



HILLEL ACADEMY



BOARD POLICY MANUAL



SECTION 1: THE BOARD

1. Copy of the Trust Deed
 - 1.1 Board Conflict of Interest and Code of Conduct
 - 1.2 Board – Director Relationship
 - 1.3 Regularity of Board Meetings
 - 1.4 Board Self-Evaluation
 - 1.5 Board Committees



INTRODUCTION

“The Board has the obligation to fulfil fiduciary responsibility, guard against undue risk, determine programme proprieties, and generally direct organizational activity. A Board can be accountable, yet not directly responsible, for these obligations by setting policies that will guide them and the organization.”
(Academy for International Heads (AISH) in its ‘School Board Governance’ documentation.)

Mission Statement

Hillel Academy, in partnership with students, staff and parents, strives to achieve the fullest development of each student’s potential and talents.

It seeks to create a disciplined community of lifelong learners with sound moral values through the provision of a well-rounded, international curriculum delivered by a dynamic, highly-trained staff.

Terms of Reference

Policies provide broad guidelines that produce a framework within which the chief administrator and his/her staff can discharge their assigned duties with positive direction. They express the values and priorities of the Board.

A. The Policy Manual will:

- Fulfil Board leadership and accountability requirements without infringing unnecessarily on the creativity and prerogatives of management.
- Ensure that the School’s Mission Statement, above, is the basis of all policy action.
- Provide continuity and stability through the provision of coherent written policies, in order to ensure that the School community knows not only where it stands but also where it is going.
- Ensure that policy planning incorporates wide and appropriate representation of the School community, thus providing a mechanism to engage stakeholders in the work of shaping the School’s identity, and a mechanism for using their expertise and gaining their support for what the School is trying to accomplish.
- Clarify the roles and responsibilities of governance and administration.
- Make it easier for newcomers to find out how things are done.



- B. The Director and Principals will accept and originate proposals for policy modification, which they will discuss at the Senior management Team meetings. Proposals deemed of merit will be forwarded to the Board for consideration. Board approval is required for any Manual change to be adopted.



1.1 Board Conflict of Interest and Code of Conduct

The Board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as board members. Accordingly,

1. Members must represent un-conflicted loyalty to the interests of the ownership. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs. It also supersedes the personal interest of any Board Member acting as a consumer of the organization's services.
2. Members must avoid conflict of interest with respect to their fiduciary responsibility.
 - a. There must be no self-dealing or any conduct of private business or personal services between any Board Member and the organization except as procedurally controlled to assure openness, competitive opportunity, and equal access to inside information.
 - b. When the Board is to decide upon an issue about which a Member has an unavoidable conflict of interest that Member shall absent herself or himself without comment from not only the vote, but also from the deliberation.
 - c. Board Members must not use their positions to obtain employment for themselves, family members, or close associates.
 - d. Board Members must not use their positions to gain admission for their immediate family members or children of extended family and close friends.
 - e. Members will promptly disclose to the Board Chair (and in the case of the Board Chair, to the Deputy Board Chair), their involvements with other organizations, with vendors, or any other associations where such involvement might be perceived as giving rise to a conflict of interest.
3. Board Members may not attempt to exercise individual authority over the organization except as explicitly set forth in board policies.
 - a. Members' interaction with the Director or with staff must recognize the lack of authority vested in individuals except when explicitly board-authorized.



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- b. Members' interactions with public, press or other entities must recognise the same limitation and the inability of any Board Member to speak for the Board except to repeat explicitly stated Board decisions.
 - c. Members will give no consequence or voice to individual judgments of the Director or staff performance.
 4. Members will respect the confidentiality appropriate to issues of a sensitive nature.



1.2 Board – Director Relationship

1. The Board recognizes and preserves the executive, administrative and leadership prerogatives of the Director.
2. The Board believes that the legislation of policies is its most important function and that the execution of those policies is the function of the Director.
3. The Board, therefore, permits the administrative team of the School to implement policies and procedures without interference. The Board holds the Director accountable for the administration of its policies and the execution of Board decisions.
4. The Board meets only when the Director is present except when it acts on the Director's salary.
5. The Board delegates executive and administrative functions, the appointment and dismissal of staff personnel and the administration of financial resources to the Director.
6. The Director shall bring to the attention of the Board any matter referred to him/her that cannot be resolved administratively; any administrative decision which he/she believes should receive prior approval of the Board; and any other administrative decision which he/she feels should be brought to the attention of the Board.
7. Recognizing that the Board – Director relationship is crucial to the smooth functioning of the School, the Board shall devote all or part of one meeting annually to an appraisal of the Director's performance and the overall working relationship between the Board and the Director.



1.3. Regularity of Board Meetings

1. The Chairman shall ensure that the Board meets at least nine times in the course of any one school year at intervals of approximately one month.
2. Unless otherwise specified all Board meetings shall be held on the School campus.
3. Only members of the Board, the Director and other employees or stakeholder representatives specifically invited by the Chairman of the Board to attend, shall be present at regular meetings of the Board.
4. The Chairman may convene special meetings of the Board when intensive consideration of a timely subject is desirable, or to allow time for special study.
5. Special meetings shall be minuted in the same way as regular meetings.
6. Notice for a special meeting called by the chairman or his/her designee may be given orally or in writing.
7. Unless otherwise specified, all rules which pertain to regular meetings apply to special meetings.



1.4 Board Self-Evaluation

The Board believes that the efficiency of the board itself directly affects the efficiency of the School as a whole. Therefore, the Board will conduct an annual evaluation of its own performance.

The following guidelines apply to the Board's self-evaluation:

1. The evaluation should be a positive, constructive process, aimed at improvement rather than criticism.
2. The evaluation shall be based on the Standards of Governance outlined in the SACS (southern Association of Colleges and Schools) and AdvancEd accreditation handbook, and upon any additional standards agreed upon by Board members themselves.
3. At the beginning of a new evaluation cycle, the Board should set goals for itself so that the end of year evaluation can be based on what the Board planned to achieve.
4. The evaluation is of the board as a whole, not of individuals.
5. Ideally, the Board's self-evaluation will precede or coincide with the annual evaluation of the Director. The Director's view of the Board's performance will be sought and is expected to add a helpful dimension to the evaluation procedure.



1.5 Board Committees

1. The central purpose of all advisory committees to the Board is to contribute to the systemic programme of school improvement by conducting studies, identifying problems, or developing recommendations to assist the Board in making decisions. The ultimate authority to make those decisions will continue to be the Board's.
2. Advisory committees will be formed by the Board at such times and for such purposes as the Board deems necessary. They will be given a clear charge and dissolved upon completion of that charge.
3. Membership in advisory committees will be broadly representative of the community's stakeholders and will be chosen for their special knowledge, interest or expertise relating to the committee's purpose.
4. The Board may also appoint one or more Board members to serve on advisory committees on behalf of the Board.
5. Advisory committees will report periodically to the Board through the Director. No announcement may be made public by the committee or by its members until such announcement has been approved by the Board



SECTION 2: THE SCHOOL

- 2. The School Song
 - 2.1 Legal Status
 - 2.2 Mission, Motto, Vision and Philosophy
 - 2.3 The School Year
 - 2.4 Emergency Closure
 - 2.5 Religious Policy
 - 2.6 Accrediting Agencies



Document Title: 2.1 Legal Status

Hillel Academy, founded in 1969 by the United Congregation of Israelites in Jamaica, is a non-profit-making institution controlled through four Trustees appointed by the Congregation's Directors.

The Trustees are responsible for the appointment of a Board of Governors whose responsibility it is to manage the overall policy of the School within the bounds of the Trust Deed.

The School has to meet the requirements governing private institutions under the terms of the Education Act and is subject to periodic inspections by the Ministry of Education.



2.2 Mission, Motto, Vision and Philosophy

MISSION Hillel Academy, in partnership with students, staff and parents, strives to achieve the fullest development of each student's potential and talents.

It seeks to create a disciplined community of lifelong learners with sound moral values through the provision of a well-rounded international curriculum delivered by a dynamic, highly-trained staff.

MOTTO "LEARNING FOR LIVING"

VISION Hillel Academy, in partnership with students, staff and parents, strives to achieve the fullest development of each student's potential and talents.

It seeks to create a disciplined community of lifelong learners with sound moral values through the provision of a well-rounded international curriculum delivered by a dynamic, highly-trained staff.

We will have:

- World-class, research-based standards of teaching and learning
- A Values Programme designed to promote respect for others, and an appreciation of cultural diversity
- Confident, committed and talented teachers and administrators
- Resources and facilities to maximise active learning experiences
- Positive stakeholder relationships and effective communication
- A wide variety of extra-curricular activities
- Excellent sports and creative arts programmes
- Sound financial management
- Commitment to sustained school improvement and to international accreditation



We will produce:

- Students who are confident life-long learners, communicating in at least two languages, accepted by schools and universities world-wide
- High academic achievers in local and international examinations
- Successful competitors in sports and the performing arts
- A caring, student-centred learning community with high morale
- Globally conscious and responsible citizens

PHILOSOPHY

We endeavour to fulfil our mission by providing an education that will equip each student for lifelong learning. The central task of the School is to develop each student's academic, creative and physical skills to their full potential; to encourage them to strive continuously for excellence; to pass on enduring values; to develop integrity and self-discipline; and to help all students become globally responsible, caring citizens.

This requires a broad and balanced curriculum that challenges intellectual capacity, promotes high moral values and develops social skills. It should enable students to become creative, innovative, enterprising and capable of leadership. The curriculum must inculcate an understanding of, and respect for, the views, values and traditions of others as well as a commitment to uphold one's own beliefs and traditions. It should promote students' self-esteem and help them to form and maintain worthwhile relationships, based on respect for themselves and for others, at home, school and in the community.

CORE VALUES

- Respect
- Integrity
- Loyalty
- Tolerance
- Care
- Accountability
- Excellence
- Friendliness
- Self-discipline



SCHOOL SPIRIT AND TRADITIONS

Each member of our community is encouraged to share the school's mission and core values. Students and staff members are expected to embrace these values and, at all times, act as good representatives of their school.

To fulfil our mission and philosophy, our programmes are designed to:

1. Achieve the fullest development of each student's potential & talents:

- Create a positive ethos and caring atmosphere.
- Empower students by celebrating their successes and achievements in order to promote positive self-esteem.
- Encourage high expectations, attitudes of inquiry and an active enjoyment of the learning process.
- Cultivate the skills and attitudes of reflective learning and effective, self-disciplined study.
- Foster a climate of investigation and problem solving, developing individual and cooperative learning strategies.
- Recognize academic diversity through the provision of appropriately differentiated learning objectives.
- Achieve and maintain high academic standards in all subject areas.

2. Provide first-class, internationally accredited education:

- Offer a well-rounded curriculum that will prepare our students to achieve high standards in both international and local external examinations.
- Equip students with wide-ranging skills of literacy, numeracy and scientific inquiry.
- Promote the acquisition of fluency in at least one foreign language.
- Integrate Information Communication Technology and Library-based research into all aspects of the curriculum.
- Engender an appreciation of the visual and performing arts.
- Support the development of skills in physical activities and instil a lifelong appreciation of healthy forms of recreation and physical fitness.
- Promote the Hillel Academy Values Programme.
- Provide adequate learning support systems for those students with recognised needs.
- Encourage students to participate in a wide range of extra-curricular activities.



3. Employ sufficient dynamic, highly qualified staff:

- Provide on-going professional development both locally and internationally to build the capacity for whole school improvement.
- Require full participation in the school improvement process.
- Recognize & reward outstanding performance.
- Utilize an effective range of instructional methods.
- Maintain a comprehensive assessment programme and collect data indicating individual strengths and weaknesses and the overall achievements of the school

4. Engender a partnership in the school community based on mutual confidence and respect:

- Provide opportunities for students to learn to respect others who have different backgrounds and customs and to appreciate cultural diversity.
- Develop a responsible, caring and contributing community, committed to the service of the wider community in which we live.
- Foster a climate of pride in Hillel Academy and a commitment to the Mission and Motto.
- Encourage teamwork and collaboration within the whole school family.
- Maintain an informative and supportive system of home-school liaison and communication.

4. Produce confident, life-long learners:

- Encourage the development of the emotional, moral, and social skills and attitudes necessary for our students to be productive and successful human beings.
- Foster the ability of students to think, respond and act considerately.
- Encourage students to demonstrate tolerance of differing beliefs and values.
- Promote internationalism through a curriculum which addresses both local and global issues.
- Create a climate which abhors violence, demonstrates respect for others and upholds equal rights.



2.3 The School Year

The school year shall consist of no more than 195 working days, of which no fewer than 175 and no more than 185 should be teaching days.

The scheduled school year shall be established by the Board on the recommendation of the Director so as to meet local Government requirements and to ensure continued accreditation of the school by those recognized authorities which require a minimum number of teaching days.



2.4 Emergency Closure

The Director is authorized to announce the closing of the school if actual or potential hazards threaten the safety and well being of students and employees. The decision to close the school shall be made by the Director and communicated to parents through established Emergency Contact procedures. A public announcement of school closings may be released to the media by the Director or his/her designee.

In the absence of the Director, the decision to close the school in an emergency will be made by the Prep and High School Principals.

In extraordinary circumstances, such as essential major repairs following a natural disaster, if the number of days lost results in a school year of less than 175 days, the Board may require the Director to arrange for the prolongation of the school year, or otherwise reschedule the calendar, to meet the 175 days minimum.

Additional faculty and staff compensation will not be considered for any rescheduling of

Instructional days lost through emergency school closings



2.5 Religious Policy

JEWISH HOLY DAYS

1. The Jewish Holy Days will be observed by the school being closed on the Holy Day and their significance explained to the students.
2. No activities will be held after 5:00 p.m. on the evening prior to Holy Days.

SCHOOL ACTIVITIES AND RELIGIOUS OBSERVANCE

1. No activities under the Hillel name may be organized by the school or by anyone else on school property, after 5:00 p.m. on Friday evenings, nor on Saturday before 12:00 noon, regardless of location.
2. As the school promotes the awareness of world religions and cultures, as well as the historical aspects of Jamaican culture, these aspects may be displayed and discussed at appropriate School events, such as Seminars and Workshops, Heritage Week, Carol Hour, etc., with prior administrative approval.
- 3.
4. The school is non-denominational and does not proselytise or promote any particular religion. Whenever prayers, hymns or Bible readings are used in assembly, class meditation or at any school function no phrase which identifies with any particular religion may be used. In all cases the word "God" is used to denote the Deity.



SECTION 3: THE INSTRUCTIONAL PROGRAMME



- 3.1 Class Size
- 3.2 Provision of Learning Support
- 3.3 Curriculum Review
- 3.4 Challenged Materials
- 3.5 Library Internet and Computer Policy
- 3.6 Field Trips
- 3.7 Homework
- 3.8 Assessment and Reporting Academic Progress
- 3.9 Promotion and Retention of Students
- 3.10 Graduation



3. 1. Class Size

In order to underscore that concern for children as individuals which is inherent in the school's philosophy, and in accordance with the accreditation standards required by SACS / AdvancEd, the school will do everything possible to ensure a student/teacher ratio which is in the best interests of all concerned, taking into account both educational and financial considerations.

Under normal circumstances, homeroom classes in the Kindergarten should not exceed 25 students and should be staffed by a full-time trained graduate teacher and a full-time teacher aide.

Under normal circumstances, homeroom classes in the Prep School should not exceed 25 students and should be staffed by a full-time trained graduate teacher and a full-time teacher aide.

Under normal circumstances, subject classes in the High School should not be less than 5 students and should not exceed 25 students. However, exceptional situations of less than 5 students per course may occur, for example, in Grades 10 to 13 in order to maintain a sufficiently wide subject choice at I.G.C.S.E. and I.B. Diploma Programme levels.



3.2 The Provision of Learning Support

Hillel Academy is committed to meeting the needs of every child it accepts and of fulfilling its Mission of striving to achieve the fullest development of each student's potential and talents. The School, however, has college-preparatory objectives and has limited facilities for dealing with children with differences that result in their academic performance being significantly lower than average in one or more academic areas.

The following regulates the admission and retention of students with learning differences:

1. In accordance with its Admissions Policy, Hillel Academy accepts students only on the basis that its curriculum can meet their needs, and that they will benefit from the educational programme. Therefore, the School will not admit students with serious learning difficulties but may accept those with mild to moderate differences.
2. For students already admitted to the School who later exhibit learning difficulties, the School will recommend referral to an appropriate agency for diagnosis and instructional recommendations. Every effort will be made by the School, within the limitation of its Resource Room and Enrichment Centre facilities, to carry out the recommendations of such agencies.
3. Parents / guardians of children with learning difficulties, or of children suspected of having learning difficulties, are expected to cooperate fully with the School. Failure to do so may result in a requirement to withdraw the child from the School.
4. All teachers are expected to view themselves as "special needs" teachers by keeping abreast of research-based data and current practices, and by acting in the best interests of each child under their care.
5. The Director is required to establish specific procedures for the identification and support of children with learning differences.
6. Resource Room provision will normally, but not exclusively, focus on support of small groups of children with similar needs, rather than on individual support.
7. If it is felt, taking all matters into consideration, that the School is no longer able to meet the needs of a student, the parents / guardians must be consulted in a timely manner and enter into discussions with the School about alternatives. All efforts should be made to ensure that the child's educational interests are balanced against the education of other children, both within the Resource Room or Enrichment Centre, and in the class.



RESOURCE ROOM AND ENRICHMENT CENTER POLICIES AND PROCEDURES

Aims:

- To provide a framework within which students with learning differences may be identified early and appropriate action taken in order to ensure that they receive the support they need to achieve their full potential.
- To formulate a whole-school approach where teachers, parents / guardians and specialists work together in order to ensure the success of every child.

Admission:

- Subject to admission priorities as specified in the Admission policy, and the availability of a place in the appropriate grade, a child with learning differences may be admitted provided that assessment provides evidence that he / she will benefit from the education offered by the School.
- Parents / guardians who make such an application are expected to provide all the relevant documentation of prior testing.
- The Principal must ensure that an internal profile is completed on any child being admitted to the School who has previously received special services in another school.
- After full consideration of all documentation and a personal interview with the child and his /her parents /guardians, the Admissions Committee will make a recommendation as to whether or not the child should be admitted to Hillel Academy and under what conditions.
- It must be clearly understood by the parents / guardians that the School does not commit itself, upon entry, to keep a child at the School indefinitely. In some cases, the School may only be willing to commit to a conditional offer of acceptance which must be set out clearly in writing and signed by both the Principal and the Director. A copy, signed by both parents / guardians must be retained by the School.

The Role of the Resource Department and Enrichment Centre:

- Assess the strengths and weaknesses of students who have been identified as having learning differences.
- Make appropriate recommendations for improving the quality of their learning.
- Provide remediation through small group instruction to students with similar needs.
- Provide enrichment for gifted and talented students.
- Support teachers and classroom assistants by making recommendations for additional learning techniques which may be beneficial in the classroom setting.



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The Role of the Resource Department:

- Assess the strengths and weaknesses of students who have been identified as having learning differences.
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- Provide remediation through small group instruction to students with similar needs.
- Provide enrichment for gifted and talented students.
- Support teachers and classroom assistants by making recommendations for additional learning techniques which may be beneficial in the classroom setting



Internal Procedures for the Provision of Resource Room Support:

1. The class teacher should request and complete a Resource Room Referral Form, outlining the perceived differences in the student.
2. A member of the Resource Room team will carry out one or more classroom observational visits. This may be followed by recommendations, in writing, for the support of the student within the classroom or it may lead on to the next step.
3. Should a recommendation be made that additional support might be needed within the Resource Room, the Principal must be informed and should arrange a meeting with the child's parents / guardians so that they are kept fully informed and closely involved at an early stage. The course of action determined may involve the child's receiving on-going support from a member of the Resource Room team.
4. A screening test will be carried out by a member of the Resource Room team in order to gain a more complete understanding of the individual's strengths and weaknesses and to make recommendations to the Principal which may include:
 - a. Continued support within the classroom
 - b. Additional, time-allocated support by the Resource Department.
Individual objectives will be specified and progress reviewed and reported by the Resource Department at the end of each term.
 - c. Referral to an outside agency for a more specialist assessment.
5. Where referral to an outside agency is recommended, the Principal should arrange for discussions with the parents / guardians who are obligated to arrange for such assessment to take place at an early date and to let the School have a copy of the report. Failure to comply with either of these requirements may lead to a request to withdraw the child from the School.
6. Upon receipt of the recommendations of an outside agency, the Resource Department will do all that it can to ensure that the student concerned is given full support and has a successful career at Hillel Academy. The Principal must ensure that adequate monitoring takes place and that provision is made for regular reviews and conferences with the parents / guardians.
7. A written progress report must be attached to each School Report for every student who receives Resource Room or Enrichment Center support.
8. Resource Room and Enrichment Center teachers must be available during all Parent / Teacher conferences to discuss the progress of students receiving support.
9. Annually, the progress of all students receiving support must be discussed with the teacher, the Grade Coordinator and the Principal. This should specify new objectives for the next academic year. A copy of this internal report must be



signed by the class teacher, the Grade Coordinator, the Principal and the Head of Resource Provision, and should be placed in the student's file.

Home – School Liaison

In order to ensure the effectiveness of any programme of special needs support, it is essential that the child's teachers and parents/guardians work together in an atmosphere of mutual support and confidence. The parents / guardians are required to ensure that all home-based tasks are carried out fully and in a timely manner. The School is obligated to communicate progress and concerns with parents / guardians appropriately and promptly.

Parents / guardians and all members of the School must endeavour to ensure that the child's self-esteem is supported and enriched at all times and in all activities.

In cases where the student or his / her family does not follow through on the recommendations of the Resource Department, or in cases where, having followed through, it is clear that the child is not able to benefit from the education offered at Hillel Academy, open and timely discussions must take place to ensure that the requirement that the student be withdrawn from the School is implemented fairly and sympathetically.

Adopted by the Board of Governors of Hillel Academy:
Date: 26.06.06



3.3 Curriculum Review

The constant evaluating and updating of the School's instructional programme is an on-going process throughout each academic year. The Director, the Principals and Coordinators will supervise and coordinate all curriculum evaluation and development work and ensure that:

- Instruction is aligned with the School's mission, expectations for student learning and action plans.
- Student performance is frequently assessed and the results used to improve instruction.
- Teachers employ instructional strategies and activities that are research-based and reflective of best practice.
- Sufficient time is allocated for student learning in each section of the School.
- The classroom climate is supportive and promotes high expectations of all students.
- Students are actively involved in the learning process.
- Students are given opportunities to develop higher order thinking skills and to apply their knowledge in a variety of ways.
- Teachers employ instructional strategies that support remediation, enrichment and the diverse learning styles of their students.
- An appropriate range of resources is available to enhance instruction and learning.
- Results of these evaluations will be presented to the Board as required and a full report on the curriculum will be presented by the Director at a designated Board meeting at least once every two years.



3. 4 Challenged Materials

Occasionally challenges to certain materials may be made, despite the quality of the selection process. Persons who wish to protest the inclusion of specific items in curriculum materials, library collections or reading lists must follow the procedure given below. These steps are intended to give all parties an equal chance to be heard.

1. Every attempt shall be made to resolve the problem informally. This would involve initial discussions and clarification with the teacher. It may require discussion with the Head of Department, Coordinator or Principal.
2. If not resolved, the complainant shall make a written request for the reconsideration this material to the Director. A copy should be sent to the appropriate Principal.
3. The Director shall submit the 'Request for Reconsideration of Materials' to the chair of the ad-hoc Materials Review Committee.
4. The committee may include the Head of Department, the Librarian, one classroom teacher, one parent, and, when appropriate, one member of the Student Council. The committee's members will be selected by the Director.
5. The committee is required to review the challenged materials within 15 working days after receiving the complaint.
6. The complainant shall be invited to present his / her point of view to the Review Committee.
7. The Review Committee shall take the following steps:
 - Read, view or listen to the materials in their entirety, evaluating the material as whole and not just on specific passages.
 - Check general acceptance of the material by reading reviews and consulting recommended lists.
 - Determine the extent to which the materials support the curriculum.
8. The committee shall make one of the following recommendations:
 - Make the item in question no longer available to students.
 - Retain the item in question for unrestricted access by students.
 - Retain the item in question for unrestricted access by some students (e.g. an older age group).
9. The Chair of the Review Committee is required to make a written report to the Director within 10 working days of the findings of the committee.



10. The final decision rests with the Director but no student shall be required to read or review material to which either of his/her parents objects. However, the School is not obligated to recommend or supply alternative material and the student's grades may be adversely affected.



3. 5 Library Internet and Computer Policy

Hillel Academy libraries provide access to the internet based on the following:

- Provision of internet services does not imply that Hillel Library endorses or approves of material accessed.
- Users should be aware that not all resources on the internet provide accurate, complete or current information and that copyright laws apply.
- Library computers are restricted appropriately. Even with filtering, some inappropriate internet sites may be displayed. Library staff have the authority to end an internet session when such material is displayed. The violation of this policy will result in disciplinary action.

The following guidelines have been established to maximise fair usage of the computer resources in the libraries:

- Computer and internet use is limited to students, staff and parents of Hillel Academy.
- Laptop use in the libraries is restricted to High School students and to teachers.
- The internet services are primarily for research purposes.
- Time limits on computers and the internet may be enforced to ensure equal provision to all users.
- Computers are available on a 'first come, first served' sign in basis
- Users may not use their own software programs on the library computers.
- Users may not download any files onto the hard drives of the computers. Downloads should be made directly onto CD or flash drive. CDs are available for purchase in the Book Room.

All users must sign the Acceptable Use Agreement, and students breaking the use rules may be denied e-access at school. Vandalism or repeated visitation of inappropriate sites may lead to severe disciplinary action. Including suspension or expulsion.

User responsibility

- Users must respect the rights of others and not exceed the time allotted.
- Users may not use the internet for illegal or unethical purposes.
- Users must not access chat-rooms or instant messaging.
- Users must not alter computer hardware or software.
- Users must not bring in any food or drink.
- Users are not permitted to use cellular phones in the libraries.
- Users must respect the authority of library staff.



3.6 Field Trips

As an integral part of its curriculum, Hillel Academy encourages teachers to provide opportunities for students to experience the curriculum at first hand through Field Trips, which are regarded as an important part of the educational programme. They provide excellent opportunities for connecting theory and practice.

1. Field Trips must be tailored to the curriculum objectives. It should have specific learning outcomes and should be supported by classroom preparation and follow-up.
2. Field Trip organizers should be clear about the following:
 - 2.1. The study objective and focus and where this Field trip fits into the curriculum unit.
 - 2.2. How information will be collected and recorded.
 - 2.3. How information will be processed and shared back in the classroom.
3. Procedures:
 - 3.1. Plan activities to enhance a study objective.
 - 3.2. If possible, visit the site before the Field Trip. This will help to determine the best possible learning experiences to offer the students on this trip.
 - 3.3. Plan the timetable for the Field Trip meticulously. Submit this plan to the head of Department when seeking approval of the Trip.
 - 3.4. Prepare and submit worksheets.
 - 3.5. Ensure that sufficient chaperones are available for the trip. One teacher / approved chaperone for every 10 students is required. Overseas Field trips require a ratio of 1:6 chaperones to students. Ensure both male and female chaperones.
 - 3.6. Notification letters must be sent to parents giving them two weeks' notice of the date, location, duration, transportation, chaperones and cost of the Field trip.
 - 3.7. Only school approved transport companies may be used for Field trips.
4. Careful preparation is essential to a successful Field Trip. Organizers must:
 - 4.1. Prepare a list of the students and chaperones attending the Field trip and place this on the staff room notice board. Provide a copy for the Head of Department / Grade Coordinator and the Principal.
 - 4.2. Prepare a list for each chaperone of the students in his / her group.
 - 4.3. Prepare a schedule for the day / each day of the Trip. Include details such as arrival and departure times; lunch times; places to be visited; group meeting times.
 - 4.4. Ensure that all chaperones are provided with notification of what to do should an emergency arise.
 - 4.5. Prepare a copy of all student instructions and materials for each chaperone.



5. Dress:

- 5.1. For outdoor Field Trips students should wear school regulation blue polo shirts and jeans. Chaperones should be advised to wear comfortable clothing and shoes.
- 5.2. For Field Trips to museums, business or educational premises in the city, students must wear school uniform.

6. Rules:

- 6.1. Students should be aware that all school rules pertaining to behaviour apply to Field Trips.
- 6.2. Chaperones should be familiar with these rules and capable of enforcing them firmly but fairly.
- 6.3. Similarly, all school regulations about professional conduct apply to teachers on Field trips.
- 6.4. For reasons of safety, swimming is not allowed on school Field Trips



3.7 Homework Policy

- In the early grades of the Prep School the first goal for homework is that it should provide meaningful learning activities and be a time for positive interaction between family members.
- Throughout both Prep & High School, homework is regarded as an integral part of the instructional programme and the satisfactory completion of all homework tasks is mandatory.
- In addition to any written homework, students are required to read independently every day and to set aside time for independent study and revision. High School students must become self-disciplined in their private study as an essential preparation for their years of higher education.
- All students are required to keep a 'copy down' homework book in which each homework task must be recorded. Most homework is due the day after it is given unless otherwise stated. Completed work must be given directly to the teacher.
- Homework:
 - Encourages and promotes good private study habits and attitudes.
 - Reinforces class lessons and generates practice of the topics taught.
 - Consolidates learning through revision.
 - Prepares students for future study.
 - Encourages individual learning, research and reading.
 -
- For full details of the homework requirements of the current academic year, consult the School's web-site on www.hilleljm.com.



3. 9 Promotion, Retention and Withdrawal of Students

Promotion shall be granted by the consensus of Principal and Heads of Department or Coordinators, after careful consideration of any relevant information. Promotion shall be based on academic performance and on evidence of academic potential. Promotion shall not be denied on the basis of a single unsuccessful subject or on the basis of age.

Promotion decisions may be appealed to the Director, who shall hear all sides and seek consensus, where possible. The Director's decision is final.

Parents of students at risk of retention shall be duly informed of said risk during mid-year reports or after mid-year exams. Support and advice shall be offered to any student at risk of not being promoted.

Parents considering a request for the retention of their child in his/her current grade must make that request in writing by February 1 of the academic year.

Students may be asked to withdraw from School if their academic performance is consistently outside the norms of age-appropriate successful learning, or if behaviour is outside the norms expressed in the Handbooks, or if the student does not participate in community service and extra-curricular activities.



3. 10 High School Prize Giving and Graduation

PRIZE GIVING

High School Prize Giving takes place in September and reflects student achievement in the previous academic year, as set out in the end-of-year School Report.

CERTIFICATES

- 1st Honours of 90% and above
- 2nd Honours of 85-90% (Grades 7-9) and 80% (Grade 10 and 11)
- Representing the School in Sports and/or Swimming
- Representing the School in the Creative and/or Performing Arts

AWARDS

- Principal's Honour Roll: Honours in all subjects with First Honours in at least 4 subjects
- Subject prize to the first placed student in each academic subject

TROPHIES

- House Trophy
- Upper School and Lower School trophies are awarded in the following categories:
 - Sports Personality of the Year
 - Most Valued Swimmer
 - Most Valued Musical Contribution
 - Most Valued Contribution to Dance
 - Most Valued Contribution to Drama
 - Most Valued Contribution to Debating
 - Most Valued Artist
 - Outstanding Contribution to Community Service
 - Citizenship

GRADE 11 GRADUATION PROCEDURES

- At the beginning of the Grade 11 academic year the Principal will form a Graduation Steering Committee.
- This will consist of The Principal (chair), the Events & Activities Organizer, the Grade 11 form teachers, the Grade 11 Parent Representatives and two students. Other persons may be invited to join sub-committees, which will be chaired by members of the Steering Committee.
- All recommendations of sub-committees must be submitted to the Principal for approval.
- All requests for graduation expenditure must be submitted in writing to the Principal and Financial Controller.

**The School provides the following:**

- The venue (stage, backdrop, seating, lighting and sound)
- Flowers and decorations for the stage and quadrangle
- Programmes and invitations
- Diplomas and folders
- Trophies
- Tokens of appreciation for invited guests

Grade 11 Parents are required to pay for the following:

- Photographs
- The rental of graduation gowns
- Corsages
- Graduation Ball
- Memorabilia

The Hillel Academy Board of Governors expressly prohibits any fundraising activity by the students, teachers, parents, PTA or Parent Representatives in relation to the cost of the graduation ceremony, including the High School Ball or any other party related to the graduation.

CRITERIA FOR GRADUATION

Minimum general requirements for students are:

- Attendance at Hillel Academy High School for at least one (1) year.
- Payment of all bills and outstanding accounts with the school.
- All books belonging to the school must be returned or paid for.
- Satisfactory participation in at least two (2) extra-curricular activities each year, one sporting and one non-sporting.
- Satisfactory completion of Hillel Academy Community Service Programme requirements.
- Satisfactory behaviour record.
- Attendance at all scheduled graduation rehearsals.

AWARDS

All academic grades awarded on the End of Year Grade 10 School Report and throughout Grade 11 are included.

The academic requirements for Graduation Certificates and Diplomas are:

- Principal's Honour Roll: Honours in all subjects with First Honours in at least 4 subjects.
- Subject Prize and Diploma: First placed student in each subject
- Diploma of Graduation with First Class Honours: Passes in all subjects with grades of 90% or above in at least 3 subjects
- Diploma of Graduation with Second Class Honours: Passes in all subjects with grades of 80% - 90% in at least 3 subjects.



SPECIAL AWARDS

- **The Sports Award** is given to students who have been enthusiastic, reliable and talented team players in Inter-School and House competitions.
- **The Jennifer Marchalleck Award** is given to a student who has demonstrated original thinking and good inquiry skills; the ability to follow instructions and work well with a team; and has also maintained a very high standard in at least one of the sciences.
- **The Doris Mayne Award** is given to a student who has an interest in and knowledge of the texts; who is widely read; has excellent writing skills; and contributes relevantly to class discussion.
- **The Vivilyn Lewis Cup for Spanish and La Coupe Tricolore** are awarded to students who have demonstrated excellence in the skills of foreign language acquisition; commitment to the study of the language; and have participated actively in Modern Language initiatives.
- **The Alfredo Bennett History Trophy** awarded to a student who has worked assiduously in this discipline throughout the year, demonstrating the attributes of perseverance, enthusiasm and determination.
- **The Community Service Award** is given to a student who has exceeded the required number of hours; has demonstrated interest and enthusiasm; and has provided sincere service to the community.
- **The Sheila Purdom Cup for Creative and Performing Arts** awarded to a student who has made significant contributions to the life of the school through the creative and performing arts.

MAJOR AWARDS

- **The Citizenship Award** is given to a student who has demonstrated outstanding support for the goals of the Class, House and School; who has displayed a high degree of responsibility, positive values, sound leadership qualities and initiative; who shows courtesy to all, adults and fellow students; and is a credit to Hillel in all respects.
- **The Principal's Awards** are given to the boy and the girl achieving the highest average in academic subjects.
- **The Hillel Award** is our highest accolade and is given to a 'well-rounded' student who has high academic standards in all subjects; has actively participated in the Creative and Performing Arts; has supported the school in sports, extra-curricular and House activities; has a caring and responsible attitude towards Community Service; and has demonstrated leadership skills in at least one aspect of school life.



GRADUATION FOR INTERNATIONAL BACCALAUREATE

Regulations for the IB Graduation will follow the procedures established for Grade 11 graduations, as far as possible.



4. 1. Admissions

Hillel Academy welcomes applications from families of all nationalities who share the School's philosophy and aims. While students of a wide range of ability are accepted, the curriculum is challenging and expectations are high, both academically and including commitment to the life of the school through active participation in the activities programme and community service.

Therefore, Hillel Academy accepts students only on the basis that its curriculum can meet their needs, and that they will benefit from the educational programme.

Applications for both immediate and future admission are considered at any time throughout the year. If there is no space available at the time of application, the student's name is placed on a waiting list for the appropriate grade level. This list is carefully reviewed as openings become available. Parents who wish to withdraw their application should advise the school of their decision.

Space availability is determined in accordance with the guidelines issued by SACS / CASI (the Southern Association of Colleges and Schools / Council on Accreditation and School Improvement), Hillel Academy's external accrediting body, and / or by the guidelines of other accrediting bodies the school may from time to time seek, and gain, accreditation from.

Apart from the usual preferences accorded to siblings and children of former students, Hillel Academy will also accord preferred admission status to applicants connected to the founding body (The United Congregation of Israelites in Jamaica). As an internationally accredited school, and in order to maintain the national and cultural diversity of the school population, Hillel will also accord priority admissions status to the children of expatriate personnel residing temporarily in Jamaica.

Therefore, subject to space availability, and provided that the following categories of applicants comply with the admissions procedure, and are assessed as capable of benefiting from Hillel Academy's programmes, priority admissions status may be accorded to:

1. Applicants who are children of members of the United Congregation of Israelites in Jamaica.
2. Applicants who are siblings of current students attending the school.
3. Applicants who are children of former students of the school.
4. Children of temporary expatriate personnel.



ADMISSIONS PROCEDURE

A Registration Form must be completed and submitted, together with the current Registration Fee for the attention of the Director in the Main School Office.

The completion of the Registration Form is the first step in seeking admission to Hillel Academy. It does not guarantee that a place will be offered.

Children entering Kindergarten One (for 3- 4 year olds) must have had their third birthday on or before August 31st of the year in which they start school.

Children entering from other schools must present satisfactory previous school reports and other relevant documentation.

Kindergarten 1 and 2

Admission to Kindergarten 1 and 2 classes for the following September is conducted through informal group activities during the months of March - May preceding the admission date.

Parents will be informed of the date at least two weeks in advance. The children's general social maturity and adaptability within a group; large/fine motor skills; and age-appropriate readiness skills for numeracy and literacy will be observed.

Grades 1-6

Older children seeking admission to the Prep School will be assessed at age-appropriate levels in English and Mathematics on an individual basis. These assessments can be arranged at any time throughout the year.

High School, Grade 7

Students seeking admission to the Grade 7 classes in the High School (including students currently enrolled in Hillel as well as those moving from other schools) will be required to sit Entrance Examinations in English, Mathematics and Non-Verbal Reasoning. These examinations will be held in May of each year.

High School, Grade 8 - 11

All other students seeking admission to the High School will be assessed at age-appropriate levels on an individual basis. These assessments can be arranged at any time throughout the year.

Following the successful completion of the tests, and the presentation of satisfactory school records, a date will be set for the student and his/her parents to be interviewed by the Principal.



Sixth Form

Students seeking admission to the Sixth Form will be invited to attend for interview and must satisfy the Admissions Panel that they have the proven ability to study successfully at this advanced level.

THE ADMISSIONS COMMITTEE

The Admissions Committee, nominated from administration and Board members, meets to make the final decisions, taking into consideration restrictions on class size and the availability of space in the relevant year group. Upon the successful completion of all entrance requirements, a written offer of a place will be made. Parents, or their representative companies, have 7 days in which to accept this offer of a place and to make payment of the non-refundable New Student Enrolment Fee, at the current advised rates.



4. 2 Dress Code

The standard of student dress and grooming is a reflection not only of the individual but also of the school. We require that students conform to the uniform requirements set out below.

PREP SCHOOL

Boys

- Blue shirt with school crest and blue short pants
- Black shoes
- Navy blue socks above the ankle
- Blue ‘jammers’ or blue swim briefs (swim team should have school crest)
- Blue swim shorts with school crest (not for swim team members)

Girls

- KG - Grade 2 - Blue dress with school crest
- Grade 3-6 - Blue blouse with school crest and blue skirt
- Black shoes (should not exceed one and a half inches)
- Navy blue socks above the ankle
- Blue one-piece swim suit (swim team should have school crest)
- The School navy-blue sweater may be worn when necessary by both boys and girls.

Physical Education (All)

- House T-shirt with school crest
- White shorts
- Plain white running shoes
- White socks above the ankle

Jewellery

- Girls/Boys Plain wristwatch
- One pair of knobs or small hoops to be worn in the lowest hole of ear lobe.
- No make-up or coloured nail polish.
- Plain wrist watch
- No earrings allowed
- Hairstyles must be well-groomed and appropriate. Shoulder-length, or longer, hair must be tied back.
- Hair clips, fasteners must be plain white, brown or blue when worn with blue uniform. Hair clips may be house colour when PE uniform is worn.



HIGH SCHOOL

Boys

- White shirt with school crest and navy-blue pants, worn with black belt
- School tie (available for purchase in the Main Office)
- Black leather shoes, not 'sneakers' or boots above the ankle
- Navy-blue or black socks worn above the ankle
- Plain wrist watch
- No earrings allowed

Girls

- White blouse with school crest, worn tucked inside the navy-blue, school skirt.
- Navy blue long trousers may be worn instead of the skirt.
- Black leather shoes (heels should not exceed one and a half inches). Sneakers are not acceptable.
- Navy-blue or black socks worn above the ankle
- Plain wristwatch
- One pair of plain knobs or small hoops worn in the lowest hole of ear lobe
- No make-up or coloured nail polish

Both Boys and Girls

- Hillel navy school sweater may be worn when necessary.
- Blue Hillel polo shirt for Field Trips.
- No other jewellery may be worn except Medi-Alert chains or bracelets for which medical documentation must be given to the School Nurse.

Hairstyles

- Girls whose hair is on or below shoulder length must wear it tied back. Hair clips, fasteners must be plain white, brown or blue.
- Boys hair must be kept short and neatly groomed.
- Tinting, colouring or streaking of hair is not allowed for either boys or girls.

Physical Education

- House T-shirt with school crest
- Navy-blue sports shorts
- Running shoes
- White socks

Swimming



- Blue swim shorts with school crest or blue ‘jammers’ or blue swim briefs (boys)
- Plain royal-blue one-piece swim suit (girls).



4. 3 Student Transportation

It is the policy of the School to organize transportation for students going on authorized, school sponsored activities.

The teacher in charge of the event is responsible for making satisfactory arrangements with one of the school-approved professional bus companies. The teacher should liaise with the Financial Controller in order to determine the fee to be charged to parents to make this service self-sustaining.

The cost of the service to the students must also include any expenses including personnel costs.

Where privately owned vehicles are used to transport students to and from school-sponsored activities, the Director is required to ensure that adequate practices are in place to check that all vehicles are properly insured and comply with all the appropriate safety laws.

PARKING ON SCHOOL PREMISES

Parents should collect a Hillel car permit from the Main Office. This permit must be prominently displayed on the windscreen of the car before admittance will be granted to school grounds by our security guards.

Parents are requested to park only in the areas designated for visitor parking and to avoid parking in "NO PARKING" and "STAFF PARKING" areas.

Students may not drive a motor vehicle or ride a motor cycle to school



4.5 Emergency Plans and Drills

(Reference to other policies and documents: Buildings & Grounds; Access & Use of School Site)

The Board considers the safety of the children of Hillel Academy as one of its most serious responsibilities. In the event of an emergency, students and staff must know how to evacuate the School without panic and in the shortest possible time.

In order to accomplish this, the Director must ensure that an emergency committee is always in place, and that they maintain and up-date a manual of procedures to govern emergencies.

The Board of Governors will close the School for a specific period of time upon the recommendation of the Director. In that event, the Director will be responsible for setting in motion plans to deal with the closure.



4. 6 Extra-Curricular Events and Community Service

It is a requirement of graduation from Hillel Academy that each High School student completes the required number of hours for Community Service and extra-curricular activities each school year. This programme is designed to encourage students to share their energy and special talents with others.

Through these activities students should develop greater awareness of themselves, concern for others, and the ability to work cooperatively with other people.

Since September, 2007, our programme is modelled on the International Baccalaureate Organization CAS programme. This is an acronym for:

- Creative activities, replacing 'Non-Sporting Extra Curricular Activities'
- Action, replacing 'Sporting Extra Curricular Activities'
- Service, a continuation of our emphasis upon Community Service with wider application.

CREATIVITY

Creative activities involve **active participation** in extra-curricular programmes such as debating, robotics, dance, drama, music and art.

Creativity hours can be gained through scheduled rehearsals and performances for school events such as Prize Giving, Heritage Week Celebrations, Carol & Chanukah Hour, Black History Month, Environmental Week, Modern Languages Week, concerts, musical productions and plays, and art exhibitions.

The School plays an active part in local events such as the Jamaican Cultural Development Commission Festival of the Arts and Model United Nations Debating. Students who represent the School will be awarded Creativity and Service hours.

Creativity can also include the creative thinking involved in planning and carrying out approved Community Service projects. Wherever possible, this should involve group work to promote team spirit and cooperation.

ACTION

Action-based activities take place after normal school hours. Every student is required to participate in a sporting extra-curricular activity which may involve playing on a school sports team or participation in school-based or school-approved sports clubs.



Action and Service hours will be awarded to students who are selected to represent Jamaica in sporting events. The Activities and Events Coordinator must be fully informed of the event and the outcome.

Action can also include the physical activity involved in participating in such Community Service events as the Heart Fund Run, Relay for Life or environmental projects.

SERVICE

Service to others is the underlying theme of all CAS activities. Service hours may be gained in the following ways:

- By regular, monthly commitment to visit one of the children's orphanages or schools. Additional visits are arranged at Christmas when the High School is involved in major fund-raising activities to present gifts to all the children they visit.
- By taking part in full or half day school-organized projects.
- By regular commitment to a school-approved, externally-organized service project agreed in advance with the Principal.
- By regular and reliable service within the school community such as serving on the Student Council, yearbook, fulfilling Prefect duties or providing other essential assistance.
- Students should make every effort to complete at least three different Community Service Activities per academic year.

Each student is required to complete a brief summary, reflecting on their involvement in the activity and how they have grown personally.

CAS HOURS IN HIGH SCHOOL

- All Grade 7, 8 & 9 students are required to complete 30 CAS hours each school year
- All Grade 10 & 11 students are required to complete 60 CAS hours each school year
- 6th Form students are required to complete 150 hours over two years

These hours may be completed in any combination of Creativity, Action and Service. Some activities will include components of all three. However, at least 5 -10 hours must be completed in each category.



SECTION 5: PERSONNEL



- 5.1 Staff Responsibilities**
- 5.2 Arrangements for Professional Substitutes**
- 5.3 Conflicts of Interest**
- 5.4 Personnel Records**
- 5.5 Professional Development of Teachers**
- 5.6 Staff Appraisal**



5. 1. Staff Responsibilities

THE DIRECTOR

- The Director is the overall Head of Hillel Academy and as such is ultimately responsible for all aspects of the programmes and management of the school. All staff members report directly or indirectly, through established procedures to the Director. The Director is responsible for holding the staff accountable for performing their assigned tasks.
 - The Director is responsible to the Board of Governors and shall at all times act in accordance with directives given by the Board. The Director's recommendation concerning policy, organizational structures, curriculum development, budgeting and all other aspects of the school provide the basis for decisions made by the Board with regard to school policy.
 - The Director represents the Board in all contractual agreements delegated by the Board and is responsible for ensuring that the Academy fulfils all such agreements entered into.
 - The Director provides leadership in the implementation of the school's philosophy as defined by:
 - Frequent meeting with the Principals and Administrative staff.
 - Consultation with the Chairman and/or Executive of the Hillel Academy Teachers' Association.
 - Attending schools and departmental meetings.
 - Observing classes and other activities whilst in session.
- The Director makes all final decisions concerning the employment or dismissal of employees based on the recommendations of the Principals and Administrative Staff, the policies of the Board and available information such as curriculum vitae, experience and performance of the individual. Factors such as personality, appearance, speech and deportment should be considered with regard to all appointments.
- The Director may dismiss or suspend any student from the school if he/she considers that the circumstances warrant such action.
- The Director's office is open to all staff members and students.
- The Director fulfils an important public relations role working with parents, business personnel, industry, alumni and various Government and International Agencies to promote the image and enhance the financial status of Hillel Academy.



- The Director is responsible in the event of adverse weather or other condition which may necessitate the closing of school, to notify the Chairman of the Board and the Principals and to take all available steps to inform staff, parents and students of any such decision.
- The Director should operate within the bounds of the regulations laid down by the school in dealing with all matters pertaining to staff.
- The Director must be in constant communication with the staff and inform key personnel as to his/her whereabouts at all times.
- The Director is responsible for directing the expenditure of funds and is answerable to the Board for any failure to use funds properly or to keep adequate control over their expenditure.
- The Director must play a leading role in staff development by giving advice and guidance to the staff.

THE PRINCIPALS

The Principals are responsible to the Director for the efficient management and day-to-day operation of the school. They shall devote their full time and attention to these responsibilities which include participation in the formulation and implementation of policies and plans for the maximum achievement of the Academy's goals and demonstration of the kind of leadership that will inspire and motivate staff, students and parents to actively support and achieve those goals.

MAJOR AREAS OF RESPONSIBILITY

A. GENERAL PLANNING

- Participates in management meetings to plan the affairs of Hillel Academy, to develop and implement policies, plans and activities.
- Provides relevant information to the Director at appropriate times to facilitate such planning. e.g. Form Orders, Examination Grades both internal and external.

B. STAFF

- In consultation with the Director, recruits and interviews staff.
- Assumes primary responsibility for the supervision of teaching staff within the school.
- Holds regular staff, senior staff, department heads' meetings, as well as Academic and Discipline committee meetings.



- Provides orientation sessions to inform staff about school policies, programmes, schedules and responsibilities.
- Ensures that teachers are punctual and responsible in carrying out their teaching assignments.
- Maintains a staff attendance register in accordance with the Education Code.
- Ensure that students are attending scheduled classes on time.
- Takes appropriate action when students have been reported for infractions of the disciplinary code.
- Is visible on campus while frequently touring grounds, checking classes, student activities, behaviour, punctuality and condition of facilities.
- Confers with parents on serious disciplinary problems

C. INSTRUCTION

- Assumes primary responsibility for the school's effort to plan, develop, evaluate and implement curriculum, both intra and extramural.
- Compiles recommendations for improvement of the curriculum.
- Works with departments and teachers in choosing and developing outlines of course content and syllabus.
- Reviews lessons plans on a weekly basis and makes suggestions for improving delivery where necessary and makes sure work is scheduled in the event of teacher absence.
- Constantly monitors to see that courses are being covered and that sufficient assignments and tests are being given to students.
- Works with individual teachers in improving classroom teaching methods by providing conferences and mini-workshops throughout each term to improve any existing weaknesses.
- Carries out written evaluations at the end of each year of the accountabilities for each teacher to be submitted to the Director not later than the last working day in the month of June.
- Mediates when necessary between individual teachers and parents/students who express dissatisfaction with teaching methods, materials or results.
- Plans and co-ordinates in-service workshops and training sessions.
- Develops, with the assistance of faculty, all timetables, room allocation and duty rosters.
- Supervises the completion of reports and makes recommendations about student promotions and withdrawals and other educational decisions at appropriate times during the school year.

D. EXAMINATIONS

The Principals are responsible for:

- The preparation of the timetable for regular classes, and examinations during the year.
- External examinations.



E. STUDENT ADMISSION & PLACEMENT

The Principals, supported by the Admissions Officer, are responsible for receiving applications, interviewing parents and students, making arrangements for entrance exams, and determining placement.

F. STUDENT DISCIPLINE

The Principals are required to be visible on campus while frequently touring grounds, checking classes, student activities, behaviour, punctuality and condition of facilities

The Principals are responsible for standards of student behaviour, as outlined in the appropriate Student Handbooks, and advise the Director in cases of serious misbehaviour especially if likely to require suspension or dismissal from school.

G. TEXTBOOKS & SUPPLIES

The Principals are responsible for ensuring the submission of requisitions for supplies and textbooks at the scheduled times, and for the distribution of textbooks, equipment and supplies and the return of textbooks and teaching materials at the end of the year

They should ensure that departmental inventories are maintained and that all materials are properly stored.

H. OTHER DUTIES

- The Principals are available to the Board in a consultative role.
- They attend Board meetings and submit, prior to the meetings, written reports to the Director on the period under review.
- They supervise the organization of all official school events in their departments, and participate in the organization of whole school events.
- The Principals develop and maintain a school budget in consultation with the Director and Bursar.
- They are responsible for the compilation of class lists, student statistics, student cumulative records, annual statistical returns to the Ministry of Education (Jamaica) and the maintenance of other records and information regarding school activities.
- They make recommendations to the Director regarding needed improvement to plant and grounds.
- The Principals should keep abreast of new ideas, methods and trends in education through reading, courses and professional meetings and are required to share this with staff members either in writing or in meetings.
- The Principals perform other duties as may be assigned by the Director from time to time.



THE COORDINATORS

The post of Coordinator was created to assist the Principal in the achievements of the School's goals of providing a broad and rich education for each child. In the absence of the Principal from the Academy for any reason whatsoever the Senior Coordinator assumes the responsibility for the Principal's functions during such absence. In the event that the post of Principal becomes vacant, the Senior Coordinator shall act in the capacity of Principal until the Board shall appoint a Principal.

A. GENERAL PLANNING

Coordinators:

- Participate in management meetings to plan the affairs of the High/Prep, to develop and implement policies, plans and activities.
- Provide relevant information to the Principal/Director at appropriate times to facilitate such planning. e.g. Form Orders, examination grades both internal and external.
- Provides written analyses of student achievement.
- Provide written appraisals of staff performance and make recommendations for professional development.

B. STAFF

Coordinators:

- Assists with the supervision of teaching staff within the school; participate in regular staff, senior staff, department heads' meetings, as well as Academic and Discipline committee meetings.
- Assist with orientation sessions to inform staff about school policies, programmes, schedules and responsibilities.
- Ensure that teachers are punctual and responsible in carrying out their teaching assignments.
- Arrange professional development for form/class teachers to enable them to carry out duties and responsibilities.
- Arrange for classes to be covered when teachers are absent.



C. INSTRUCTIONS

Coordinators:

- Assist with the School's effort to plan, develop, evaluate and implement curriculum, both intra and extramural.
- Gather and compile recommendations for improvement of the curriculum.
- Work with departments and teachers in providing outlines of course content and syllabus for students and parents.
- Review written lesson plans on a weekly basis ensure work is scheduled in the event of teacher absence.
- Assist with the constant monitoring to see that courses are being covered and that sufficient assignments and tests are being given to students.
- Mediate when necessary between individual teachers and parents/students who express dissatisfaction with teaching methods, materials or results.
- Develop, with the assistance of faculty, all time tables, room allocation and duty rosters.
- Assist with the supervision of the completion of reports and make recommendations about student promotion and other educational decisions at appropriate times during the school year

D. EXAMINATIONS

Coordinators:

- Are responsible for the coordination of entries for all examinations; the preparation of the timetable; and arrangements for sitting these exams.
- Are responsible for providing the Principal and Director with the complete analysis of these exam results.

E. STUDENTS

Coordinators:

- Monitor the maintenance of the attendance registers by the form teachers as required by the Education Code.
- Arrange leadership skills sessions for Prefects/Monitors and Student Council members throughout the school year.
- Make arrangements for students to serve detentions.
- Provide opportunities for students to become familiar with the behaviour code and other regulations governing the smooth running of the school.



F. OTHER DUTIES

Coordinators:

- Assist with the organization of all official school events.
- Assist with compilation of class lists, student statistics, student cumulative records, annual statistics returns to the Ministry of Education (Jamaica) and the maintenance of other records and information regarding school activities.
- Perform other duties as may be assigned by the Director or Principal from time to time.

FORM TEACHERS/CLASS TEACHER

Teachers are responsible for:

- The welfare of the students in their care and are therefore expected to know each of them very well academically, and behaviourally, paying particular attention to their social adjustment.
- The registration process at the beginning of each day / each class, keeping a Register of Student Attendance in which lateness and attendance must be recorded.
- Seeing that reports, mark sheets etc. are correctly completed on the specific dates.
- Maintaining work folders/record cards on each student
- Conducting parent/teacher interviews as scheduled.
- Ensuring that all students have the appropriate text books etc. and that all books are properly maintained.
- Checking regularly to see that classrooms are properly equipped i.e. furniture, fittings etc. and reporting to the Principals any discrepancies or items in need of repair or replacement.

WORKDAY

- The workday for all full-time teachers is normally from 7:30 a.m. to 3:00 p.m. unless they are undertaking afternoon activities or duties according to a roster, when responsibility ends at the end of the activity or duties.
- All full-time staff members are required to attend staff meetings, PTA meetings and other functions organized by the school.
- Part-time teachers are expected to arrive on time for their classes.
 - In the event that school is cancelled due to adverse weather or other considerations, announcements will be made over major radio stations and every effort will be made to give as much notice as possible.



ATTENDANCE/PUNCTUALITY

- All teachers shall sign a daily Attendance Register as soon as they arrive at school.
- All teachers are to set a good example of punctuality and good attendance from students to emulate.
- Teachers must be in their assigned areas or classroom at all times except for extreme emergencies, e.g. called by office for emergency telephone call. Teachers who leave classes unattended may be held liable for any accident occurring during their absence.
- In the case of emergency or short notice, absent teachers are expected to inform the Principal or Director as early as possible and if necessary contact them at home.
- Staff will normally be expected to substitute for colleagues. However, in cases of prolonged absence, the Administration will make every effort to employ a substitute.
- Usually leave will only be granted with prior approval of the Director. Applications should be submitted through the Principals. Failure to do so will be considered a serious breach of the regulations.
- A teacher must take all reasonable steps to notify the Principal of his/her illness within the first working day of its occurrence and, if the period exceeds three working days, to submit a certificate from a registered medical practitioner.
- In all cases of absence, lesson plans and class assignments should be available for standbys or substitutes.

PLANNING

- All teachers shall keep a weekly Plan Book.
- Copies of this plan are to be submitted to the Principal and/or Department Head one week in advance by Friday 12:00 noon for the following week.

DISCIPLINE

Teachers should:

- See that rooms are kept in good order at all times.
- Enforce school rules and regulations at all times. When all other methods have failed, refer matters to the Coordinator or Principal.



THE FINANCIAL CONTROLLER

A. ACCOUNTS

The Financial Controller is responsible for:

- Maintaining an accurate and up-to-date record of all financial matters related to the school.
- The timely collection of all fees due to the school.
- The payment of all debts incurred by the school on the authority of the Director and the Board, thereby establishing and maintaining a viable credit rating within the business and educational communities.
- The payment of salaries and wages according to established salary scales and for distributing cheques accordingly to schedule and maintaining a monthly projected cash flow according to budgetary expectations
- Consulting with the Director and Board of Governors to provide information and/or recommendations regarding the financial status of the school.
- Providing recommendations and guidance to the Director relevant to developing and maintaining the most financially advantageous position available to the school in all areas.

B. BOOKS, MATERIALS AND SUPPLIES

The Financial Controller is responsible for:

- All expenditure including repairs and purchases of materials and equipment operating within the framework of the approved budget.
- Arranging for the necessary permits to import books and materials as per instructions of the Director.
- Maintaining all stocks or inventories, issuing of class materials to staff, selling P.E. uniforms etc. to parents/ students.
- The maintenance of all stock levels.

C. BUILDINGS AND GROUNDS

The Financial Controller is responsible for:

- The maintenance and upkeep of all buildings and grounds in consultations with the Director and Principals.
- Ensuring that all ancillary staff members are properly supervised.
- Developing and implementing appropriate work schedules, and ensuring that workers' attendance is registered.



- Supervising the maintenance of work log which records all jobs to be done, when accomplished and by whom.

BUSINESS MANAGER/ADMISSIONS OFFICER

USE OF ALL IT RESOURCES

Every staff member using any electronic device owned by the school must sign, and renew as requested, an Acceptable Use Agreement. (see attached).



5. 2 Arrangements for Professional Substitutes

A substitute teacher is a teacher employed for a specific period of time in the absence of the regular Hillel teacher. It is the responsibility of the Principals to compile and maintain lists of suitably qualified substitutes and submitting these to the Director for approval.

Substitute teachers fall into two categories – short term and long term.

Short term substitutes may be required for as short a period as part of a day, but no longer than two school weeks. Experienced Hillel Academy Teacher Assistants may provide substitution for no longer than one day. For longer than one day, substitute teachers should, wherever possible, be graduate teachers with a teaching diploma. Short term substitute teachers will be paid on a per diem basis, according to the prevailing School rates. Long term candidates are required for more than ten consecutive days. This may extend to one full term or more. Long term substitute teachers must have the same qualifications as those required of a permanent member of staff.

Long term substitute teachers will be paid at the level on the Hillel salary scale, according to their qualifications and experience. Under the direction of the Principals, appropriate training, orientation and evaluation of these teachers is the responsibility of the Heads of Department in the High School and the Coordinators in the Prep School, and should be recorded for consideration regarding the possibility of future employment with the School



5.5 Professional Development

Guidelines for Professional Development

The Board, supporting the innovative programmes adopted by the School, aspiring to secure for the School the best prepared and motivated teaching staff, and understanding that the quality and training of the support staff is fundamental to the successful delivery of our educational goals, authorizes the Director to provide for the updated training of all Hillel employees, as recommended by their administrators after curriculum review, after thorough performance evaluations of all employees, and to the limit of 2% of the annual budget. All professional development expenditures will be consequent to effective and thorough performance evaluation of the employee, and will be consonant with the School programmes and Mission Statement.

5.5.1 Professional Development of Teachers and Administrators

The Board, desiring that all teachers enrich their professional competence through in-service growth, delegates authority to the Director to organize and seek local courses and workshops, and grants permission for teachers to be temporarily absent for the purpose of attending such workshops and seminars.

The Board, recognizing the importance of providing opportunities for teachers and administrators to attend international workshops and conferences, delegates authority to the Director to grant approval for teachers and administrators to attend such conferences as are deemed relevant to their subject areas and beneficial to their professional growth and development, subject to performance evaluation and budgetary limitations as set out below. All employees who accept such training will sign a bonding agreement valid for two years after the said workshop or conference, unless altered by mutual agreement.

All professional development expenditures will be consequent to effective and thorough performance evaluation of the teacher. Principals, Coordinators and Heads of Department shall recommend needed and desired areas of improvement or development, and they shall recommend the level and nature of courses and training required to improve teaching and learning in the School. Decisions on such opportunities shall be based on the program needs of the School and the assessed needs of the teachers. Successful completion of said training may be mandatory for continued employment, if required by the Director on recommendation of the Principals.

Additionally, teachers are encouraged to take advanced study courses, either on-line or through local universities. The Board empowers the Director to establish a CIE Centre at Hillel Academy



to facilitate the on-line training and qualifications attainment offered by that Cambridge institution.

Teachers who achieve excellent evaluation ratings may apply directly to the Foundation, with the approval of the Director, for reimbursement of up to 50% funding for such completed advanced study courses. The granting of any such funding will be subject to a two-year bonding agreement and must fall within the budgetary limitations as set out below. Teachers who receive the award of a higher degree in a discipline relevant to their employment will advance three points on the salary scale, up to the established negotiated upper limit of said scale.

5.5.2 Professional Development for Non-teaching Staff

The Board, desiring that all support staff expand their professional contributions to the smooth and effective functioning of the School and the achievement of the Mission Statement goals, delegates authority to the Director and administration to locate and develop local training opportunities in those areas of competency identified as needed by the School or discovered to be needed during employee evaluations.

5.5.3

The Board, fully cognisant of the implementation costs of its policy for the professional development of its teachers, staff and administrators, and recognizing that highly qualified and motivated teachers are the most important asset of the School, sets aside annually 2% of the operations budget of the School for the purpose of the professional development of its teachers, staff and administrators. The Hillel Foundation is empowered to assist teaching staff with costs of additional degrees and/or certifications, within the financial resources available to it.



5. 6 Staff Appraisal

Hillel Academy recognises that the effectiveness of its workforce is paramount in its quest for excellence, and that the quality of its teaching staff is a key component. The main task of teachers is to bring about systemic and sustained learning improvement for all students and, with the support staff and administration, facilitate a positive, structured, safe and encouraging learning environment.

Staff appraisal provides a structure for monitoring and improving the effectiveness of all individuals and, therefore, the school as a whole. Appraisal is a two-way process. It must take place in an atmosphere of trust and confidentiality, with professional growth as its central focus.

Any member of staff who believes that the appraisal system has not been conducted fairly has the right of redress through the Grievance Procedure.

Aims and Objectives

- To promote school improvement by:
 - Using a developmental, not judgemental, appraisal approach that is based upon observed behaviour.
 - Recognizing the achievements of teachers, assistants, administrators and clerical support staff, and helping them to identify ways of improving their skills and performances, thus upholding staff morale and promoting self-esteem and professional growth.
 - Supporting staff who are experiencing difficulty, by providing the necessary encouragement, guidance and training.

- 2. To provide reliable information for those who write staff testimonials and references.



Benefits of appraisal

For most people, job satisfaction and motivation come from the recognition that they are doing their job well. Virtually everyone thrives on praise, and, usually, it is the judgement of fellow professionals that is most respected, appreciated and motivating.

Appraisal:

- Offers professional feedback and recognition
- Provides a forum for the interchange of ideas
- Clarifies priorities
- Creates a supportive environment
- Enables professional developmental needs to be identified and more closely aligned to the school's strategic development plans.
- Enables greater motivation and job satisfaction
- Provides a structure for evaluating both individual departments and the whole school

Relationships

Successful appraisal is based upon supportive and co-operative interaction. Appraisers and appraisees should not act in any way that is likely to threaten the trust and confidence between them.

Equal opportunities

Appraisal should be used to promote equal opportunities by providing opportunities for *all* members of staff to reach their full potential.

Job Description

All members of staff shall have a detailed Job Description.

Appraisal Procedures

The appraisal process takes place annually according to the following schedule:

The Initial Meeting



provides an opportunity to discuss the scope of the appraisal process and to agree a timetable. For teachers, scheduled classroom observation and feedback will take place on at least two occasions throughout the year, normally once a term. For other staff members, appropriate methods of performance evaluation will be agreed at this meeting.

The following issues may be covered:

- The Job Description and the extent to which it accurately reflects the work of the member of staff.
- The areas of work upon which appraisal will focus.
- The timetable of the appraisal cycle
- For teachers, the number and length of classroom observations to be carried out. It is important that both the teacher and the appraiser are clear about the purpose of classroom observation. They should discuss what role the appraiser will play during the lesson and the criteria to be used in evaluating it, as set out in the Teacher Observation Form
- Target setting for professional growth.

Observation.

Aspects of performance, as outlined in the initial meeting, will be assessed and recorded by the appraiser in the appropriate Observation Form.

Review Meeting.

These meetings, which provide an opportunity to review the on-going appraisal process, should take place within one week of each observation visit.

The discussion should:

- Be constructive. It should contain praise for good performance and suggestions for improvement in any areas of unsatisfactory performance.
- Set specific goals for professional growth and establish a timescale for their completion.



- At the end of the Review Meeting both the appraiser and the appraisee should be completely clear about the following:
- What the member of staff is expected to do next.
- How progress will be monitored and measured.
- The support, training or resources that could be provided in order to achieve this.
- An opportunity will be included for the staff member to record comments on the Observation Form and for both appraiser and appraisee to sign.

5. The Appraisal Statement.

At the final Review Meeting of the current cycle, the appraiser should present the completed *Performance Appraisal Statement* and both parties should sign that all appraisal procedures have been carried out satisfactorily.

The member of staff may add any relevant observations before signing and will receive a personal copy of the Appraisal Statement.

The school's copy will be filed and the appraisal cycle will be concluded.

If an employee is dissatisfied with the outcome, he/she is entitled to record this on the Statement and to seek redress through the Grievance Procedure.

The Grievance Procedure

Anyone who makes a complaint about any aspect of the appraisal process should be given the right to a hearing, and may choose to be accompanied by a co-worker.

A member of staff wishing to register a complaint with the Director about his/her Observation Form or Appraisal Statement should do so within **5 working days** of first having access to it.



In the event of such a complaint, the Director will appoint a person with relevant knowledge and experience to act as a **Review Officer** and to supervise the appraisal process. The Review Officer must hold a more senior position than the appraisee and may be the Director, or a member of the Board of Governors of Hillel Academy.

After examining all the evidence collected for the purpose of appraisal, and reviewing the Appraisal Statement, and any previous statements that exist, the Review Officer may:

- Order the Appraisal Statement to stand.
- Amend the Statement with the agreement of the appraiser.
- Cancel the Statement and order a new appraisal. In this event, the Director will appoint a new appraiser.

If the member of staff remains dissatisfied with the recommendations of the Review Officer, he / she may appeal to the Chairman of the Board of Directors. The Chairman will arrange a meeting with the Review Officer and the Director to consider the circumstances and, with the permission of all parties, review the Observation Forms and the Appraisal Statement. The Chairman will then make a ruling, which will be final.



SECTION 6: FISCAL MANAGEMENT



- 6.0 Fiscal Definitions
 - 6.1 Annual Budgets
 - 6.2 Asset Protection
 - 6.3 School Fees and Payment Schedule
 - 6.4 Fund Raising
-



6.0 Fiscal Definitions

Fiscal year:	The period from 1st September of one year to 31st August of the following year.
Capital fund:	Monies specifically identified and set aside for any of the following purposes: <ul style="list-style-type: none">• Construction or reconstruction of school facilities.• Acquisition of real estate for school facilities.• Acquisition of capital furniture and/or equipment.• Retirement of debt including interest on mortgages incurred for above items.
Capital Budget:	The annual financial plan, identifying capital expenditures by item or by projects that are expected to be committed during the financial year and are funded via the capital fund .
Capital expenditures:	Expenditures on facilities, furniture and equipment which meet the following criteria: <ul style="list-style-type: none">• Expenditure of US\$ 500.00 (five hundred dollars) or more on any single item or group of items.• A useful life of two or more years.• Extends the useful life of the facility, furniture or equipment, and/or increases the value of the facility, furniture or equipment.
Operating budget:	The annual financial plan of detailed revenues and expenses for the operation of the school, exclusive of capital expenditures, mortgage costs and principal repayment and inclusive of an equivalent for depreciation.
Operating expenditures:	Expenditures that cover the cost of operating the school including depreciation and which are included in the operating budget.
Current fund:	The accumulation of operating surpluses and deficits over the years.
Admission and Registration Fee:	Monies charged to parents at the time of application to cover processing costs of the school.



Enrolment Fee:

Monies charged to secure a student's admission once a written offer of a place has been made by the School.

Tuition Fee:

Monies charged to parents each school year to cover operating costs of the school



6.1 Annual Budgets

The Director is responsible to the Board for proper financial management of the Academy.

In particular the Director is responsible for the following actions:

1. In collaboration with the Financial Controller and the Business Manager prepare the annual budget for the Board's approval. Expenditure targets should not be exceeded without prior approval by the Board.
2. Ensure that Hillel Academy does not incur unauthorized debts.
3. Settle payroll and debts in a timely manner.
4. Comply with all statutory requirements in accordance with regulations.
5. Arrange for the annual audit of all school accounts following the close of the fiscal year.
6. Take steps to collect all receivables on due dates.
7. Ensure that complete and accurate financial records are kept in accordance with recognized principles of accounting.



6.2 Asset Protection

The Director shall ensure that all assets are protected, adequately maintained, appropriately used and they are not exposed to undue risks.

Accordingly, the Director shall:

1. Obtain adequate insurance against all risks.
2. See to it that plant and equipment are not subjected to improper wear and tear or insufficient maintenance.
3. Ensure that the Academy, its Board or Staff members are not unnecessarily exposed to claims of liability.
4. Ensure that a competitive bidding procedure is used for all contracted services and purchases of supplies, materials and equipment.
5. Take measures to protect intellectual property, information and files from loss or significant damage.
6. Use recognized generally accepted accounting procedures for the receipt, processing or disbursing of funds.
7. Protect the school's public image and credibility in such a way that the school's ability to accomplish its mission is not jeopardized



6.3 School Fees and Payment Schedule

The Board shall establish school fees each year, as part of the budget preparation process.

The Executive Committee shall recommend a tuition charge for each grade level. The tuition shall be so calculated that, based on the enrolment projections for the budget year, estimated total tuition income shall cover the School's total operating budget.

In addition to the tuition, each student enrolling in the School for the first time shall pay an enrolment fee. These fees are non-refundable and will be credited to the School's Development Fund. Revenue from this source is not to be included in anticipated revenue for the operating budget, and shall be shown on the balance sheet as part of the Development Fund.

All tuition and enrolment fees shall be payable as set forth in the payment schedule published each year. Fees may be paid at any branch of the Bank of Nova Scotia or by credit card. Students may be refused admission if fees are not paid within the prescribed period.

Report cards, Transcripts and Recommendations shall be withheld until fees are paid. In addition, the administration shall authorize the withholding of report cards etc. for non-payment of fees in lieu of notice or charges incurred for lost or destroyed books or any other property of the school.

TUITION FEES

The school year shall be divided into three terms; Christmas, Easter and Summer. The terms are named for the immediate next holiday. The Christmas Term begins in September.

Please note that vouchers must be submitted directly to the Financial Controller in the Main Office and not sent to the class teacher.

- For the Christmas Term vouchers must be submitted during the week before school commences according to a schedule. This schedule will be posted before the end of the Summer Term and will be available during the Summer Holidays from the Main Office.
- Vouchers must be submitted on or before the first day of the Easter and Summer Terms.
- A term's notice, in writing, must be given to the Director for the discontinuance of a student's attendance at school. Otherwise the parent or guardian is liable to pay the term's fees.

Additionally, in the event that a student withdraws after the term has commenced fees for that term will **not** be refunded.



THE NEW STUDENT ENROLMENT FEE

The New Student Enrolment Fee must be paid within two weeks of acceptance of the student to Hillel Academy, or according to the schedule above, whichever is sooner. This payment guarantees the student's place at the School. Non-payment of this fee within the prescribed time will indicate to the School's administration that the student will not be attending Hillel.



6.4 Fund Raising

The Hillel Academy Board hereby sets out guidelines for ‘Fundraising Activities’ held at the Hillel Academy and / or in the name of Hillel Academy (‘Hillel’).

The Board defines Fundraising Activities as activities aimed at realizing the donation of funds or property for the collective benefit of Hillel, held at Hillel and / or in the name of Hillel, (whether or not held on the premises of Hillel).

The Board delegates authority for approval of fund raising activities to the Director of Hillel. All fundraising events during an academic year are to be approved by Director of Hillel and / or the Principals of the respective schools after discussion with the Director prior to the event.

For clarification purposes, there are some regular fund raising activities that the Board considers as allowable. Examples of such activities are:

- Fundraising for Hillel approved expeditions, including both local and foreign field trips and competitions.
- Fundraising for Hillel supported charities including C.A. S.
- Fundraising by the P.T.A including bake sales as agreed with the Director of the School.
- Fundraising by way of sponsorships of Hillel events.
- Fundraising for curriculum related activities.
- Fundraising by graduating classes for a collective gift to Hillel or Hillel Staff (not being an individual member of staff).

There are other activities that the Board does not permit fund raising by any individual or body (including the PTA), unless expressly approved by the Board.

Examples of such activities are:

- Fundraising for hosting of graduating events or parties or any other costs relating to a graduation event or party.
- Fundraising for donations to individual teachers and / or members of staff in relation to graduation or school leaving presents.

The Board does not consider private donations of gifts to teachers in cash and / or kind by parents / guardians / or other individuals to be a fundraising activity and as such private donations are permitted provided that there is no fundraising for the purpose of that donation or gift.



SECTION 7: PLANT AND FACILITIES MANAGEMENT



- 7.1 The Campus
- 7.2 Access and Use of Site, Security and Key Control



7.1 The Campus

The Board of Governors of Hillel Academy is committed to maintaining a campus that provides an attractive, safe and secure learning environment. It recognizes that the education of its students depends on several different factors, including a physical environment that is healthy, pleasant and functional.

In keeping with this philosophy the School strives to maintain the grounds and buildings at the highest possible standard within the limitations of the School's financial resources.

The School provides a smoke free environment with the strictest disciplinary measures for violations of all codes of conduct relating to smoking, alcohol and substance abuse.

The Board requires that the Wellness Centre be staffed full-time by a trained, registered nurse, who reports directly to the Director of the School



7.2 Security and Key Control

The security of the campus and its buildings is vital. The following procedures must be observed at all times:

- The Hillel campus must have 24-hour security 7 days a week.
- The safety of students is the top priority. Therefore, security during the school day must take into account the safety of school personnel. The entrance gate must not be left unmanned at any time and the gate should be kept closed except during peak arrival and departure times.
- The security of personal property must be given due diligence. Guards should patrol all areas of the campus but, in particular, exercise vigilance in those areas where theft is likely to occur.
- The Security Supervisor must report immediately to the Director any breaches of security or concerns that arise.
- Access to the campus is limited to persons with a Hillel gate pass sticker. Visitors with prior appointments may be given a temporary pass for a specific period of time. All such requests may only be authorized with the approval of the Director, the Principals, the Financial Controller or the Business Manager.
- Outside guests or those renting facilities shall maintain the highest standard of security, as judged by the School, and shall provide such insurance that will secure the safety and integrity of the property.
- Copies of all keys must be held by the Financial Controller in the main office. Classroom keys and common area keys must be left with Security at the main gate at the end of the school day.
- The Director is responsible for the safety of students on the campus, and for the security of the buildings. In this regard, the Director is authorized by the Board to take any necessary steps to ensure this.