

## **Cheder Lubavitch Hebrew Day School**

### **Administrator's Handbook**

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## ATTENDANCE

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- All students who are enrolled in the school are required to attend classes daily. If a student is absent, upon his return to school he must present a note from his parents explaining the reason.
- Students who are tardy, wish to be dismissed early, or leave during school day for an appointment, must present a parental note to the School Office upon their arrival

## ADMINISTRATIVE REQUIREMENTS:

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- The school agrees to comply with any applicable state or federal law or regulatory requirement.
- The school maintains current health and immunization records, and specific plans for students who have allergies.
  - The school is required to report parent compliance for each of the above to the State at specified times during the year.
- The school complies with applicable federal and State laws prohibiting discrimination, including, but not limited to: The Individuals with Disabilities Education Improvement Act; the Age Discrimination in Employment Act; Titles VI and VII of the Civil Rights Act of 1964; and the Americans with Disabilities Act (ADA) of 1990.
  - The school maintains a written description of its methods for complying with the non-discrimination requirements identified in the items above.
- The school complies with the student records requirements of:
  - Section 4 of the Abused and Neglected Child Reporting Act [325 [LCS 5/4]. School personnel are informed that they are mandated reporters of child abuse and neglect, and all school personnel hired on or after July 1, 1986 have signed the statement required by the Department of Children and Family Services acknowledging this obligation.
  - Section 5(a) of the Missing Children Records Act. The school has a system in place that flags and records requests for any current or former student reported as a missing person by the Illinois State Police.
  - Sections 5(b) and (c) of the Missing Children Records Act Section 5 of the Missing Children Registration Law, and State Board rules promulgated pursuant to Section 2-3.13a of the School Code [105 ILCS 5/2-3.13a] (see 23. [Il. Adm. Code 375.75, Public and Nonpublic Schools: Transmission of Records for Transfer Students).

- Cheder Lubavitch maintains certified copies of birth certificates for each student enrolled. The school notifies the parents or guardians that such documentation must be submitted within 30 days of enrolling the student.
- Certified copies of transfer students' records must be requested within 14 days of enrollment; Cheder Lubavitch sends unofficial records of students transferring to other schools within 10 days of the request. The school may withhold official transcripts due to unpaid tuition/fees.

## **BUILDING SECURITY**

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- a. The Administrator and Director of Operations are responsible for building security.
- b. Security cameras cover all areas (halls, offices, and classrooms) in the building and are monitored by school personnel. Footage from the cameras is recorded in the IT Room.
- c. Emergency buttons and fire alarm call boxes are placed in strategic locations.
- d. No firearms are permitted in the building. Illinois State Police signs "No Firearms" signs are posted at each outside door.
- e. Access to the building:
  - a. All gates to the school yard, and all building doors, are kept locked electronically 24/7, except when special events are held outside school hours.
  - b. Faculty and Staff members are issued fobs to enable their entry at any time.
  - c. Access to visitors (including parents and students who arrive late) is controlled by the School Office through the phone/entry system:
    - i. All who wish to enter must ring the bell at the gate leading to the area they wish to enter (front yard or Preschool), and identify themselves.
    - ii. Once in the yard, they must ring the bell and identify themselves again.
    - iii. The person controlling the door will look at the camera and, if necessary, will require the visitor to display his/her ID.
    - iv. If the identification is satisfactory, a buzzer will be released to open the door.
- f. The principal will immediately notify a local law enforcement agency of firearm incidents at the school.
- g. The principal immediately notifies the parents or guardians in the event there are students in possession of firearms on school grounds, which include the real property comprising any school, on a public way within 1,000 feet of a school, or in any conveyance owned, leased, or contracted by a school to transport students to or from school or a school related activity within 48 hours of becoming aware of the incident.
- h. The principal then notifies the municipal police department or the office of the county sheriff in the event of verified incidents involving drugs occurring in a school, on the real

property comprising any school, on a public way within 1,000 feet of a school, or in any conveyance owned, leased, or contracted by a school to transport students to or from school or a school related activity within 48 hours of becoming aware of the incident.

- i. The principal will notify the Illinois State Police of personnel, firearms, and drug-related incidents through the school Incident Reporting System (SIRS).

## **MANDATED REPORTING**

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- The chief administrator of the school, or his designee, shall report instances of drug violations to local law enforcement officials as required by the School Reporting of Drug Violations Act.
- The chief school administrator immediately shall notify local law enforcement officials of firearm incidents at the school. The administrator shall also notify such officials of verified incidents involving drugs in the school. The administrator shall also notify the Illinois State Police of such incidents through the School Incident Reporting System (SIRS).
- The chief school administrator shall immediately notify local law enforcement officials of written complaints from school personnel concerning instances of battery committed against them. The principal shall also notify the Illinois State Police within 3 days of each incident through the School Incident Reporting System (SIRS).
- Cheder Lubavitch personnel are informed upon being hired that they are to be mandated reporters of child abuse and neglect, and are obligated to follow and fulfill reporting practices and all requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/1 -4.2).
- All personnel hired on or after July 1, 1986, have signed the mandated reporter statement required by the Department of Children and Family Services acknowledging this obligation.

## **HANDLING DISCLOSURES ABOUT ABUSE**

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Telling someone that you have been sexually abused is extremely difficult. When a child divulges that he/she has been abused, it is important that you respond sensitively and appropriately.

- People – including children – rarely lie or make up stories about abuse.
- While someone may be a little confused about the details of the abuse, it does not mean that he/she is lying.
- Take what the child is saying seriously. Listen without making judgments.
- Even if they ask, do not promise the child that you will not tell anyone. Rather, “I can promise as long as your safety is not in question,” etc.

- Remain calm. Do not panic or express shock. By controlling your feelings or showing any strong reaction, you can avoid frightening the student or causing guilt or embarrassment.
- Be careful not to make negative comments about the alleged abuser.
- Be warm and caring. Do not express anger or blame. For example, do not say things like "Why didn't you tell me?"
- Provide reassurance and emotional support.
- Emphasize that no matter what happened, the abuse is not the student's fault and that he/she is not bad.
- Find a quiet, private place to talk with the student. But do make sure it is a location that can be seen and accessed by others as the student may be sensitive about being alone with you in a closed or locked room.
- Let the student know that he/she is very brave and did the right thing coming to you.
- Reassure the student that you will do everything you can to make sure that he/she is safe.

## **EDUCATIONAL PROGRAM**

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- Instruction is provided in English, except as otherwise permitted pursuant to Section 27-2 of the School Code.
- The school provides instruction in American patriotism, the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag, and shall require pupils to recite the Pledge of Allegiance daily.
  - Not less than one hour per week, or the equivalent, shall be devoted to the study of this subject matter in the 7<sup>th</sup> and 8<sup>th</sup> grades or their equivalent.
  - No student shall receive a certificate of graduation from the 8<sup>th</sup> grade without passing an examination on these subjects.

No student shall be graduated from the 8<sup>th</sup> grade unless he or she has received instruction in the history of the United States and has given evidence of a comprehensive knowledge of the subject.
- The school provides health education as required by the Critical Health Problems and Comprehensive Health Education Act.

## **CHILD CARE PROGRAM**

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- The school provides Child Care before school hours and at Dismissal times to accommodate parents' work schedules. This program is partially Licensed and partially License Exempt, and regulated by the Illinois Department of Child and Family Services (DCFS).
- Further information regarding Child Care and the Illinois Action for Children Child Care Assistance Program (CCAP) is in the Parent Manual.

## INTERNET POLICY

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"לפני עור לא תתן מכשול" – "Before a blind man don't place a stumbling block."

Though the Internet may be one of the greatest educational tools available, the internet may also be the greatest stumbling block of our time. As such, many rabbonim are opposed to the presence of Internet in our homes at all. While this is not the standard our school sets forth, any use of the Internet by students, whether at home or in school, must strictly adhere to the school's policies.

### HOME

Cheder Lubavitch maintains that electronic social networking is detrimental to the social and communicative development of children and young adults, that "surfing the web" is dangerous, and that children should **NEVER** be allowed online unsupervised. We cannot stress emphatically enough that our students should never be unattended with any device (computer, i-pod, smart-phone, tablet, gaming console, etc.) that has internet capabilities

- A computer that has internet access should 1) be in a public place (e.g. the kitchen); 2) should have a password that is changed regularly; and 3) should have a **proper filter and monitoring program**.
- Parents who allow their children to use the Internet, should do so only when supervised in and out of the home. Supervision entails a parent in the same room as the child on the computer.
- Parents who allow their children to have an email account should know their child's password, and the child should know that the parents will check the account from time to time.
- Students should not use email as a form of communication with other Cheder students.
- Students should not have any social network accounts (such as Facebook, Twitter, Snapchat, WhatsApp, etc.). Students at this age need to develop strong, healthy social relationships through personal communication, which is hampered by social

media communication, and in fact, may create other social difficulties for students such as online bullying and feelings of exclusion by those who don't have access. Additionally, social media can become addictive and students may spend an excessive amount of time with it.

- Should it be found that a student is not in compliance with this school policy, the school still may not request or require a student to provide a password or other related account information in order to gain access to the student's account or profile on a social networking website. Rather, the student will be required to close said account or profile in order to remain enrolled.
- Students who have cell-phones should have their internet capabilities disabled.
- Cell phones and all electronic handheld devices (e.g. i-pod, mp3 player, smart-phone, tablet, gaming console, camera, video camera, etc.) are not allowed in Cheder without explicit permission from the Principal. Students may deposit these items in the front office when they enter school and retrieve them when they leave. Any of these such items brought to school and not deposited in the school office are subject to confiscation.

## **SCHOOL**

- Students may be assigned a "CLHDS" account (through Google). CLHDS accounts will have access to Google Docs, Google Sheets, Google Calendar and Google Classroom, but not to email. (Please note that the school will have the ability to monitor every account, even remotely.)
- School student-computers are restricted through our filtering and monitoring program exclusively to the aforementioned Google services and to select websites that have been "white-listed" in advance. Student-computers will not have access to surf the web, and all images have been disabled. (Please note that Cheder does not have the ability to impose these restrictions on children who access their accounts remotely. Parents must supervise the internet use of their children, even if they are logged on to their CLHDS accounts.)
- Student-computers should only be utilized to facilitate collaborative classroom assignments or to augment instruction with white-listed sites, not simply for word-processing.
- Student-computers may only be used with direct teacher supervision.
- Teachers may not communicate with students via email.
- Teachers may not assign work that requires use of the internet.
- Teachers may not, in any way, castigate or devalue the decision of those parents who do not have Internet in their home or do not allow their children to use the Internet.

- Teachers must make materials available for research projects that does not require the use of the Internet.
- Teachers may instruct students as to the proper way to reference an internet source, as well as which internet sources are and are not considered scholarly, so students who do utilize the Internet do so properly.
- Teachers may not use the internet on personal devices during class. (E.g. Email, YouTube, Search, etc.) All videos must be downloaded in advance, and all searches must be done later.
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## VIDEO POLICY

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### **Judaic Studies Department:**

- Only JEM movies may be shown, unless explicit permission is granted by the Principal.

### **General Studies Department:**

- In order for videos to be shown
  - o Video must directly augment the specific lesson/unit (e.g. documentary, Khan Academy video, etc).
  - o Video must be on lesson plans.
  - o Video must be approved by the Director of General Studies.
  - o Video must be downloaded prior to class (if from YouTube or other Internet source).
- Videos may not be shown
  - o If any of the aforementioned rules are not true.
  - o Solely to increase interest in a subject (such as the movie version of a book read in class).
  - o As a class reward.
  - o As an assignment to watch at home.

## PERSONNEL

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- All faculty and staff members must complete a W-2 for current year, and an I-9, if applicable.
- All newly hired employees must undergo a fingerprint-based criminal history records check by the FBI and a check of the Illinois State Police Sex Offender Database, as authorized by the Sex Offender Community Notification Law. All persons employed by Cheder Lubavitch after July 1, 2007, have undergone these background checks.



The school has not knowingly employed an individual for whom a criminal history records check has not been initiated.

- The school has not knowingly employed any individual hired after July 1, 2007, who has been convicted for committing attempted first degree murder or for committing or attempting to commit a Class X felony or any one or more of the offenses enumerated in the IL code.
- The school requires of each new employee, evidence of freedom from communicable disease, including tuberculosis. This evidence shall consist of a tuberculin skin test and, if appropriate, an x-ray, performed by a physician licensed in Illinois or any other state to practice medicine in all its branches, an advanced practice nurse who has a written Collaborative agreement with a collaborating physician that authorizes the nurse to perform health examinations, or a physician assistant who has been delegated the authority to perform health Examinations by his or her supervising physician, not more than 90 days preceding the date on which the report of the test results is presented to the school's chief administrator.
- School personnel policies require:
  - Monitoring the performance of each employee who provides or assists with instruction or has other instructional responsibilities (e.g. teachers, teacher aides, administrators, department chairs).
  - Formal evaluation will be made at least every two years in terms of proficiency and competency.
  - Each individual assigned to a full-time teaching or administrative professional position at or after the beginning of the 2011-12 school year shall hold a bachelor's or higher degree, or its equivalent.
  - Each individual assigned to a full-time teaching or administrative position prior to the beginning of the 2011-12 school year who does not hold a bachelor's or higher degree, must participate annually in a professional development program that is demonstrably designed to strengthen his or her knowledge and skills in areas directly related to job duties (e.g., content-area knowledge or pedagogy for teaching staff; administration, supervision, evaluation, and/or school management for administrators).
  - Each individual employed in a field requiring licensure must practice solely within the scope of their relevant license.

## **FACULTY/STAFF CONDUCT POLICY**

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### **Faculty/Staff Responsibilities:**

- I understand and accept that I am a **caretaker of children**.
- I understand that there is a clear power difference between myself and students (authority, experience, knowledge, different sets of rules)
- I understand that inappropriate touching with or without abuse of a student can have severe emotional and psychological effects on a student that can last a lifetime.

These reactions can be so severe that they may require intensive professional intervention that can be disruptive to the student's life as well as time consuming and expensive.

### **Guidelines for Faculty/Staff Interactions with Students**

- Faculty/Staff may, under no circumstances, hit a child.
- Faculty/Staff may not physically restrain or guide a child unless in the case of clear and present danger and then only in the presence of another staff member if at all possible, and with the minimal force necessary.
- Faculty/Staff may not use abusive or derogatory language (i.e. shaming, sarcastic remarks, teasing, etc).
- Faculty/Staff will not share personal or explicit information with students.
- Faculty/Staff will not make inappropriate implications in front of students.
- Faculty/Staff will seek the assistance of supervisory administrative staff when they encounter a particularly difficult child.
- Faculty/Staff will never forbid students to share any conversations or information with parents or administration nor instruct students to keep secrets from parents.
- Faculty/Staff will not communicate with students via students' personal cell phones, not via text messages, email, or social media.
- Faculty/staff may not be secluded with a student in an area that is not accessible and visible to others.
- In all dealings with students, faculty/staff should strive to *respond* as opposed to *react* to children.

### **Guidelines for Faculty/Staff Contact with Students**

- No contact in a place on a student's body that is normally covered by a bathing suit (unless administering medication and then only with another adult present)
- Never have contact against a child's will (unless in the case of clear and present danger)
- Touch, when appropriate, is restricted to only students' hands, shoulders or the upper back (always in the presence of others)
- No contact when the student verbally or non-verbally signals discomfort

### **General Guidelines for Faculty/Staff**

- Students will not be subjected to overly rough games, tricks, or practical jokes that are embarrassing or abusive in any manner.
- Should a student need to change clothes during school time and require assistance from staff it should be done in the presence of more than one staff member
- Faculty/Staff will not change their clothes in front of students.
- Faculty/Staff will set limits with children who cling or hang onto them.
- Certain activities (i.e. wild games, wrestling matches or tickling) should be limited and/or carefully supervised.
- Creating an atmosphere of mutual respect and modesty create a safe school environment for all.

### **Additional Responsibilities**

- To ask for support when dealing with escalating stress or difficult situations
- To alert senior or supervisory staff to dangerous or at-risk situations between students and staff

## **PROFESSIONAL DEVELOPMENT REQUIREMENTS**

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**Cheder Lubavitch requires ongoing professional development from all its teachers in the amount of 1 credit hour or its equivalence.**

Cheder Lubavitch will offer either internally or through its affiliate organization, the Associated Talmud Torahs (ATT), opportunities for staff to attend professional development courses at no cost to the teachers.

Currently, opportunities include:

- Hidden Sparks (which includes monthly workshops, observations and meetings with a mentor). The current focus is on Collaborative Problem Solving.
- Evening workshops offered throughout the year at the ATT
- Second Step (teaching social skills in the classroom)
- Encouraging Professionalism In Chinuch (EPIC, in which a teacher partners with a mentor from National Louis University)
- Jewish New Teacher Project
- REACH Programs

Cheder Lubavitch also provides brief yearly workshops on abuse prevention.

**The impact of the professional development programs are evaluated each teacher's respective supervisor.** The respective organizations of each PD service reports attendance and feedback to the administrators. The administrators also currently attend the Hidden Sparks program.

Evaluation of the ongoing PD services include "home"-work and written responses from teachers, as well as communication with the mentor/instructor.

**Positive outcome is measured** by teacher-observation, lesson plans, the manner in which teachers speak of students and concerns, the manner in which they tackle those concerns, and most importantly, by the successful incorporation and implementation of learned strategies that positively affect student performance.

## **MISSING PERSON AND HIS/HER SCHOOL RECORD:**

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- a. Cheder Lubavitch follows the provisions of Section 5(a) of the Missing Children Records Act, 325 ILCS 50/5, which requires each school to have a system in place that

flags records requests for any current or former student reported as a missing person by the Illinois State police.

b. The procedure is as follows:

- a. Upon notification by the Illinois State Police of a person's disappearance, a school in which the person is currently or was previously enrolled shall flag the record of that person in such a manner that whenever a copy of or information regarding the record is requested, the school shall be alerted to the fact that the record is that of a missing person.
- b. The school shall immediately report to the Illinois State Police any request concerning flagged records or knowledge as to the whereabouts of any missing person. Upon notification by the Illinois State Police that the missing person has been recovered, the school shall remove the flag from the person's record.

## **REPORTING ATTACKS ON SCHOOL PERSONNEL TO AUTHORITIES**

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Upon receiving a written complaint from any school personnel, the Principal or Director, or his/her designee, shall report an incident of battery committed against a teacher, teacher personnel, administrative personnel or educational support personnel to the local law enforcement authorities immediately after the occurrence of the attack. Additionally, each incident is to be reported within 3 days of occurrence to the Illinois State Police through the School Incident Reporting System (SIRS) in the IWAS database.

## **GOVERNANCE STRUCTURE AND POLICY-MAKING PROCEDURES**

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- The policies of Cheder Lubavitch are made by the Board of Directors in consultation with the Dean and the administration. Policies and policy-making procedures are reviewed by the administration and Board of Directors each July, and changes are made as needed. All policies are updated in the appropriate handbooks.
- The Board of Directors composed primarily of current parents and headed by co-chairmen, with the Dean and Administrator are responsible for the school's Financial and non-educational Administrative policies, as well as evaluation of staff and personnel. It has sub-committees for fundraising, PR, financial, and personnel matters. Minutes of Board of Directors meetings are kept on file in the school.
- To ensure implementation of school policies, the Board of Directors and Administration work closely together. The co-chairmen of the Board of Directors meet regularly with the Dean and the principals. Both the Board and the

Administration are attentive to the concerns and needs of the parent body, staff and students.

- Day to day financial operations are handled by the bookkeeper in daily consultation with the Administration. A certified public accountant reviews and assists with maintenance of appropriate bookkeeping procedures, and provides financial reports to the Board of Directors and Federation. The school is audited professionally on a yearly basis.
- The Dean of is Rabbi Isaac Wolf.
- His duties include oversight of the institution as a whole. He is the school's chief fundraiser and President of the Board of Directors.
- Rabbi Moshe Wolf is the executive director and functions as the CEO/COO.
- Communication with parents in matters of education and student progress is the responsibility of the Principals.
- Mrs. Rebecca Kaufman is the Director of Boys' General Studies and Mrs. Mushkie Kosofsky is the Director of Girls' General Studies. Their responsibilities include hiring staff, supervision of General Studies staff, curriculum evaluation, supervision of students, general administrative duties and scheduling.
- Mrs. Kreina Staal is the Director of Buildings and Maintenance for the Skokie location. Mrs. Mushkie Berman is the Director of Buildings and Maintenance for the Chicago location. Duties include all aspects of building/campus maintenance, cleaning and repairs.
- Board of Directors meetings, which are held regularly throughout the year, include assessment and evaluation of progress in meeting the school's annual goals. Meetings are held on a regular basis between the Dean and Principals to discuss educational issues including implementation of goals and student progress.
- Board of Advisors meetings are held three times annually.
- Formal teacher meetings are required before and during each marking period. Informal reporting on student progress is done on a weekly basis, as a good portion of the principals' day is spent in conference with teachers and students. Formal meetings to discuss student progress occur regularly throughout the school year.
- Formal written evaluation of students is done three times yearly through report cards sent home with each student. Students are given a letter grade in each subject based on performance. There is a uniform grading system (as set forth in the student and faculty guides). During the first and second semesters parent-teacher conferences are held and parents have the opportunity to speak to all of their son's teachers. Prior to those conferences, parents receive progress reports to give them a synopsis of their son's progress to date. In addition, parents are informed of academic and disciplinary progress and problems by letter and telephone when the

need arises. Grades are recorded onto each student's permanent record card which is kept in the school building.

- Curriculum guides are available across all academic learning areas. Teachers and administration meet regularly to discuss curriculum and make adjustments when necessary. In addition, the principals make every effort to acquaint themselves with the courses of study at the other Jewish elementary schools in the area to ensure that the Cheder Lubavitch's curriculum presents a logical progression of study.
- The school provides for the progression of students and their records within and between schools. Transfer of student records are made on request. Graduates are provided with all necessary transcripts once all financial obligations have been met.
- Student records are maintained in the school office. Both permanent and temporary records are maintained for each student. A health record is on file for every student. The office staff are responsible for maintaining all records.

## HEALTH AND IMMUNIZATION RECORDS

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The school ensures the implementation of all state health requirements, which include:

- Maintaining current health and immunization records and specific plans for students who have allergies. The school reports parent compliance for all State of Illinois health requirements to the State at specified times during the year.
- Consultation on specific health problems or injuries, and management of communicable diseases and potential health hazards. All children, especially those in Preschool, Pre-1 A, 2nd and 6 Grade, must have an up to date record of inoculations on file at the School Office. By State Law, no child can be permitted in school without this record on file. This matter is treated very strictly by the state and can result in heavy fines to the school for every child not in compliance.
- Providing health and safety information, published regularly in the *Cheder Bulletin*.

In addition to the required completed medical forms, when applicable the following forms must be provided to the school:

- a. *Medical Authorization Form*: in the event a student needs to be administered prescribed medications by a staff member of the Cheder, such as epinephrine auto-injector, an opioid antagonist, medical cannabis, asthma inhaler, diabetes, seizure, etc., a Medical Authorization Form must be submitted per student.
- b. *Self-Administration of Medication Form*: the Cheder allows for self-administration and/or self- carry of asthma/diabetes/seizure medication, medical cannabis and epinephrine injectors a Request for Self-Administration of Medication Form must be submitted per student. This applies to; while on school premises, while at a

school-sponsored activity, and before or after normal school activities including while being transported on a school bus.

- c. *Child Care Asthma/Allergy Action Card*: in the event a student is diagnosed with an allergy and/or asthma a Child Care Asthma/Allergy Action Card form must be submitted per student.

- A student may apply any USDA approved topical sunscreen while on premises or at a school sponsored activity.
- Allergies to food, asthma information, and/or administration of medication are recorded in the Magnus System.
- The date when last anti-tetanus shot was received should be on the completed medical form. Other aspects of a student's medical history, which may be important in an emergency situation. Emergency contacts and phone numbers, which are recorded in *Magnus*.

## SPECIAL ACCOMODATIONS

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In order to meet the diverse learning needs of our students:

**Students with “Additional Learning Needs” may be identified:**

- Scoring in the “Below Average” (<25%ile) range on standardized testing.
- Based on teacher concern, accompanied by work and test samples.
- Based on 3<sup>rd</sup> party school-based observer (e.g. principal, OT, social worker)

The school will refer students who fall in the above category to receive neuro-psychological or other medical testing, in order for the school the better understand how to service the child.

**Accommodations for additional learning needs students may include any combination of:**

- Preferential seating
- Additional breaks
- Sensory accommodations at desks
- Anything otherwise indicated in a neuro-psychological or other medical assessment.

**Modifications for additional learning needs students may include any combination of:**

- Modified tasks
- Modified assessments
  - oral, etc
  - fewer questions
  - less material
- Extended time
- Anything otherwise indicated in a neuro-psychological or other medical assessment.

**Teachers will attend a staffing** with the parents, and appropriate school and medical personnel to gain a better understanding of the student's needs and to ask questions about the implementation of recommendations.

Teachers may be referred to additional training, based on need.

**The school will also investigate whether or not the identified student is eligible for other services** through:

- School Resource
- Title 1 instructional services
- Title 1 academic counseling
- IDEA services through the school district

**Parents may be expected to provide other interventions** if circumstances or neuropsychological testing warrant.

The Director of General Studies will act as the case manager and point person for governmentally funded services.

REACH (Resources for Educational Achievement, Collaboration and Health) is a collaboration of Jewish Federation of Metropolitan Chicago, the Associated Talmud Torahs and Jewish Child and Family Services. REACH provides an array of support services to Jewish Day Schools in the greater Chicago area.

- REACH's mission is to give Jewish day schools the tools to meet the needs of the whole child, including their academic, social-emotional, and physical health needs so that children can access a successful Jewish education that is reflective of their parents' values.
- REACH's professionals, including educational consultants, occupational therapists, speech/language therapists and social workers, provide ongoing services via classroom observations, consultations with teachers, support staff and administrators, as well as professional development at our school. In addition, REACH provides direct services to students including occupational therapy screenings, academic counseling, as well as IDEA related special support services such as special educational tutoring, speech/language therapy, social work services and occupational therapy. If your student is to receive a direct service from REACH, the parents will be notified in advance.
- REACH staff work with our school staff to optimize the educational experience for our students. We are pleased to have REACH work with us at our school.

## **STATEMENT OF NON-DISCRIMINATION:**

The following statement is published on our website:



"Cheder Lubavitch admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to the students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, employment opportunities, admissions policies, scholarship and loan programs, athletic and other school-administered programs".

***Note: All Cheder Lubavitch policies are available in written form, upon request.***