

Seymour J. Abrams
Cheder Lubavitch Hebrew Day School

School Year 2026-2027

Teachers Handbook

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Expectations

Cheder Expects its Teachers to:

1. Be a Dugma Chaya: A Living Example
2. Demonstrate Professionalism
3. Manage the Students and Classroom
4. Demonstrate Content Mastery
5. Plan the Curriculum
6. Assess Student Performance and Progress
7. Foster Healthy Relationships with Students
8. Behave Professionally
9. Maintain a Supportive Attitude Towards Cheder

Be a Dugma Chaya: A Living Example

A Cheder Teacher:

- Is a Dugma Chaya in his or her actions, speech and interaction with the students.
- Maintains a modest, neat, clean professional appearance.
- Female teachers maintain the same measure of dignity and modesty that we expect of the girls.
- Dress requirements: Knees, elbows and collarbones must be covered, dresses and skirts may not have slits, tops and skirts must overlap, legs must be covered, no writing or inappropriate graphics on tops, no tight fitting clothing, no crocs.
- Incorporate the following points in their classroom management systems:
 - Treating others and their property with care and respect and being sensitive to the feelings of others. – Ahavas Yisroel.
 - Accepting the authority of teachers and administrators with a cooperative attitude. Being organized and on time. – Kabolas Ol and Seder.
 - Working hard at learning – Hasmadah U'shkidah.
 - Using appropriate language. Using refined, emotionally regulated, kind and respectful language – Loshon Nekiah.

Demonstrate Professionalism

A Cheder teacher:

- Keeps personal issues to him/herself, and in general, maintains standards of professional conduct.
- Realizes that most of our children come from insular backgrounds and are unfamiliar with popular culture, i.e. T.V. or movies.
- Turns off cell phones before entering class. Cell phone usage (including text) is prohibited during class time, library time, gym time, or lunchtime. Maintains the privacy of students' grades, behavior, and other personal information, only sharing student information with appropriate personnel privately and only when necessary to help the student..
 - Information contained in professional evaluations, including medical or psychological information that may be shared with teachers to help serve the student's educational needs, may not be discussed outside of the proper venues, even with other staff members. This is a legal as well as *halachic* issue.
- Does not compare students or use comparative phraseology when speaking to parents.
- Does not use physical force with a student unless that student is an immediate physical threat to a teacher or student. (See touching policy.)
- Is committed to professional development. This includes:
 - Attending all teachers' meetings and seminars. If that is impossible on occasion, he or she meets with the principal and makes sure to read through and apply the minutes of the meetings or special presentations that are missed.
 - Attending the Associated Talmud Torahs' in-service programs.
 - Attends at least one credit hour of the ATT teacher workshops/classes offered each year.
- Grades and returns papers, assignments and tests in a timely fashion.
- Fills out the required progress reports, grading sheets, report cards, and end of year paperwork accurately and in a timely manner.
- **Reads the Student Handbook thoroughly** to ensure supporting and enforcing the school's expectations of the students.
- Does not engage in conversation with other teachers (or parents) during class time.
- Does not use class time to mark papers, work on report cards, or do other similar house-keeping tasks.

Manage the Students and Classroom

A Cheder Teacher:

- Creates a general culture of learning, cooperation and goodwill between teacher and student, between student and student, and runs an efficient and respectful class.
- Enforces Derech Eretz - Respect and Middos - Fine character traits in all classes as presented in the Student Handbook.
- Makes sure that the classroom is neat and tidy before he or she begins to teach.
- Knows the names of the students in the class by the end of the first week of school.
- Begins class **on time** and teaches the **whole period**. This means from bell to bell.
- Is committed to being consistently prompt in his or her arrival to class.
- Takes accurate attendance of students.
- Partners with parents to address behavioral and academic concerns *as they arise*.
- Arrives prepared for class. A prepared teacher has the four main components necessary for effective teaching: Knowledge, Planned Lessons, Physical Readiness, and Planned classroom Procedures.
- Plans exactly how to run the class. Communicates, demonstrates, and practices these procedures clearly with the students the very first day of class and repeats them as necessary. This includes:
 1. Beginning of class procedures
 2. Daily class structure/agenda
 3. Housekeeping Routines (e.g. transitions between subjects as well as into and out of class, distribution and collection of materials, noise/movement levels, bathroom breaks, etc.)
 4. Daily Assessment, Including Homework:
- Provides appropriate opportunities for self-directed learning and additional teacher-support, depending on student need.
- Keeps in mind that the purpose of disciplinary action is to remediate behavior, not to be punitive, and thereby handles discipline issues in the class efficiently. To do so, a teacher:
 1. Does not get into arguments with the students.
 2. Does not go back on his/her word or negotiate with students.

3. Does not yell, use sarcasm, shame or put a child in a state of physical discomfort. (Emotional or physical abuse, or incitement of others to do so is grounds for immediate termination.)
 4. Utilizes positive reinforcement plans to encourage proper behavior as well as to build enthusiasm and positivity.
 5. Develops necessary systems for accountability in collaboration with their respective administrator / student services director.
 6. Allows the student the opportunity to work out the problem, **privately**, with the teacher first, before contacting the parent or the principal
 7. Saves sending a student to the principal's office as a last resort, and only does so with written communication explaining the problem, work for the student to do while out of class, and a subsequent phone call to the parents.
 8. Corporal punishment is never allowed under any circumstance.
- Reflects upon classroom management “wins” and “fails” and adjusts accordingly (in collaboration with respective admin, when appropriate).
 - Handles student grievances discreetly and professionally. *See Anti-Touch Policy. *See Risky Behavior Policy.

Demonstrate Content Mastery

A Cheder teacher:

- Is knowledgeable and comfortable in the subject that s/he is teaching.
- Is excited about the subject that s/he is teaching
- Can handle questions from the students that are related to the subject matter – even if they are not part of the curriculum.
- Is comfortable to say “I don’t know, I’ll find out for you.”
- Can demonstrate the relevance of the subject matter to students’ lives.

Plan the Curriculum

A Cheder teacher:

- Plans a general curriculum for the trimester before the trimester begins and turns in detailed weekly lesson plans

- Plans good lessons that include
 - Meaningful and measurable objectives for each lesson
 - Use of cognitive skills
 - Is aligned with unit objectives and essential questions
 - Differentiation based on aptitude, prior knowledge and various modalities of learning (e.g. lecture, group work, chavrusa, desk-work, projects, etc.)
 - Relevant and engaging projects and activities
 - Long term and short term goals
 - Purposeful and varied assessment (see below)
 - All materials ready in advance, including copies

Assess Student Performance and Progress

A Cheder teacher:

- Uses purposeful, appropriate and varied assessment measures, including projects, quizzes, tests, games, papers, homework, and in-class assignments.
- Provides students with clear rubrics upon which they will be assessed.
- Makes certain to have enough assessment measures by the end of the trimester to accurately report about each student's progress.
- Evaluates the students mid-semester and turns in progress reports to be sent to the parents.
- Evaluates the students at the end of each semester and fills out report cards.
- Makes written suggestions to the administration for improvement in the curriculum.

Foster Healthy Relationships with Students

A Cheder teacher:

- Accommodates for student needs to ensure his/her success.
- Nurtures and encourages each student's progress and shares the student's successes with them and their parents: e.g. nachas phone call, etc.
- Helps students prepare and strategize for success.

- Notices when a student may be having academic, emotional or personal difficulty and alerts the principal.
- Understands and supports the overall goals and standards that the Cheder expects of their students.
- Maintains standards of mutual respect.
- Collaboratively solves problems with students.

Supportive Attitude to Cheder

A Cheder teacher:

- Supports Cheder and its faculty and staff in public and discusses any issues with the faculty and staff in private.
- Communicates with their Judaic/Secular counterparts regarding shared students.
- Supports the learning and projects of each class and participates in school-wide projects with enthusiasm.
- **Never speaks disparagingly about the school, an administrator, another teacher, a subject/unit of study, nor a project assigned.**
- Teachers should uphold Cheder rules, even among students not in his/her class.

School Policies and Procedures

Non-discrimination Policy

Cheder Lubavitch Hebrew Day Schools are committed to equal educational opportunity for all students. Our nondiscrimination policy covers a range of topics including admissions, employment, selection of classroom materials, and so on.

The language reads “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.”

For more information about the nondiscrimination policy or how it applies to your classroom, please contact Rabbi Wolf.

Teacher Performance Monitoring

The school monitors the performance of each employee who provides or assists with instruction or has other instructional responsibilities via meetings and classroom observations.

Students' needs for support services such as counseling and social work are evaluated when any school staff member believes consideration is needed, such as when there are changes in the student body or stresses within the surrounding community. When any change in a student's environment that would warrant the need for any such services occurs, or if a student displays behaviors that may indicate the need for such services, the principal must be consulted. Any such outside service referrals to a mental health professional or resource must be made by the principal. The school has a Student Services Coordinator, who assists the principal in making a proper referral. All instructional staff are aware of this process.

Teachers' Boxes

Each teacher has a box in the office. Teachers are to check their boxes at the beginning and end of each school day for important school communications. Communications, Memos, etc. should be emptied from Teachers' boxes at the end of the day.

Parking

1. Howard: School personnel should either park in the school lot, or along Howard Street, **not on Laramie.**
2. Jarvis: School personnel should park along California or in the parking lot (when not needed for outdoor recess).

Lateness and Absences of Teacher

1. Teachers are expected to be in their classrooms in advance of the starting bell, and **class is to begin on time.**
2. If a teacher will be late, he/she must notify the principal directly.
3. If a teacher will be absent, he/she is responsible to find a substitute and leave a lesson plan with the substitute. Please arrange for your recess/dismissal duties to be covered.
4. In order to cover last minute absences, every teacher should have on file in the office, 2 days of work (e.g.: review sheets or other independent work) for the children to do. Please have these sheets available in the office by the end of the 2nd week of school. These sheets should be updated periodically.
5. CLASSES MAY NOT BE LEFT UNSUPERVISED AT ANY TIME. Phones have been installed in each classroom, which allows teachers to call the office with requests. If

6. a teacher needs to leave class, the office, principal or another teacher must be notified to cover the class.

Tidiness

Tidiness and neatness during class time must be maintained. A neat, organized, and attractive class is conducive to relaxed and productive learning.

- a. Seforim and books belong on designated shelves, cubbies or desks.
- b. Lunches and backpacks should be kept in lockers (Howard Building) and on hooks outside the classroom (Jarvis Building).
- c. There should be no loose papers anywhere in the classroom.
- d. Floors should be kept clean at all times.
- e. All rooms must be left clean before any dismissal takes place (i.e. recess, lunch and end of day).**

Homework

1. Every teacher from 1st grade and up should give their students homework assignments on a regular basis.
2. Homework minutes per grade:

Grade	Hebrew	English
1	15	15
2	20	20
3	20	20
4	20	20
5	25	25
6	30	30
7-8	30	30

3. Homework assignments should be meaningful and clearly understood by the students. Homework is to reinforce school learning and to produce, not only to reproduce. Assignments should not require teaching by parents. If you feel that the child might need the parents' supervision or help, please communicate with the parents.
4. **No written homework from Thursday can be due on Friday. No major tests on Fridays.**
5. Long term and special assignments, must be written up in a clear way (rubric) for parents to understand the time frame and requirements.

Bulletin Boards

Bulletin board displays should display creative projects which reflect what students have learned. Displays should be changed at least monthly, and children's work should be dated. Care should be taken that not only the work of the better student is displayed. Find work of all students that can be shown. Marked and graded papers may not be displayed.

Tests

1. Each teacher must reserve days for tests by signing the date on the calendar in the room. There should not be 2 tests on the same day. If a test is given it must be marked by the teacher, not by the student.
2. Parents can be emailed reminders for upcoming tests or nightly homework.
3. Formal assessments do not need to take the form of a test.

Dress Code

1. Teachers must dress in a manner that conforms with orthodox Jewish dress. Therefore:
 - a. Women may not wear slacks. Skirts must cover the knee, even when sitting. Shirts/blouses must cover the elbow and come to the collar bone. Legs must be covered by hosiery. No visible piercings are allowed anywhere but on the earlobe.
 - b. Men must wear a button-down shirt and slacks. No jeans. No sandals. A jacket is encouraged.
 - c. No non- religious symbols may be worn visibly.
2. No student should be allowed in class if not compliant with the dress code as defined in the student handbook.

Start of School

Arrival

1. All teachers are expected to be in school **at least 10 minutes** before classes begin. This applies to all teachers, including those who drive car pools. All teachers must sign in as soon as they arrive every day.
2. Once teachers open their rooms, they are responsible to stay in the classroom and supervise any students until class begins.
3. **Jarvis Building:** The first bell rings at 8:28 at which time teachers should be at their classrooms and all students line up outside of their classrooms. The second bell rings at 8:30 at which time teachers should promptly escort their students into the classroom and begin class.
4. **Howard Building:** The first bell rings at 8:44. The second bell rings at 8:45, at which time grades 1-4 will have line-up, and grades 5-8 will begin class.
5. **General Studies:**
 - a. **Jarvis Building**
 - a. Begin immediately after dismissal from lunch (12:55).
 - a. **Howard Building**

- b. The bell rings at 2:15 to end recess, at which time students get drinks and line up outside their classrooms. At 2:18 the bell rings to signal the beginning of class, at which time teachers should promptly escort students into the classroom.

Tardy Students

1. Tardy students must have a late-note from the office to enter class. **Teachers must keep a record of all lateness of students.** Teachers should find productive and collaborative ways to address lateness with students. The best way to encourage student punctuality is by teachers modeling punctuality.
2. If a student arrives late without a late-note, please send him/her back to the office to get one.
3. **Jarvis building:** Students coming into the building at 8:30 or any time afterwards will be considered late and must have an admittance slip from the front office to enter class. Students must be signed-in by their parent or driver in the front office. Do not allow tardy students to enter class without a late note. The student should be marked as late in the attendance book. Students are required to make up for the work missed on their own time.
4. Lateness should be marked “excused” or “unexcused” in the attendance book. The principal should be notified if a student is tardy 3 or more times in a given semester.

Absent Students

1. **Jarvis building:** Morning teachers should record absent students in their Attendance record book. All teachers must keep a record of all absences of students. The attendance should be updated **throughout the day, by each teacher**, if the student comes late or leaves early. Records must also be taken on attendance papers in the folder near the front door. The papers are collected and re-distributed monthly.
 - a. In case of evacuation, the teacher must take the attendance book to ensure that all students are accounted for.
2. **If a child is absent for 2 consecutive days each teacher should call the child.**
3. While it is the child’s responsibility to make up missed work, it is in the teacher’s best interest to make sure that the child receives the work that he/she missed. Therefore it is worthwhile to make sure to **send homework to the absent child, or create a system in which absent children receive the notes and work from that day.**
4. If a teacher is required to work extra hours to help a student make up work missed for absence other than illness, the parent is responsible to pay the teacher for his/her time.
5. Children must be given a reasonable time frame to make up their work, typically one day per day of absence.

Hallways

1. Children are not permitted to run, talk loudly or bounce balls in the hallways.
2. All coats and boots must be in the hallway lockers or other designated area. All lockers should be closed.

3. **Only one student per class is allowed in the hallway during class time.**
4. Teachers must accompany the children in a single file when leaving the building or going to other designated areas in the building

Bathroom

1. **Only one student at a time should be permitted to leave the classroom.** Teachers should use a classroom pass for children leaving the room during class time. Students should be encouraged to wear the pass to ensure it doesn't get lost.
2. When leaving the room, girls in grades 6-8 should sign the official sign out sheet in their classroom and sign in when returning.

Snack

1. Snacks should be supervised in the classroom before or after recess. Working snacks are recommended when snack time is given during class time. Teachers should make sure that the students make the proper Brocho Rishona and Achrona and clean up.
2. **No eating** is permitted during class time unless planned in advance for a special occasion.
3. Students are allowed to have a 12 oz. water bottle in class, with the teacher's permission.

Recess Rules

1. Students should be told to take drinks and go to the bathroom during recess time and not after recess. Students should be reminded to take any belongings they need for recess before leaving the classroom. Teachers are responsible to make sure that all children go to their designated recess area.
2. Howard and Jarvis Buildings: Classes must be locked during recess unless the teacher is in the classroom.
3. Teachers must accompany the children to the door for recess in a single file. At the door, the teachers supervising recess will assume responsibility.
4. **The teachers who are on duty must be outdoors immediately after the bell rings.**
5. Supervising teachers should **focus their attention on the students and should not engage in conversation** or other distracting activities during recess.
6. If a child misbehaves during recess time, the teachers on duty should send the child to a designated detention area in the playground for five minutes.
7. If a serious problem exists, the teacher should call for assistance. A teacher should never leave his supervision area.
8. A bell will ring at the end of recess when all children should proceed to their classrooms under the guidance of the Teacher on duty. The Teacher on duty will count down from 20 to 1. By then all

children will be inside and will line up by the door of their classroom to be escorted into class by their teachers. **Teachers must be waiting for children at the classrooms upon their return from recess.**

9. Children who come late to class after recess must get a late note from the office. Teachers can give an appropriate consequence for unexcused lateness (e.g. written assignment). If we deal with it the first few times, it will stop.
10. **Extra recess should not be used as an incentive without permission from the principal. All special programs must be teacher-led and educational and approved by the principal.**
11. Bathroom or drink breaks for the first 15 minutes after recess should be avoided when possible.

Lunch

1. All children (Jarvis: grades 3-8) must eat in the lunchroom during lunchtime. At Jarvis, grades Pre 1A-2 will eat in the classroom.
2. **All children must wash** under the supervision of the teacher at the time of lunch when bread is served.
3. Students should never be left unsupervised. At lunch time, teachers must bring students into the lunchroom in an orderly manner and sit them down at the tables. All teachers will be with the students until after benching.
4. **If a teacher needs to speak with a child privately during lunchtime or go to the office, this can only be done after escorting the class to the lunchroom and making sure that another teacher is supervising the class.**
5. Lunchtime is an opportune time to build relationships with the students. Teachers should use this time to talk to all students or to an individual student. Attention and supervision should be given to the students. This is not a time to mark papers, take care of other paper work, or talk to other teachers.
6. Children should be given time to clean up. It is the responsibility of the teachers to make sure that the Dining Room is cleared of all foods, bags, bottles, and lunch boxes and benches.
7. Hot water and microwaves **will not be available** to students for lunch.
8. Students may only leave the lunchroom to speak with their English teacher with specific request from the afternoon teacher to the morning teacher.
9. If your class finishes lunch early, the teacher is responsible to stay with the class until the bell rings and may supervise their outdoors or in the lunchroom for an activity.

Dismissal

1. **Children should not be dismissed before the bell rings.**
2. Class should finish working in enough time to allow for the students to pack up, clean up and be dismissed in an orderly fashion.
3. The room should be cleared from papers or other garbage.
4. Student desks should be cleared from books and papers.

5. Teacher's desk must be neat and clean for the next teacher.
6. **Lights, windows and air conditioners should be turned off/closed at the end of the day, and boards should be erased as each teacher leaves.**
7. In both buildings, Teachers should walk the children in an orderly fashion to the building's exits.
8. Students should not be allowed to leave the building without the supervising teacher present at exit.
9. Teachers should not leave the classroom before every student is gone from the room.
10. During dismissal, teachers who are on duty must stay with the children for ten minutes. **Parents should not be permitted to pick up students while double parked or parked across the street**, but should be guided to proper parking areas. (in the carpool line or in the parking lot)

Kitchen

1. When using the kitchen for any project please do not leave the building until all dishes are washed and the kitchen is left the way you found it. If you give this responsibility to your students you must supervise them and make sure the job gets done.
2. Students may not be in the kitchen unsupervised.

Kashrus

1. All foods that are served at Cheder, whether a birthday party or any other event, must conform to the Kashrus standards of ACRI (Association of Chabad Rabbonim of Illinois). You can check for updates on the ACRI website, <http://acriweb.org/>.
2. **No home baked goods can be distributed at Cheder.**

Birthday and Other Celebrations

1. Very simple classroom celebrations may be arranged in cooperation with the teacher. **Absolutely no "goody bags" can be distributed at the Cheder. Simple refreshments may be served.**
2. **Any parties or celebrations must be approved by the principal.**

Medications

According to State law, students may not carry any medication (including Tylenol or Advil) in school, and teachers and staff may not dispense any medication, including antibiotic ointments (e.g. Neosporin). Any medication a child needs to take must be kept in the office and dispensed with prior written notification from the parent and proper documentation.

Teacher's Lounge

No student is allowed in the Teacher's Lounge at any time without a teacher present with them. No exceptions.

School Property, Equipment and Books

- Students may not use the office phone for calls other than those that are absolutely necessary. Please do not give notes to your students to use the phones unless you deem the phone call absolutely necessary.
- Students may not touch the thermostat, or open or close windows.
- Seforim/books that belong to Cheder (library, office, etc.) need to be checked out, and returned to the proper place after use. The Seforim should never be removed from Cheder premises.
- Students may not use Seforim or books with writing or graffiti on the inside or outside.
- Teachers should personally write student names (or alternatively, assigned book numbers) and book conditions inside textbooks prior to the onset of the school year to ensure the book given is the book returned at the conclusion of the school year. Borrowed textbooks (i.e. if student left his/hers at home) may not be brought home. Office

Use of Office as Work-Space

When teachers work in the office, copying, cutting or pasting, please discard any waste products and leave the office as you found it. Try to remember to take all your copying and originals with you. Any unclaimed materials will be discarded by the next day.

Duplicating Work - Copier

1. Teachers should have their work ready for the secretary at least 4 hours before they need it. Teachers should fill in all instructions on the copy form in order for the secretary to make the copies. If the copying requires a lot of work from the secretary, please hand in the material at least two days in advance.
2. Please do not give the secretary any copyrighted materials to duplicate.
3. The copy machine may be used **only before and after class time.** Please make sure that you **do not use the machine after 8:30 AM (Jarvis)/ 8:45 a.m. (Howard).** **CHILDREN CAN NOT MAKE COPIES ON EITHER MACHINE ANYTIME.**
4. You must monitor the reasons your students request copies to be made. Please send the students with only legitimate school-related copying requests. **Students may be sent with occasional requests to copy school-related materials for their own use. The teacher must send a signed note with the student in order for any copies to be made. The charge for student copies is 10 cents per page. Students must have all the money with them at the time of copying.** Other personal copying will not be allowed at all.
5. **Jarvis:** When making copies for classroom use, please leave a copy of all papers distributed in class in the office.

Cheder Equipment and Supplies

1. Cheder equipment, toys, books or any other Cheder property should not be removed from Cheder without permission from the principal, and they must be signed out.

2. Teachers will be reimbursed for supplies purchased for Cheder only with prior approval from the principal. Cheder will not reimburse teachers who make unapproved purchases. Please use the official Cheder Reimbursement form and attach purchase receipt.
3. **No school supplies should be used for the personal projects of children.** It is almost impossible for the office to monitor the reasons students request supplies from the office (legitimate school use or personal). Students should bring any supplies needed for the classroom from home. Please give the students enough time to buy any supplies for special projects or assignments being worked on at home or in class. The Cheder cannot supply these items. **This includes poster board and photocopies for poster boards.** Do not send your students to the office for these types of supply requests. They are only allowed to use school supplies for the classroom activities cleared by the principal. In such a case, please give the secretaries advance notice.
4. **Jarvis:** Students are not allowed to use the supply closets. Please do not send students for the keys to the supply closets. It is the teacher's responsibility to get the keys, whatever supplies are needed, and return them to the closet neatly. Plan ahead! Please remember to return all keys promptly.

Technological Items

1. All computers, Chromebooks, printers, DVD, overhead projectors and software are the property of the Cheder and should not be removed from the buildings without making special arrangements with the Principal. Please understand that these machines cost thousands of dollars and transporting them constantly wears them out.
2. Students may not bring any hand-held technological items to school e.g. phones, hand-held games, I-pods, mp3, tablets, video cameras, cameras etc. These items should be confiscated and turned in to the office. Students who have specific permission to bring a non-smart phone, camera or other technological device to school must leave it in the front office until they go home. **Students may not bring an Iphone or any phone with internet access to school.**
3. Teachers and students are not allowed to use CDs or flash drives from home in the school computers.
4. Chromebooks may only be used by students under the supervision of a teacher and after being signed out.
5. **Teachers may not use their cell phones, tablets or smart devices during class** without explicit permission from an administrator or to contact an administrator or emergency personnel in an emergency.

Internet, E-mail Use

1. Cheder strongly requests that students do not have access to Internet or have their own email accounts. Cheder disapproves of any students having any social networking account like Facebook, Twitter, Instagram, etc. Students should be discouraged from communicating with other Cheder students via email or social media.
2. 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.

3. **Teachers may not assign any work that requires Internet use.** Teachers may not communicate with students through email or social networking.

Pop Culture

1. Discussions about TV shows, secular movies, music or other pop culture are not permitted in Cheder.
2. Books, magazines or other material brought in to the class by teachers or students should not contain any discussions on pop culture, secular icons, romance or any topic that is not in the spirit of Cheder.
3. Students engaging in these discussions should respectfully be asked to stop.

Videos and DVD's

1. Judaic Studies Department:
 - a. Only J.E.M. films may be shown, unless explicit permission is granted by the Principal.
2. General Studies Department:
 - a. Only **documentaries** or approved educational material (e.g. Khan Academy) that are directly related to curriculum may be shown.
3. Judaic and General Studies Department:
 - In order for videos to be shown
 - Video must directly augment the specific lesson/unit.
 - Video must be on lesson plans.
 - Video must be approved by the Director
 - Videos may not be shown
 - If any of the aforementioned rules are not true.
 - Solely to increase interest in a subject (such as the movie version of a book read in class).
 - As a class reward.
 - As an assignment to watch at home.

Films should be used only during allotted times.

Fitness Room Rules

1. **Jarvis: The fitness room can only be used by children when the instructor or teacher is present. Students may not enter the room without the supervision of the instructor or their teacher.**
2. No food or drinks can be brought into the fitness room under any circumstances. Students must leave the room neat and organized.

3. **Shoes may not be worn** when using the equipment in the fitness room. Students may bring an extra pair of socks to wear in the gym room.

Communication with Parents

1. Teachers must communicate with parents on a regular and timely basis. Parent Teacher Conferences are not sufficient for proper communication. **Email is an excellent tool that can be used to maintain short communications with parents, e.g. reminders of upcoming quizzes or tests, projects, notifications of missing work, missing supplies, etc. Email, texts or Whatsapp however, is not the proper tool to convey behavioral concerns.**
2. **Concerns deserve the proper attention and should be communicated only on the phone or in person. If a parent calls or meets you out of class, i.e. at a social event, and you are not prepared to address the issue presented, listen politely and set another time to respond to the parent when you are more prepared to discuss the issue.**
3. We strongly recommend each teacher speak to each parent **at least once a month**. Calls to parents should be with good news as well as concerns. A teacher should always consult the administration before recommending or referring a parent to professional help.
4. **IMPORTANT: It is important that teachers keep a dated record of all communications with parents and should therefore use the Cheder-provided email account or a log book. This will benefit the school, the teacher and the student. Every teacher should designate a folder/notebook where communications and classroom incidents should be logged. Cheder can provide such a folder on request.**
5. The Cheder will be having an Intake-Orientation Conference. Please check the school calendar for the dates. There will be two scheduled parent-teacher conferences during the school year. Teachers will be distributing report cards at the conferences.

Classroom/ Building Maintenance

1. The maintenance man in our building has requested to be addressed only by the official office staff: secretaries or principals. Any maintenance issue or requests should be brought to the secretaries who will then contact the maintenance man.
2. Do not ask children to summon school maintenance.
3. Asbestos is managed by MKA Environmental. Report available upon request.

ADDENDUMS

- Risky Behavior Protocol
- Signs and Symptoms of Abuse
- Anti-Bullying Policy
- Guidelines for Handling Disclosures
- Internet Policy

- Firearms, Drugs, Battery SIRS
- Video Policy
- Mandated Reporter Acknowledgment
- Responding to Disclosure Protocol
- Teacher Conduct Policy
- Touching Policy
- Emergency Crisis Plan (Last update 2015)
- Boys Student Handbook
- Girls Student Handbook
- COVID-19 Return to School Plan

אדמו"ר האמצעי הי' "מקרב" את המלמדים יותר מאשר את הרבנים.
הוא הי' אומר: מלמד פועל, שיהודים יהיו כלי-קיבול לאלוקות.
(קונטרס ומעין עמ' 36)

We look forward to a successful year.