



# TEACHER'S MANUAL

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The 2019-2020 Academic Year

81 Atlantic Ave  
Brooklyn NY, 11201

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## EDUCATIONAL DIRECTOR'S MESSAGE

בס"ד, קיץ תשע"ט - August 2019

Dear Faculty and Staff Member:

Welcome back from what we trust was a joyful and healthy summer vacation. In preparation for our new academic year, we ask that you take the time to carefully review school policies and regulations as outlined in our Parents Students Handbook, and also available on our website. It is important that you familiarize yourself with what is expected of our students and their parents in order to effectively implement all school policies.

Each teacher plays a unique role within our Academy. Teachers should develop a learning climate that enables students to mature intellectually and socially. We encourage our teachers to develop their own talents and to explore new teaching methods and approaches. It is this professional attitude, which, hopefully, will foster pride in our Academy. Each one of our teachers is expected to promote these feelings in relationships with students, parents, and our community. The realization of our school's potential depends largely upon the total commitment and success of each teacher's realization of his/her unique role.

The Brooklyn Heights Jewish Academy was founded to provide a Religious Jewish Education based on Torah and Mitzvot received at Mt. Sinai. Its' purpose is to serve Jewish children, guiding them toward an observant Jewish life and encouraging them to continue to study Judaic and General Studies at Torah institutions of higher learning.

Our goals are to:

1. Develop a world-view in accordance with the Torah, cultivate positive attitudes toward Judaic values and identification with the Torah way of life.
2. Imbue a love for our Torah, Nation, and the Land of Israel.
3. Develop the ability for independent study, encourage individuality and cultivate the talents of each student.
4. Encourage students to aspire to the highest standards in secular studies so that they will be able to function successfully in American society.
5. Function as a center for development of future leadership for the local and world Jewish community.

Our mission is outlined on the following page. To create and maintain a meaningful team spirit, it is crucial that we review our goals and mission statement, embrace and implement it's spirit.

Looking forward to a year of success and professional fulfillment,  
Most respectfully yours,

Rabbi Yeshayahu E. Greenfeld

## **Mission Statement**

A yeshiva education is more than a mere transmission of information. Its overall objective is to help young people grow into adults whose character reflects our core beliefs and value system. This means, love of God and Torah, the observance of mitzvot (Jewish laws), and genuine compassion for others. The great sage Hillel profoundly summed up our challenge and responsibility in this area when he stated: “If I am not for myself, who is for me? And being only for my own self, what am I?” (Avot 1:14)

Philosophically, we are a co-educational institution which seeks to integrate both secular and Torah studies. A recognition of the value and importance of secular studies; a belief in the establishment of the State of Israel as an act of religious significance; a commitment to equality of education for both men and women; a belief that one can and should be a full member of modern society; full acceptance of the importance of being able to financially support oneself and one’s family.

These values are the foundation on which we approach education at the Academy. In Religious studies our goal is to inform the students about the rich and deeply meaningful heritage of the Torah, the basis of our existence. Our students’ study Biblical texts, explore Jewish history and culture, and learn about the crucial role of the State of Israel. By teaching them to love religion and learning, our students will develop a lifelong commitment to Torah study at the highest levels.

The General Studies curriculum provides our children with the basic tools needed to function and excel in our society. Subjects covered include history, literature, social studies, science and mathematics all of which are enriched with trips that take advantage of diverse culture offerings.

Finally, as believers in the importance of both a sound mind and a sound body, we offer physical education classes, as well as ample opportunities to play competitively in a variety of sports activities. Doing so teaches and reinforces the values of team play, cooperation and striving for excellence that are part of the basic credo of American society.

We aim to produce young men and women who can live in both religious and secular worlds and whose education represents the finest that each tradition has to offer. That is why we encourage our educators to integrate, wherever appropriate, the timeless precepts of the Torah and our historical experiences into General studies so that our students will come to understand their relevance within other spheres of knowledge and their importance in contemporary civilization. Moreover, our classes are co-educational so as to give each student the same opportunity to maximize his/her intellectual and creative growth and interact as they would in the larger society.

As parents we recognize that a school functions best when it is guided by the professional educators with whom we have placed our trust. At the same time, we consider it our

responsibility to give our educators guidance and direction regarding what we expect our children to come away with after having graduated from our Academy. It is in that spirit we have formulated this statement.

## *HOMEROOM TEACHERS RESPONSIBILITIES:*

A homeroom teacher has a unique position of responsibility, authority, and rapport with the class to which s/he is assigned to. The following is expected from BHJA homeroom teachers:

- Coordinate all classroom activities (testing schedules, class assemblies, parties, trips, etc.) with every teacher who is involved with the class.
- Be responsible for the social organization of the class so that all students become integrated into the proper functioning as a social entity.
- Address and resolve ongoing problems of the class with the help of other teachers involved. (Problems should be referred to the Administration only after they have been dealt with by the Homeroom teacher.)
- Create and maintain an attractive classroom atmosphere which reflects the units being taught and the work students have been producing.
- See to it that report cards are maintained properly, distributed at the scheduled date, signed by parents, and returned on the due date.
- Maintain students' permanent records up-to-date. A student's permanent record should constitute a complete academic history containing all important details involving the child. The Educational Director permission is required before permanent records are taken from the office. Under no circumstances may permanent records be removed from the school.
- Deal with lateness of students, call the parents of a student who has been absent or late for two consecutive days. **The Administration should be informed on the third day of absence.**

- Monitor students' adherence to all school policies. Student disciplinary report forms are available in the office. Notify the parent and place a copy of the form in the student's file.
- Identify students who need psychological evaluations. The homeroom teacher shall discuss the case with the educational director.
- Return parent phone calls as soon as possible (within 24 hours).
- Communicate with each parent at least once before the first report card term. Parents must be informed when students' work is below "D" or 65%.
- Actively supervise lunch, recess, and benching (Birkat Hamazon), seeing to it that every child participates. **Active supervision during recess avoids, or at least reduces, injuries and accidents.**
- Line up students before re-entering the building after recess. Students should be trained to respond to their homeroom teacher's call or whistle, and then, quietly and respectfully, walk to the right, proceed to the classroom.
- Supervise indoor recess in your classroom. Homeroom teachers should prepare for such recess with games and classroom activities.
- On the occasion when a specialty teacher is absent and no substitute is available, students will remain under the supervision of their homeroom teacher.
- Serve as an advocate for your Homeroom students before the Educational administration vis-à-vis the structure of the class, scheduling, programming, and the like.

## *CLASS MANAGEMENT - GENERAL GUIDELINES*

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1. Lesson planning is part of effective and exciting teaching. All teachers are expected to prepare their lessons and keep an orderly and presentable record of lesson plans which should be available for review. Good lesson planning includes stated goals, methodology, summary and relevant homework.
2. Students must be supervised by a teacher at all times. All teachers are expected to question students who are wandering the halls during class time.
3. Good teacher planning, one which stimulates student interest in class work and provides for effective teaching, builds positive class relationships.
4. Class control requires the use of carefully planned classroom routines.

In general, classroom management is enhanced by:

- a) Teachers escorting classes under close supervision to and from special activities.
- b) Always insisting on student use of a "class pass." Knowing who is out of the room and limiting the number of "out of room" at any one time to one student.

Only an Official Class Pass may be in use!!!

- c) Insisting that students walk respectfully, quietly, and always on the right.

## *PROFESSIONAL CONDUCT*

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- 1) Attending all faculty meetings is mandatory.
- 2) As educators, we must give our full attention to our students the way we expect to be treated. Cell phones should not interrupt a lesson, classroom time or any other professional duty. Hence, cell phones should be put away when you teach or supervise students.

- 3) Avoid extraneous matters that detract from education. Toward this end, please postpone personal conversations with parents or colleagues until youngsters are no longer under your supervision.
- 4) Student discipline matters are outlined on pages 6 and 10 of our Parent- Student Handbook. Faculty are expected to conduct disciplinary matters in the spirit of those guidelines.

As educators, we are committed to teaching right from wrong, good from evil, and the moral from the immoral as well as providing students with a firm academic foundation on which to grow.

**CORPORAL PUNISHMENT IS ABSOLUTELY FORBIDDEN. TEACHERS WILL BE SUMMARILY DISMISSED IF SUCH METHODS ARE USED.**

## *EMERGENCIES*

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If an emergency arises, ascertain that a neighboring teacher will supervise your class. NEVER LEAVE YOUR STUDENTS UNATTENDED.

Remember, accidents do happen. Students with a minor injury should be escorted to the office. If there is a major injury, or if you are not sure of the nature of the injury, do the following:

- Do not move the child. Make him/her as comfortable as possible.
- Notify the office immediately by intercom or messenger.
- If you must leave your room, make sure that an adult is there to supervise your other students.

- After you have attended to the injured student, please remember to complete an accident report available in the office.

### *REPORTS OF CHILD ABUSE AND NEGLECT*

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It must be recognized that children sometimes are physically abused and/or neglected within their own families. According to Section 413 of the New York State Social Services Law, these occurrences must be reported immediately.

Several points warrant emphasis:

- The duty to report, concerns suspicion only; the burden of proof does not rest with the person reporting.
- No person may be sued for reporting a suspected case, even if the suspicion proves to be unfounded. On the contrary, failure to report constitutes a misdemeanor and renders the non-reporting person liable for resulting damages.

If suspected, immediately notify your supervisor who will refer the case to the New York Central Registry and the Child Protective Service Office.

### *GOOD LEARNING HABITS, ENSURING THE RELIABILITY OF TESTS*

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Because our students live in a society where ethical and moral confusions abound, it is our responsibility to lead children down the right path. The need to succeed, the fear of failure, parental disappointment, and teacher disapproval make for pressures that some of our students find hard to withstand. When temptation is placed in their way,

they may succumb. Thus they may cheat on exams or assignments - not out of immorality, but out of fear.

What follows are some practical suggestions to help you in helping your students to overcome such situations.

1. Students shouldn't be asked to deliver papers, of any kind, to the office. All printed material will be placed in the teacher's mailbox. (No same day service.)
2. A single test used successively poses a problem. Students may pass on questions compromising your test's validity.
3. Students must know the consequences of cheating. They must be made aware that punishment will ensue, including the possibility of expulsion.
4. Good advance planning, using a test schedule, will minimize cheating and will help the total educational process. Pressure results in panic. A more benign scheduling of tests may lessen the pressure.
5. Derech Eretz and honesty are the cornerstones of our education. Ethical, spiritual, and moral teachings must be emphasized and reiterated. We should honor those who live by these precepts while withholding recognition from those breaking the Covenant.

## *CLASSROOM PREPARATION*

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During the first week of school, the following matters should be attended to:

1. Check your room daily for safety hazards, and report deficiencies, in writing, to our office manager.
2. Check with students for changes in address, phone numbers listed on your Class List. Please notify the office immediately, in writing, of any changes.
3. If student furniture needs adjustment, notify the secretary in writing.
4. Post fire drill instructions near room door. (Get copy from office if you don't have one in your room.) Establish routines for a fire drill during the first week. Know the fire drill route.
5. Teach something completely new during each day of the first week.
6. Give extra attention to those who are new to the Academy.
7. Prepare class seating plan (using seating plan in your "lesson plan" book). Assign seats with attention to special needs students'.
8. Distribute textbooks. Check that student's name, current class, room number, and date are written in ink in every book.
9. Discuss proper school attire for classrooms, physical education and assemblies (consult Parent-Student Handbook).
10. Discuss school procedures such as bringing notes from home after absence, lateness, decorum in our hallway (e.g. walking not running), and being prepared each day (textbooks, notebooks etc.). Emphasize adherence to bus drivers and bus monitors instruction.
11. Set up schedule of books to be carried each day, so that students will not need to carry all books at all times.

12. Review orderly procedures for entering and leaving the room/building.
13. Assign a homework buddy to each of your students and define responsibilities.

### *THE SCHOOL DAY - OUR DAILY SCHEDULE*

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Teachers are expected to be in our front lobby to welcome their students at least 15 minutes before the start of the school day.

Students may not be pulled out of their classroom for any purpose during the 1st and 2nd A.M. and P.M. periods.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	TIMES	FRIDAY
8:00-8:30	ARRIVAL AT SCHOOL	ARRIVAL AT SCHOOL	ARRIVAL AT SCHOOL	ARRIVAL AT SCHOOL	8:30-8:45	ARRIVAL & BREAKFAST
8:30-8:45	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	8:45-9:15	TEFILAH
1st Period 8:45-9:15	TEFILAH	TEFILAH	TEFILAH	TEFILAH	9:15-9:45	PERIOD 1
2nd Period 9:15-10:00	CHUMASH	CHUMASH	CHUMASH	CHUMASH	9:45-10:15	PERIOD 2
3rd Period 10:00-10:45	LASHON	LASHON	LASHON	LASHON	10:15-10:45	PERIOD 3
10:45-11:00	BREAK	BREAK	BREAK	BREAK	10:45-11:15	PERIOD 4
4th Period 11:00-11:45	PERIOD 4	PERIOD 4	PERIOD 4	PERIOD 4	11:15-11:45	LUNCH BREAK
12:00-1:00	LUNCH AND RECREATION	LUNCH AND RECREATION	LUNCH AND RECREATION	LUNCH AND RECREATION	11:45-12:15	PERIOD 1
1st Period 1:00-1:40	English	English	English	English	12:15-12:45	PERIOD 2
2nd Period 1:40-2:10	Math	Math	Math	Math	12:45-1:30	PERIOD 3
3rd Period 2:10-2:45	Social Studies	Social Studies	Social Studies	Social Studies	1:20-1:30	DISMISSAL
4th Period 2:45-3:30	Science	Science	Science	Science		KG: 1:20 1ST: 1:23 2ND: 1:25 3RD: 1:27
3:20-3:30	DISMISSAL	KG: 3:20 1ST: 3:23	2ND: 3:25 3RD: 3:27			

## *START OF DAY PROCEDURES*

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To ensure a safe and orderly start of each day, teachers are expected to welcome their students upon their arrival, at our front lobby.

Attend to non-educational matters when they don't conflict with students' arrival, so that you can give your homeroom students your utmost attention. Should a student present you with an early dismissal note from a parent, please make sure to forward that note to your P.M. colleague who supervises dismissal, making sure parents requests are honored.

## *T'FILAH (PRAYER)*

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T'filah is an essential part of a Yeshiva Education. It is taught and conducted in all classes.

In the early childhood classes, children are taught the fundamentals of T'filah.

In grades 1-3, the Hebrew homeroom teacher will teach and pray with students as a first part of the Hebrew program, whether in the A.M. or P.M.

## *LUNCH PROCEDURES*

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Just as good behavior routines must be established in the classroom, they must be taught and reinforced for lunch and recess time. These procedures should be reviewed with students during the first day.

**Lunch and recess supervision is the responsibility of each homeroom teacher.**

Teachers must remain with their homeroom students each day, through lunch and recess, so that good routines are established, followed and maintained.

Recitation of Birkat Hamazon should be carefully supervised. Teachers should closely supervise their students to ensure that all are participating. Devote instruction time to adequately prepare their students to wash and bench according to Halacha. Teach and insist on the strict observance of courtesy and good manners. Have each student clean up his/her desk and all around so that p.m. session can start in a clean classroom.

#### *RECESS AT BHJA*

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Teachers and assistants are responsible for their students during recess. Teachers are expected to accompany and remain with their students for the duration of lunch and recess. Establish routines and rules on the first day of school and remain consistent. Teachers should circulate among their students making sure that each group is playing safely. Be proactive and on guard to prevent accidents and injuries. Make sure that children do not go to prohibited areas. End recess on time so that your students are back in class on time.

Whenever leaving the building, **two teachers** must supervise their respective students, one leading and the second following, making sure that all students are safe and well behaved at all times.

**Classes may go out for recess only at its officially scheduled time.**

- During inclement weather, when indoor recess is implemented, the same schedule will be followed.
- It is expected that all of us take an active role in promoting student social integration throughout the school day and especially during lunch and recess.
- **At no time should children be left unsupervised. Teachers are expected to remain on duty awaiting relief.**
- After recess, students should line up in an orderly fashion, before re-entering the building.
- Teachers assigned to duty should report discipline or any other issues to the homeroom teacher for follow up. **Homeroom teachers are expected to address matters brought to their attention.**
- Indoor recess will take place in the classroom under the supervision of the assigned teacher. **Classes may not take any recess times other than those on the schedule.**

### *END OF SCHOOL DAY PROCEDURE*

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Each teacher is responsible for leaving his/her classroom, in an orderly condition, at the end of each school day.

- a. Teacher's desk is in order.
- b. Student chairs and desks are neatly in place.
- c. Closets are left in orderly condition.
- d. Air conditioners/heaters are turned off.
- e. Lights are turned off.

## *SAFETY PROCEDURES*

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Before learning can take place, students must feel secure in their environment.

Therefore, safety is of paramount importance at all levels. All school personnel must be fully committed to the highest level of safety awareness and practices. To achieve what we consider to be a safe environment, we have designed various regulations, policies and routines which we expect all students and staff members to carefully adhere to.

Three types of safety drills take place during the school year:

1. fire drill 2. lock down drill and 3. evacuation drill.

A “lock down drill” is called in case an intruder enters the building. When the code phrase “Lockdown Drill” is announced over the PA system, all faculty should cover the window on their classroom door, lock the door and instruct their students to stand away from view of the doorway and window until announcements will be made that the drill or incidents concluded.

When an “Evacuation Drill” is announced, we will vacate the building. Classes will proceed to their fire drill location and be guided, by their supervisor, to the grounds of our neighbor.

Drills are one way of indoctrinating students to safety awareness. Staff members must familiarize themselves with the following procedures:

Homeroom teachers are to ascertain:

1. That there is a fire drill sign at the entrance to your classroom, complete with clear instructions entered.
2. That your students are fully aware of school evacuation procedures and alternative escape routes. It is the homeroom teachers’ responsibility to train his/her students, periodically, in the classroom, in anticipation of a fire drill or emergency.

3. That upon evacuating the building, the attendance book is carried. When safely outside, student attendance should be checked. Any missing child must be immediately reported to an administrator.

4. *Evacuation Procedure:*

When the fire alarm is sounded everyone must leave the building until instructed by school officials to return.

- a) All children in a class must be accounted for including children who left for the bathroom.
- b) Close doors and turn off lights to prevent the spread of fire.
- c) Students must walk to the right of the hallway and stairway, insist on complete silence. The same procedures apply when returning to the classroom.
- d) Each teacher is fully in charge of students and is the only person permitted to talk when evacuating and re-entering the building.
- e) Classes will remain outside until a signal is given by the Educational Director or his assistant to re-enter the building.
- f) Should the fire alarm ring during recess, classes outside in the yard will remain there. The rest of the students will follow regular fire drill procedure.
- g) When the alarm bell rings, all teachers should locate their classes and help escort them to the designated emergency location. Take attendance to make sure all students are accounted for.

## *STUDENT SAFETY*

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1. By 8:20 A.M. every teacher must be in the front lobby welcoming and supervising their students.
2. When leaving the building for recess or a trip, two teachers must escort the group, one leading and one following, making certain the group is intact.
3. Teachers may never send students to an activity without making certain that proper teacher coverage is in place.
4. When absent, teachers must leave a schedule of all non-instructional duties in addition to the lesson plans for the substitute teacher.
5. Only one student at a time may leave the classroom and must carry an official BHJA class pass.
6. If you notice any safety hazards, please report it to the Educational Director promptly.

## *TEACHER ABSENCE/LATENESS*

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Regular faculty attendance promotes continuity of instruction and the success of our educational program. We therefore request that you keep absences to a minimum. If you know in advance that you will be absent on a particular day, notify our office manager or educational director.

Personal days should be cleared in advance with your supervisor. Such days must be used for urgent personal business, and not for vacation. Personal days are intended to give teachers time to attend to matters of a pressing nature, such as a doctor's appointment or family/emergency situation.

## **Vacations should never be taken when school is in session.**

Teachers are responsible for leaving an emergency folder on file in the Office in the event of an unexpected absence. This should be complete with duties, responsibilities and a generic lesson plan.

Personal days scheduled immediately before or after school holidays or used for a vacation will result in a deduction of two 1/180 of your salary for each day of such absences.

When arriving late to school, please remember to first check in with the Educational Director and only then proceed to class.

When calling in sick, be sure to inform us of all your out of class duties for that day. A teacher who is late three times will be considered as having been absent one full period.

A teacher is considered late if he/she enters the classroom after the class.

## *LEAVING THE BUILDING DURING SCHOOL HOURS*

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For safety reasons as well as effective organization, please let us know when you leave and return to the building.

## *SUBSTITUTE TEACHERS*

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In order to minimize disruption to our students' routines, we will attempt to utilize BHJA personnel to cover for their colleagues. Teachers and assistant teachers may be called upon during their non-assigned periods to cover those absences.

## *STUDENT ATTENDANCE*

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AM & PM Homeroom teachers must record attendance, daily, in their official roll book. In keeping accurate records of student absences, teachers should record in their attendance book lateness and early departure of students resulting when parents “sign-out” their children in the middle of the day. Official attendance books must be updated at all times. Parents of students who are absent should be called by the teacher following the second day of absence. Notify the Educational Director, in writing, following the third day of a student absence. Use the special form indicating name, phone number, and reason for absence. The Educational Director will then place a call to the parents and student.

## *HOMEWORK*

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Homework should be assigned regularly. These assignments should give children a sense of what they can do on their own without parental assistance and also the confidence that they can replicate and apply skills without direct supervision. Remember: Practice, with feedback, makes perfect. Therefore, always check homework and return it to the students in a timely fashion. Homework over Jewish holidays should be kept to a minimum with no tests assigned. Reading assignments should be given over vacation. In order to avoid students carrying unnecessary books, teachers should remind everyone at the close of the day to carry home only those texts they will need for homework assignments. Children who lose a book must pay for a replacement.

To discourage absence from school for non-medical reasons, teachers should not provide “Vacation work”. Our educational program revolves around our official school calendar. Hence, each day, including those before and after vacation, is important and must be utilized for instruction.

### *HOMWORK BUDDY*

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Each homeroom teacher, Hebrew and English, should appoint a homework buddy at the beginning of the year. The responsibility of the homework buddy is:

- 1) Call a sick friend (only those absent for medical reasons) and provide the assignments.
- 2) If at all possible, help the sick child to get the appropriate books and/or materials that he/she might need to complete the assignments.

Teachers should be aware that we advised parents, at the beginning of the year, of this policy. We count on each teacher to make this homework buddy system work.

### *STUDENT EVALUATION*

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#### *•Grading Periods – Grades 1-3*

The academic year is divided into three grading periods, at the end of which teachers will be expected to evaluate students. Evaluation is independent for each term. Three days prior to report card distribution, teachers will forward completed cards to the Educational Director for review and comments.

## **•Examinations**

Careful attention should be given in preparing for tests. Test questions should include items in cognitive areas such as: recall of data, application, comprehension, problem solving, etc. and should be appropriate to the grade level. Greater emphasis should be placed on the student's ability to process information rather than merely recalling facts.

## **•Grades**

Grades on report cards must reflect the student's performance on at least two examinations, homework, and classroom participation, with extra credit given for originality and initiative. Grades must be substantiated by this data.

## **•Report Card Comments**

The area of the report card with teachers' comments has great value, sometimes being more informative than the grade itself. Your comments must reflect a strong correlation with the grades. Comments should be objective and address the youngsters' performance rather than their personality or character traits.

## **•Returning Students' Work**

This will allow students to quickly benefit from their teachers' comments. Teachers should return all tests and assignments within three days. When an obvious deficiency in students' achievement is discovered on examinations, time should be devoted to re-teach that skill and correct the deficiency.

After reviewing and marking tests and students other major work, please bring them to the Educational Director for review and after return to your students. Excellent work will be signed by the Educational Director.

Homework should be reviewed daily. To keep parents informed, have them sign all major tests and assignments. Remember to check for parents' signatures.

## **•Exams - Testing Procedure**

Tuesdays and Thursdays - General Studies

Mondays and Wednesdays - Judaic Studies

Fridays are open for both Hebrew and General Studies.

(Hebrew and General Studies teachers should coordinate Friday's tests so that only one test is scheduled.)

To provide students with sufficient time to prepare for tests, we ask all teachers to follow the following guidelines:

1. Tests must be scheduled and announced at least one week in advance.
2. Only two tests may be scheduled for the same day - one for each department.
3. No unscheduled tests may be administered.
4. Quizzes need not be scheduled on the testing calendar and may be given under the following conditions:
  - They consist of material taught during the previous two lessons.
  - The quiz will last no more than 10 minutes.
5. **Parents must sign tests regardless of the grade.**

## *BHJA OFFICIAL SCHOOL DOCUMENTS*

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Teachers must familiarize themselves with all school policies and procedures outlined in the BHJA Parent-Student Handbook available on our website. It is the responsibility of each teacher to embrace and implement all school policies.

### *DRESS CODE*

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BHJA faculty and staff are expected to adhere to the spirit of our dress code, which includes:

Ladies:

- Knee length skirts or dresses - no pants
- Shirts and blouses must be long enough to cover midriffs
- Shirts or blouses that are NOT permitted are Tank tops, tight fitting and low cut tops and cropped tops, off-the-shoulder, sleeveless and capped sleeves

Gentlemen:

- Button down shirt

### *TEACHING ASSISTANTS' RESPONSIBILITIES*

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The teaching assistant, guided by the Homeroom teacher, helps create a learning environment conducive to achieving the social and academic goals established for the class. To realize such objectives, the assistant, under the Homeroom teacher's direction, will:

- Assist in creating an attractive and stimulating classroom ambiance (i.e. up-to-date, creative, and well-maintained bulletin boards, cleanliness, and order) which reflects and reinforces learning activities, while highlighting students' accomplishments.
- Provide small group instruction or assistance.
- Share responsibility with the Homeroom teacher for supervising students moving to, from, and during lunch, recess, trips, and other classroom activities.
- Assist the Homeroom in organizing and coordinating class trips.
- Collate, take inventory, and maintain instructional supplies and textbooks.
- Attend faculty meetings and staff development workshops.
- Lunch breaks for assistant teachers are 30 minutes Monday through Thursday and 15 minutes on Friday short days.
- Assistants who have concerns about an individual student should discuss it with the Homeroom teacher and not with the parent.

Qualified Assistants may be called upon to assist individual students or small groups with reading; provide “tutorials” to clarify, enrich, or expand on topics introduced earlier by the teacher; assist with spelling tests, check homework, or special assignments. Teachers may not assign their assistant to teach the entire class to free themselves to engage in another activity, parent conferences, phone calls, leaving the building for an errand.

## *FOOD ALLERGY POLICY*

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(1) **Sharing of food:** Due to the vast number of food allergies and sensitivities, there should be NO sharing of food among children. We ask that parents and faculty speak to the children to explain and reinforce this important issue. Teachers are expected to familiarize themselves with the BHJA allergy policy stated in our Parent-Student Handbook.

(2) **Food Rewards:** Please do not use food as a reward, as you and the child may be unaware of a potential food allergy. Please do not serve food in the classroom without advance approval by BHJA which must be obtained at least three days in advance.

## *CLASS TRIPS*

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- There must be a strong correlation between classroom instruction and a class trip or activity.
- Class trips should be scheduled to places which require the presence of a teacher to provide for a learning experience (other trips should be taken as family trips).
- Please make sure that children who receive medication during the school day receive it prior to going on their trip.

In preparation for a class trip, teachers must complete:

- 1) Class Trip form
- 2) Check Request form
- 3) Trip Permission Slip form

Submit the Class Trip form to your Educational Director or Director for approval.

- Teachers taking students on class trips must have the Trip Permission form signed by parents.
- Teachers should advise parents joining the trip to adhere to the school dress code as outlined in the Parent Student Handbook.
- When planning trips, teachers must be mindful of lunch and dismissal schedules, making all necessary arrangements.

Although we encourage outside activities and class trips, we must maintain quality on both academic and social levels.

### *THE SCHOOL OFFICE*

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The office must be maintained as a working area at all times. Accordingly, we respectfully ask please not to socialize in the office. Copying must be prepared at least a day in advance. Printed material will be placed in teachers mailbox. Please make sure all printed materials bare your name.

For the office copy machine to last, we must restrict its use to office staff only. There can be no exceptions “before school hours” or “after school hours.”

All printed material should be presentable, with a heading reflecting positively on the teacher and the Academy. Please be sure to print your full name, the number of copies you require and any other instructions you might have so that we can serve you efficiently and in a timely fashion.

Since we recognize the need for an occasional copy, we will keep a tray on the secretary’s desk for those “emergency” copy requests. Copies will be reproduced in a timely fashion and put in teachers mailbox. Remember that **lack of planning on your**

**part does not constitute an emergency. In the same way you expect your working routine and autonomy, please respect that of our office staff.**

### *TEACHERS' MAILBOXES*

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Please check your box at least twice each day for mail, memos and copies you are expecting.

### *TEACHERS' LOUNGE*

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A lounge is located in the basement. Do not leave private or important materials in public. **Only kosher food may be put in our microwave and oven.**

### *SCHOOL SUPPLIES*

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School supplies are ordered through our office manager. Please follow the procedures listed below for speediest processing:

1. Select the items you wish to purchase from Amazon.
2. When your order is delivered, check the packing slip against the items in the box.
3. If the packing slip is accurate, sign it and return it to our Office Manager.
4. If the packing slip is inaccurate, or if the merchandise is incorrect or damaged, please discuss it with our Office Manager.

### *RELIGIOUS QUESTIONS / KASHRUT REQUIREMENTS*

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We do not celebrate Halloween, Christmas, Valentine's Day, St. Patrick's Day or Easter. Materials devoted to these and related topics should not be shared. We also

discourage “trick or treating,” nor do we distribute Valentines. No writing or television viewing should be assigned from Friday sunset to Saturday night.

Our Academy teaches and fosters an Orthodox life style. As a rule only the following kashrut symbols are accepted; OU, OK, CHOF K, AND STAR K.

An acceptable Kashrut symbol must appear on all food, otherwise the food may not be eaten in the school.

### *INCLEMENT WEATHER AND EMERGENCIES*

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As a rule, our school is closed for students on those snow days when the Public Schools are closed. An announcement will also be posted on our website and parents and staff will be notified by email.

### *TEACHER-PARENT COMMUNICATION*

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Teacher-parent communication is conducted via notes, telephone, personal conference, parent signature on tests and other written work provided by classroom teacher. Discretion and good judgment are important in choosing what to say to parents and how to say it.

Special forms should be used for reports about behavior, neglect of homework, progress, etc. These are available in our office. The original copy will be mailed to the parent and a copy should be placed in the student’s permanent record folder.

Two Parent-Teacher conferences are scheduled for the year. The first conference will take place before the end of the first marking period; the second conference will take place between the 2nd and 3rd marking periods.

Teachers are encouraged to invite parents to conferences whenever students are not performing up to class level. Parents will appreciate such contact and always will work with the child to resolve the problem.

### *PARENT-TEACHERS CONFERENCES*

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Curriculum conferences will be conducted within the first 5 weeks of school, which affords teachers the opportunity to meet with the parents of their students. Teachers are expected to present an overview of the curriculum, yearly plans for each subject, textbooks in use, and a handout for parents to follow.

### *RESPECT FOR VISITORS*

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Please train your students to rise, as a sign of respect, for a visitor who enters the classroom.

### *BULLETIN BOARDS*

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Bulletin boards should be utilized to display students' work. Displays should be meaningful, timely, and relevant. Remember to place your name and class number in a corner of the display. Teachers are responsible for decorating the bulletin board placed near their respective classroom door.

## *PARENTS NEWSLETTER*

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Newsletters are shared every Friday with parents and teachers via email. Teachers are encouraged to bring to the Educational Directors attention events which merit mentioning in our weekly letter.

## *GUEST VISITS*

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Periodically the Academy issues a bulletin highlighting various school activities. Teachers are encouraged to submit short “write-ups” and pictures about unique classroom activities worthy of publication. Please forward these “write-ups” in a timely fashion to the Educational Director.

## *BENEFITS*

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- Sick Leave: (for salaried employees only)

The first month, there is no (0) paid sick leave;

after one (1) month, benefits include eight (8) days paid sick leave, accrued one day per month, contingent upon a full school month of attendance.

In the event the employee is absent the first month of school, the 8 paid sick days begin when employee has been in attendance for one full month of school.

A doctor must verify, in writing, of three or more days of illness/absence.

Unused sick days cannot be carried over to the following year.

No employee may receive compensation for unused sick days whether during or after employment with Brooklyn Heights Jewish Academy.

- Lateness: (for all employees)

Lateness may not to exceed 15 minutes with verifiable delays in transit, per day. If you exceed 15 minutes, it will be deducted.

Unpaid Absences: (for salaried employees only)

Employee absences a day prior to or after a school calendar closing will not be paid for that closing time. (does not include inclement weather and forced closings).

Exceptions will be made at the discretion of the head of school based upon teacher performance, attendance, and timeliness.

- Unplanned absences/call outs: (for salaried employees only)

On the 3<sup>rd</sup> last minute absent day, we take off double the day's pay. (Last minute means notifying head of school by 8 pm the night before).

- Engagements/ Weddings: (for salaried employees only)

As per school calendar days, can be applied to sick days.

A -5- day paid absence as per school calendar days will apply to the wedding however the employee chooses to use them.

- Maternity leave:

You may use your 8 sick days.

## *COLLECTION OF MONEY*

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Check with the Educational Director before charging students for any activities as the activity may be covered by other funds. Money collected by the teacher for trips, book orders, etc., becomes the responsibility of the teacher. Money should be stored in an envelope along with a checklist of the students who have, or have not yet paid. Money

should never be left in the teacher's desk, nor should it be left in the classroom overnight. Only after collecting all fees from all your homeroom students, forward the total along with signed parents permission slips to our Office Manager. Please don't send students to the office.

### *PROFESSIONAL GROWTH*

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BHJA expects its pedagogical staff to stay abreast of developments in the field of education. Toward this end, teachers without a master's degree must submit evidence each year that they have taken an approved course during that year.