor to the classroom teacher and receive prior approval from her teacher.

Unexcused absences are never permitted and will impact a student's grades in her missed classes.

Students participating in elective extra-curricular activities, such as sports, clubs, etc., are expected to be in attendance at school for the full day on which the activity occurs.

Absences excused due to doctor appointments, emergencies, and administrative exceptions may be excluded from this policy.

Attendance must be regular in order to uphold the integrity of the learning in a course and in accordance with NYC regulations which require absences not to exceed 10% of class meetings.

Make-up Exams

Please be aware of the following procedure which must be followed by students in the case of an absence on the day of an exam:

- Make-up exams are administered on Monday, Tuesday, and Thursday during lunch.
- Students must take the missed exam on the first make-up day after the absence.
- The parent/guardian must clear the absence by calling Mrs. Biderman by 8:00 am on the morning of the absence. In the event that the absence is not cleared before the make-up exam, the student will lose 5 points on the exam.
- Testing locations will be posted outside of the library.

Delay in sitting for a make-up exam may preclude a student's make-up opportunity. In the rare circumstance that a pattern of absences emerges that shows a student repeatedly avoiding assessments on the originally scheduled date, the privilege to sit for a make-up exam during the school day may be denied. Students who have missed more than 3 exams (per semester) on their originally scheduled date may be required to sit for their make-up exams during designated after-school hours, necessitating privately arranged transportation. Parents are strongly encouraged to schedule outside appointments before or after school hours.

Final Examinations

All final exams are to be approved by the appropriate department chair or administration, according to the timetable and procedures that will be provided by the administration.

Progress Reports and Report Cards

Parent-Faculty communication is a vital component of the educational success of a student. In addition to using Schoology, teachers should be in touch with parents over the course of the semester. Formal progress reports are emailed home prior to Parent-Teacher Conferences in both November and March. Report Cards are issued in February and July.

Progress Report narratives should:

- Be written in complete sentence/paragraph format minimally 4 sentences.
- Be written in meaningful, evidence-based language to address:
 - a. Achievement and work product
 - b. Effort and participation
 - c. Areas of concern
 - d. Citizenship and character

Comments should be written in a positive, supportive tone.

- Be careful and precise in the language
- Be proofread for spelling and grammar

Library

Teachers are required to get permission from the librarian, Mrs. Michal Davis-Savitsky, to borrow materials from the library. Please do not abuse the right of others to have access to these materials by making them part of your own personal collection. Periodicals do not circulate. Reference books may not be taken from the library.

Timeliness/Absences

Teachers and staff are to complete the check-in form in the main office upon arrival. In the event that you are delayed, e-mail Mrs. Goldberger and copy Ms. Segal, Mrs. Konig, Ms. Rutner, and your Department Chairperson (if applicable) to inform them of your lateness/absence. E-mail is the preferred method of communication. If you need to inform us via telephone, please call Mrs. Goldberger (ext. 106) and leave a substantive message. If you know in advance that you will be absent, please speak to your Department Chairperson (or other appropriate party) to arrange for coverage.

If you have any questions as to how tardiness/absences are tallied in regard to sick days, please speak to Mrs. Neugroschl directly.

Cell Phone Etiquette in School

Faculty is encouraged to use their cell phones in the designated faculty areas or outside.

Fire Drills

Fire drills are essential for everyone's safety. We are required to hold eight fire drills from September to December and four from March to June.

Fire Drill Procedures and Regulations:

1. Exit your classroom silently and quickly.
2. Lead your class out the exit assigned to your classroom.
3. It is very important that all exits are used appropriately. Please adhere to the following guidelines:
 - a. Rooms 102, 103, 104 and 105 exit through the main entrance of the school. Outside the building, turn left and continue down the street.
 - b. Rooms 106 and 107 exit through stairway C (between rooms 106 and 107). Walk through the parking lot, turn right and continue down the street.
 - c. Rooms 108 and 109 (Library) exit through stairway D (adjacent to room 109). Walk through the parking lot, turn right and continue down the street.
 - d. Rooms 201, 202, 203 and 204 exit through stairway B (adjacent to room 201); go beyond 1st floor to exit doors on next landing. Once outside, go up stairs, turn left over grass, turn left on sidewalk, and continue down the street.
 - e. Rooms 205/206 (lab) and 207 exit through stairway C (between rooms 206 and 207). Walk through the parking lot, turn right and continue down the street.

- f. Rooms 208 and 209 exit through stairway D (adjacent to room 209). Walk through the parking lot, turn right and continue down the street.
- g. Those in the Art Room should exit through the front of the classroom, down the main stairway, and out the main entrance. Outside the building, turn left and continue down the street.
- h. Those in the Gym should exit through the rear exit, down the stairs to the parking lot and then turn right and continue down the street.
- i. Those in the Learning Center and the cafe faculty office should exit through the rear of the Learning Center directly into the parking lot. Walk through the parking lot, turn right and continue down the street.
- j. Those in the Beit Midrash and Cafe should exit through the main school entrance. Outside the building, turn left and continue down the street.
- k. Those in Extension 1 should exit through the back, left door into the parking lot, turn right and continue down the street.
- l. Those in Extension 2 should exit through the front door, turn left and continue down the street.
- m. Those in Extension 3 should exit through the back, right door into the parking lot, turn right and continue down the street.
- n. Those in the Student Life Center (Lower Level) should exit through the entrance of the Lower Level. Go up Stairway B to the exit doors. Once outside, go up the stairs, turn left over the grass, turn left on the sidewalk, and continue down the street.

Even though rooms 104 and 105 are closer to stairway C, they must exit through the main entrance to avoid traffic backlog.

4. All those who exit the school through the main entrance must turn left when they leave the building, while all those who exit the building through the parking lot must turn right at the end of the parking lot. Both groups must walk all the way down the block to ensure that the front of our property is clear.
5. Please remain silent and actively supervise the students that are in your class throughout the entire process. Teachers who are not teaching during that period should assist in maintaining decorum during the drill.
6. Mrs. Neugroschl, Ms. Segal, Mrs. Konig, or Ms. Rutner will signal when it is appropriate to return to the building.

Lockdown Drills

A Lockdown situation is initiated only by an announcement on the intercom by a familiar voice, announcing **"CODE RED"**.

General Procedures:

- Close classroom doors and windows
- Cover door windows
- Turn off lights and close blinds
- Move to an area in the classroom that is not visible to the outside
- Remain silent
- Students should not use cellular devices

- The faculty or staff member should maintain decorum in the room
- Faculty and staff not assigned to a specific room should check the hallway nearest them and usher students into the closest open classroom

Follow these procedures, if you are not in a classroom:

Café/Lunch/Plus Period

- Students should move to the closest classroom
- Students in the café should move into the Learning Center or the Faculty Office

Gym

- P'TACH classes should move into the P'TACH office
- PE classes should move to room 301, the Art room

Bathrooms

- Remain in the bathroom
- If possible, lock oneself into a stall

Extensions

- Security personnel will notify classes in the Extensions and they should follow lockdown procedure **WITHIN THE EXTENSIONS**

Classes outside the building:

- Classes held outside the building should follow the directions given to them by a school administrator or security personnel

At the end of a Lockdown situation, a familiar voice will announce **"CODE GREEN"**.

Personal and Medical Information

Faculty is advised to provide personal and emergency contact information on the Personal and Medical Information Form online.

Over-the-Counter and Prescription Medication

Neither faculty nor any school personnel is permitted to dispense any over-the-counter nor prescription medication.

SECTION IV: ACCEPTABLE USE POLICY – TECHNOLOGY Technology, Social Media, and Electronic Communications

In order to support a safe and healthy school community in an age of ubiquitous communications, our policies regarding email, phone, and online communications have been revised, highlighting the need for greater vigilance and limits. Additionally, even though it has become common practice, we are asking all parents/guardians to actively monitor their daughter's online activities. Together, we can promote good citizenship and foster a sense of the appropriate lines and boundaries in relationships and communications, whether in person or online. Together, we can develop the necessary strengths and skills to navigate an increasingly challenging online terrain. At times, Central uses e-learning tools in the classroom, including social media platforms, and you acknowledge and agree to such use by signing the Handbook Adherence Form.

Password Management

Each teacher will have a personal password that must be kept private and secure. A teacher may not share his/her password. Unauthorized attempts to acquire passwords or gain access to any computer equipment or system are unacceptable.

The following provisions on Social Media and Home-School Communication highlight key points of our Social Media and Electronic Communication Use Policy. Please see this Policy, accessible on our website at [www.yuhsg.org], for further detail.

Social Media

Communications via the Internet must always reflect the same degree of dignity and concern for all members of our school community as is expected in face-to-face interactions. Please be aware that cyber-bullying, harassment, biased and discriminatory language, and/or insensitivity to any member of our school community will be regarded as a serious offense and may result in suspension or expulsion. Students should use appropriate “netiquette”, and should:

- Treat others as they would like to be treated
- Be careful about online postings or what is included in electronic communications
- Always use appropriate language
- Be honest and accurate
- Protect confidential and personal information
- Speak for themselves

While social media platforms, such as Facebook, Instagram, Twitter, etc., can be wonderful networking mechanisms and a valuable communication tool, faculty and students are not permitted to communicate on personal social media sites, and should not “friend,” “follow,” “comment,” “like,” post personal messages, or otherwise connect on these forums. Exceptions for educational technology tools (i.e. Wikipedia) may be made by the administration. Prior approval of the administration is also required for the use of Skype and similar technology between a teacher and student.

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

Parents/guardians are strongly encouraged to regularly monitor their daughter’s online accounts.

Central Network/Computer/Laptop Use

Central strives to provide its users with the best computing experience possible, using the latest technologies available. Proper care and respect of all technology is necessary to maintain our systems and keep them in working order for all. Students must treat all computers with care and are responsible for maintaining all computer equipment appropriately. Any actions to disrupt or damage working conditions of school computers, laptops, Smartboards, and the like, will be disciplined. Please note that the use of Laptops in class is a privilege and any inappropriate use during class time may result in disciplinary action. Additionally, each Central account, and any network use or electronic storage, is the property of Central and may be reviewed or supervised.

Communication Guidelines

While frequent communication with teachers is a necessary component to enhancing our students' learning, it has become necessary to establish specific guidelines to assure appropriate and healthy boundaries. The following policies reflect the need to establish greater sensitivities regarding when, where, and how we communicate with the different people in our school lives:

Email Etiquette

Each faculty at Central is assigned a Central email address. **All school communications will be maintained via this email address only.** Each faculty member must check his/her yuhsg.org account regularly and reply, or acknowledge receipt, within 24 hours as that will be the primary means of receiving important information. **All email communications between Central administration, faculty, and students should be via yuhsg.org accounts only. Emails should not be sent after 10:00 p.m.**

Faculty-Student Cell Phone Communications

To establish good habits and healthy boundaries, when after-school communications between faculty and students are necessary, email is strongly preferred. Any necessary evening phone calls should be placed to the family phone line and not through student cell phones. Students should also not call faculty or staff on the faculty/staff's cell phones.

Texting

Texting is not permitted between Central staff members and students, unless expressly authorized by the administration (such as on a school trip) or in the case of an emergency.

We are confident that with these limits, together we can promote healthy relationships, appropriate boundaries, and a positive use of technology within our school.

Emergencies

Our students' safety is our utmost concern and responsibility. Therefore, in the event of an emergency, all students should feel comfortable contacting faculty, staff, and administration in any convenient manner.

YESHIVA UNIVERSITY HIGH SCHOOL FOR GIRLS

Receipt for Faculty Handbook

I acknowledge that I have received a copy of Yeshiva University High School for Girls' ("Central") Faculty Handbook. I plan to read it thoroughly. If there is any policy, provision, or benefit that I do not understand, I will ask the Administration to clarify it.

I also understand that the Handbook describes Central's policies and practices on the date of publication and that nothing written here creates a promise or binding contract of future benefits. I also understand that these policies and procedures are continually evaluated and may change or end at any time with or without notice at the sole discretion of Central.

I acknowledge that I am responsible for knowing all policies and abiding by them. I further acknowledge that this Handbook may be updated and that I am responsible for knowing these updates as they are made available to me.

Please sign and date this receipt and return it to Mrs. Alisa Goldberger.

Name (print)

Signature

Date