



# **Temple Jeremiah**

## **Center for Learning**

**Parent Handbook**  
**2021-2022**

# Temple Jeremiah Center for Learning Parent Handbook

937 Happ Road  
Northfield, Illinois 60093  
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[www.templejeremiah.org](http://www.templejeremiah.org)

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## School Office Hours:

Sunday ..... 8:30am – 1:00pm  
Monday ..... 8:30am – 5:00pm  
Tuesday ..... 8:30am – 5:00pm  
Wednesday ..... 8:30am – 5:00pm  
Thursday ..... 8:30am – 5:00pm  
Friday ..... 8:30am – 3:00pm  
Saturday ..... CLOSED

## Senior Staff:

Rabbi Paul F. Cohen, D. Min., D.D.  
Rabbi Rachel L. Heaps  
Cantor Susie Lewis Friedman  
Danny Glassman, Executive Director

If you wish to reach a teacher, please call the school office and we will have the teacher contact you.

# Our Philosophy

As another school year begins, we pray that we will continue to grow from "strength to strength." With you, the parents, we join in partnership, endeavoring to offer an atmosphere where Judaism is made special and real, where pride in our history soars high, and where each individual child is treated with respect and is considered unique.

Parents, we cannot hope to succeed in giving the children a meaningful religious education leading toward Confirmation, without your help and support. Our children perceive how we relate to things Jewish, how much importance we place on the observance of Shabbat and other holidays, and what we share together as a Jewish family. If we do not feel compelled to be active, to participate in temple life and increase our own Jewish knowledge, the message may be confusing to our children.

We look forward with excitement and anticipation to a year of learning, growing and striving for the eternal values, which are our heritage. May we, together as partners, work toward educating our children in the direction of *mitzvot*, of righteousness and good deeds with a deep sense of caring for one another. Come enter the doors of our Center for Learning and experience Judaism with your children.

Matt Rissien  
Rabbi Paul F. Cohen  
Rabbi Rachel L. Heaps  
Cantor Susie Lewis Friedman

*Ben Zoma said,  
"Who is wise?  
The one who learns from everyone," as it is said,  
"From all who would teach me, have I gained understanding." (Pirke Avot, Chapter 4:1)*

## **MISSION STATEMENT**

The goal of Jewish education at Temple Jeremiah is to provide a warm and nurturing environment where students enjoy learning about Judaism and the Hebrew language while strengthening their connection with the Jewish people. Our mission is to invigorate a love for Torah, the State of Israel and acts of *Tikkun Olam*. We are dedicated to inspiring children to believe that they, as individuals, can make a difference in this world. We urge them to recognize the spark of God they each possess and to understand that a kind heart can impact the people around them. Their pride in being Jewish and being a mensch, a good, decent human being are central to our Center for Learning.

## **CONFIRMATION**

Since the inception of Reform Judaism, Confirmation has been the goal of religious school. During the year, emphasis is based on Jewish religious thought so that the student will both intellectually and emotionally begin to explore on deeper levels such age-old questions as God, revelation, the problem of evil, etc. Also, Jewish identity is explored on different levels.

The class meets with both teachers and clergy throughout the year. This is the year when we endeavor to tie all the threads together, a year of introspection, controversy and insight.

## **STUDENTS WITH SPECIAL NEEDS**

The goal of Temple Jeremiah's Religious and Hebrew Schools is that each child will have a positive Jewish identity, will be proud of being Jewish, and will want to continue their Jewish traditions into adulthood. While Hebrew and Judaic studies are mastered easily by some students, we are aware that to others, learning can be more difficult. For those students who have physical limitations, learning challenges, emotional issues, or other special needs, we try to provide assistive support or smaller classes. Parents who would like to request special needs assistance for their child(ren) should contact Matt Rissien.

## **RELIGIOUS SCHOOL CURRICULUM**

It is the desire of Temple Jeremiah to provide a meaningful Jewish education to every student in our school. We want our children to learn in an environment that is warm, and we want our program to reflect the best of contemporary pedagogy. It is our hope that the Religious School is a place where parents, students, and teachers all work together to instill a sense of caring and community. The "Chai" curriculum is part of a national project of the URJ (Union for Reform Judaism) and is now an integral segment of our 3<sup>rd</sup> through 6<sup>th</sup> grade curriculae.

## **PRIMARY**

The primary years of our Religious School instill in each child a sense of Jewish identity and self-acceptance. These years are built on concrete Jewish experience, relevant to the child's home life. Our aim is to nourish a child's own material sources of curiosity and desire to discover. Whenever possible, this is accomplished through a first-hand experience of music, art, holiday observance, understanding and Jewish experiences in general. These experiences will carry through Confirmation.

## **KINDERGARTEN**

The core of the curriculum for our youngest students centers around the holidays of the Jewish year, and a beginning effort is made to acquaint the children with simple concepts and rituals associated with Jewish life. Our methods are experiential - the children learn through touching, seeing, hearing, tasting, and creating. The Jewish experience is shared through music, drama, dance, art, and literature.

Basic prayers are introduced. Through participation, the children learn the *Shema*, blessings over bread and wine, and simple holiday songs. *Tzedakah*, the act of giving, becomes part of their lives. The kindergartners begin to explore their understanding of God in their lives.

The pre-kindergartners and kindergarteners are introduced to the temple, the sanctuary, the school, the rabbis, the cantor, and the educator. It is the perfect beginning on the path to Confirmation.

## **FIRST GRADE**

The focus of the curriculum for the first grade is the Jewish home. This is a very sweet year for the children as they learn about those things that make a home Jewish, how is each holiday celebrated at home, and with our parent-school partnership, the children will see what they are learning come alive at home. We focus on the celebration of Shabbat and begin our exploration of Biblical heroes and heroines. Basic, simple prayers are introduced through participation in our children's services. Although the first-grade holiday focus is on Shabbat and the High Holy Days, all holidays are touched upon. **Consecration**, a lovely ceremony marking the true beginning of the children's education here at Jeremiah, is experienced in the fall, touching the hearts of parents and grandparents as the children are blessed and receive their own personal "Torah."

## **SECOND GRADE**

Second graders will study the synagogue. We want to help them to see the temple as a place to meet, discuss, learn, interact, share, and experience Jewish life. We prepare our students for active participation in our synagogue and they are introduced to the ceremonial objects and symbols in the sanctuary. Prayer, *mitzvot* and one's relationship with God are an integral part of the year's study. We also utilize a pre-readiness program to Hebrew.

The students are also introduced to the Ten Commandments using the book, Who Knows Ten? in addition to the texts, My Synagogue: House of the Jewish People and Molly Cone Stories, which delight the children. The second-grade holiday focus is on Passover (Pesach) and Shavuot.

## **THIRD GRADE**

The third graders are introduced to an important course of study during the year. By using the book, A Child's Bible: Lessons from the Torah, the children begin to discover what Torah is and to see Judaism from a new historical perspective. From creation to Moses, our children are taken on a fascinating journey through time. The third-grade holiday focus is on Chanukah. The reinforcement of letters and sound recognition in Hebrew continues with regular decoding time in class.

The Third grade and Alef classes will be taught on Sunday mornings **ONLY**.

### **INTERMEDIATE DEPARTMENT**

Students entering fourth through sixth grades are part of our intermediate department. Children of this age begin to reach out for both personal and social standards. As they consolidate the growth of their earlier years, we begin to offer a more formal course in Jewish ethics. We offer our students opportunities to come to their own decisions through a study of the teachings of our Jewish traditions. By internalizing the teachings and attaining personal insights, we believe the students can best reach a deeper understanding of Jewish ethics, which will lead to future ethical living. This philosophy continues through Confirmation.

### **FOURTH GRADE**

Israel, *Tzedakah*, prayer, and God are the major units of study this year. The students begin to understand *Tzedakah* as much more than dropping a quarter into a can. They will come to understand the impact that our Prophets have had on *Tikkun Olam* and Social Justice. Group discussions and participation in thinking through problems are keys to significant learning experiences. Maimonides' Eight Steps of Giving are understood through concrete examples, and actual service to the Jewish community solidifies their learning. There is a strong conscious effort to bring God into classroom discussions and experiences. The text, Partners With God, is an excellent resource.

The prayer unit focuses on the meaning of prayer beyond the basic translations in our *Siddur*. What kinds of prayers are there? What is the difference between praying alone and praying in a community? How do I feel when I pray? Many questions are discussed. The unit culminates in a worship service created by the fourth graders.

We also want our children to develop awareness of *K'al Yisrael*, the community of the people of Israel. In order to strengthen their Jewish identity, the children will study Israel's history, geography, and present ways of life, including a study of kibbutz and city life.

The holiday focus is on the High Holy Days and Yom Ha'atzmaut, Israel Independence Day, with students now studying from a more personal and historical perspective versus a simpler ritual outlook. This expanded study of holidays continues through Confirmation.

### **ISRAEL EXPERIENCE**

A new and enriched Israel Experience will be central in 5<sup>th</sup> through 7<sup>th</sup> grades, inspiring both parents and students. Personalized travel films and hands on learning will enhance our program.

### **FIFTH GRADE**

The Jewish Life Cycle and understanding the Five Books of Moses are central to our fifth grade. We strive to help our students understand the Jewish view of life and our special way of celebrating our important events from birth until death. The concepts of birth, Brit Milah, naming, Bar/Bat Mitzvah, Confirmation, marriage, home, aging and death are studied in such a way that traditions

of our ancestors are integrated with a relevant set of modern practices. The highlight of the year is a 'real' wedding (teachers or staff renew their vows in a beautiful ceremony) completely planned by the students. The students will also be introduced to the practice of Life Cycle events in Israel.

There are many hands-on activities and actual life cycle celebrations. The Jewish calendar is interwoven through the year so that it can become a more comfortable part of the students' lives. The Five Books of Moses become a major, comfortable resource. Additionally, electives with our sixth graders enhance this particular year.

### **SIXTH GRADE**

The sixth-grade school year focuses on the Tanach, the Hebrew Bible, the Land of Israel, and a taste of conversational Hebrew. Following a review of the biblical period of Abraham through Moses, the students enter the world of the Kings and later Prophets. The children are at an age when they can understand and relate to Jewish history and Israel. They are conscious of their past and we hope to ignite an interest in biblical history and how it relates to us today. Not only will they learn of the great contributions to our people's history, but they will be touched by the great moral teachings our ancestors left behind. We strive to instill an interest and love of *Eretz Yisrael*, past and present, and spend time exploring the pre-Bar/Bat Mitzvah year and what that means regarding *Tikkun Olam*, repairing the world. To keep the students active, we have created a schedule that allows them to move through three rotations, interacting with each teacher.

### **HIGH SCHOOL DEPARTMENT**

Temple Jeremiah's Center for Learning is proud to introduce an exciting and new post Bar/Bat Mitzvah program....

#### ***Chavayah: Learning Through Doing***

We have created an array of hands-on opportunities that offer deeper and greater teen engagement experiences.

We want to work in partnership with you, knowing, from past experience, that the teens who "stay on" after eighth grade feel a deeper connection to temple and to their Jewish identity in young adulthood. And, we know that you, as parents, want your children to deepen their Jewish connection as they mature.

Discussions and activities will center on Social Justice, getting involved and making a difference in the world. We will have mini units on Comparative Judaism and Comparative Religion, Jewish Identity and Anti-Semitism, Jewish Pride, and good decision-making. Electives, specialist tracks in the arts, Israel in the news, and the opportunity to be part of our *Madrichim* (teaching aides) program are all powerful aspects of this year. We also know that some of our Social Action activities can fulfill some requirements for community service hours for National Honor Society, which is a nice additional benefit of our new hands-on program.

Grades seven through ten are challenging years in a religious school. Adolescents enter the struggle between dependence and independence, and religious school can offer the arena where this struggle can be safely played out. Contemporary issues are major units of study in these grades, with room for disagreement, participation and debate. This adult level of interaction is an essential aspect of each grade. Hands on *mitzvah* projects and an introduction to advocacy are important elements of this year.

### **SEVENTH GRADE**

B'nai Mitzvah students will have the opportunity to share their own ideas with their peers in addition to interactive discussions with the Rabbi on Torah and current events. Hebrew enrichment is also an essential focus in the seventh grade for those students who have completed their four years of Hebrew. An engaging curriculum of Jewish Identity is center stage for seventh grade. "Moving Traditions" is gender based, nationally recognized program in which students meet in small groups and explore issues important to them, have fun, and are "real" with one another. Group leaders have been specifically trained to facilitate these groups. The students also delve into Jewish ethics and a partnership with students in Israel, a topic that truly captures the students' attention.

### **EIGHTH GRADE**

Our eighth-grade year, post B'nai Mitzvah, marks a new beginning for our students. In place of meeting every Sunday, our students join us for mini-units. The goal is to help students realize the responsibility and the challenges involved in being an "adult" in the Jewish Community. Experiential field trips, incorporating *mitzvot*, will also take place.

All units emphasize active learning processes utilizing group discussions, outside speakers, role-playing games, and field trips.

### **NINTH GRADE: PRE-CONFIRMATION**

Taught by a team of teachers, rabbis, and guest facilitators, our ninth graders will also join us for three 4-week mini-units. Our focus is on strengthening the students' Jewish identity, with participants creating new friendships or deepening existing ones, and developing a new connection to temple.

### **TENTH GRADE: CONFIRMATION**

Confirmation is a sacred and meaningful chapter in a young Jew's life. It certainly marks a milestone in one's religious education and comes at a time when it is expected that young people will have some definite feelings about their values and hopes for the future.

Guided by the rabbis and the Confirmation teachers, the students enter a year of personal exploration - an exploration of their relationship to their fellow human beings and their relationship to God.

The students are given an overview of Jewish traditions. They then tackle issues such a self-respect, intermarriage, anti-Semitism, and the suffering of the good. What is it to be a thoughtful adult, practicing Jew? What does religion mean to me? Who is God? Questions such as these are



confronted and explored. Guest speakers will also be a vital part of the year, helping the students become aware of the issues facing Jews today.

The confirmation class has its own calendar, consisting of several mini-units of experience during the school year.

### **POST-CONFIRMATION**

Our 11<sup>th</sup> and 12<sup>th</sup> graders are offered several treasured opportunities to study, interact and experience Judaism alongside of our senior staff.

### **MADRICHIM** **(HIGH SCHOOL TEACHING ASSISTANTS)**

Temple Jeremiah High School students who are part of our Religious School program are eligible to become *Madrachim* in our primary and middle grade classrooms, the school office, as well as in our weekday Hebrew School program. Admission to this program is based on the student's level of commitment, enthusiasm, and willingness to be part of a team. The students and teachers come to rely on the *Madrachim* and the help they provide in the school. The *Madrachim* also serve as role models for our younger students.

### **TEMPLE JEREMIAH'S HEBREW SCHOOL**

We at Temple Jeremiah believe that the Hebrew program is an integral part of our total education endeavor. Over 98% of our students participate in this most important program. The study of the living Hebrew language provides a dynamic sense of participation and achievement. The skills necessary for active and meaningful participation in home observances and religious services are a central focus of our Hebrew instruction.

Our goals build upon one another:

1. To develop familiarity with the Hebrew language.
2. To develop enthusiasm for the Hebrew language, customs, and traditions.
3. To develop the ability to read Hebrew.
4. To develop the joy and obtain the skills for celebration of the holidays in both the temple and the home.
5. To obtain knowledge of prayers for Shabbat and other Jewish holidays.
6. To introduce students to a basic conversational vocabulary.
7. To develop an awareness of the significance and importance of becoming a Bar/Bat Mitzvah.

Hebrew School (Bet through Daled) meets once per week, Mondays or Wednesdays, 4:00pm to 6:15pm in 30-minute group virtual sessions.

A new element will be an essential part of our Hebrew program – titled, “Hebrew Through Movement.” It is an interactive strategy to introduce Hebrew as a modern spoken language

combined with the goal of making prayers in the siddur more easily accessible to congregational school students.

### **Hebrew I - Aleph**

Hebrew begins in third grade. The students use a Hebrew primer titled Shalom U'rachah. Through drill, games, and other successful methods of teaching, our young Hebrew students will know all the letters and vowels and have command of simple words and phrases. Toward the end of the school year, the students are introduced to simple prayers and blessings. We culminate in a lovely closing ceremony, celebrating the students' mastery of true Hebrew reading.

1. *Shabbat ritual blessings*
2. *Barchu*
3. *S'hma*
4. *Mi Chamochah*
5. *Nissim B'Chol Yon – Hebrew/English*

### **Hebrew II - Bet**

Students continue to reinforce their language and prayer vocabulary. The main text, Hineini, will introduce the student to reading prayers that they have, up until now, been reciting by rote. Basic grammar and simple conversation are integrated into prayer and blessing material. All blessings and prayers can be found on our website. Students are encouraged to listen to them online or download them to their iPods or phones.

1. *Nissim B'chol Yom, continued*
2. *V'ahavta*
3. *Yotzer*
4. *Torah Blessings*
5. *HaTikvah*
6. *Holiday Prayers*
7. *Introduction to Kiddush*

### **Hebrew III - Gimel**

We continue to focus on prayers for Shabbat and holidays. There is an appropriate review of Bet prayers. Using Hineini, the students learn the meanings of the prayers, in addition to developing an increased comfort in their reading skills. As in Bet, these prayers can be found on our website. These prayers include:

1. *Maariv Aravim*
2. *Kedushah*
3. *Avot V'imahot*
4. *Shalom Rav*
5. *Special Blessings for Sukkot and Shavuot*
6. *G'vurot*
7. *Ein Keloheinu*
8. *Shalom Aleichem*

### **Hebrew IV - Daled**

This is an enrichment year for our Hebrew students. There is a strong emphasis on prayer reading and understanding with the introduction of weekly Torah passages. Our fourth year Hebrew students participate in prayers, which are an integral part of every conducting Hebrew school worship service, religious service, yet not necessarily part of for the other classes. The students learn Bar/Bat Mitzvah training. The students are exposed to the 4<sup>th</sup> year teachers and spend time with the rabbis, cantor and educator. We celebrate our Daled students with a Graduation and

service led by the children. Some conversational Hebrew has been added to this final year which includes:

1. *The Torah Service*
2. *The Shabbat evening Kiddush (complete)*
3. *Birkat HaMazon*
4. The Haftarah Blessings
5. *Kaddish*
6. *Adon Olam*
7. *Aleinu*
8. *Havdalah*

### **BAR/BAT MITZVAH**

Bar/Bat Mitzvah at Temple Jeremiah is an option and a privilege offered to our students who attend both Religious and Hebrew School. Our students must complete a minimum of three and one-half years of study in the Hebrew department prior to the beginning of the school year in which the Bar/Bat Mitzvah will occur.

Bar/Bat Mitzvah is distinct from Confirmation and **is not** a substitute for it. Every student who is honored with the ritual of Bar/Bat Mitzvah is expected to continue with religious studies through Confirmation. Our Confirmation year (10<sup>th</sup> Grade), as well as our pre-Confirmation (8<sup>th</sup> & 9<sup>th</sup> Grades) program, is filled with challenging experiences, adult level discussions, and memorable moments for our high school students. (Please refer to curriculum description)

### **GENERAL INFORMATION**

Sunday, **Religious School** is held from 9:00am – 10:30am (K-5<sup>th</sup>)

Sunday **Alef** Hebrew class is held from 10:30am – 11:15am

Sunday, **Religious School** for 6<sup>th</sup> graders and up is held from 11:00am – 12:30pm

**Hebrew School** meets Monday or Wednesday, from 4:00pm - 6:15pm (30-minute virtual sessions)

**We request that all students be at school ten minutes before classes begin so that we may start promptly.**

### **PARKING LOT PROCEDURES**

In order to avoid children being injured and the possibility of rear-end collisions, **NO CHILDREN ARE TO BE PICKED UP OR DROPPED OFF ON HAPP ROAD. DO NOT USE THE CIRCLE DRIVE, AS IT IS NEEDED FOR EMERGENCIES.**

### **TRAFFIC GUARDS WILL BE ON DUTY TO PROTECT THE CHILDREN**

You will receive a separate sheet of instructions regarding our traffic pattern and related rules.

### **INCLEMENT WEATHER**

If Religious School or Hebrew School is closed due to inclement weather, Temple Jeremiah is part of the Illinois Emergency Closing Center. If there is ever a question about inclement weather and the cancellation of classes, please go to [www.emergencyclosingcenter.com](http://www.emergencyclosingcenter.com)

### **JEREMIAH PARENT NETWORK**

Our goal is to build community by increasing engagement of parents and children in our school. Participating parents have formed focus teams around social justice, co-curricular programming, teacher/classroom support and all-school experiences. This is open to our entire parent population and ideas from all families are always welcome. Please contact Matt Rissien if you would like to participate at [matt@templejeremiah.org](mailto:matt@templejeremiah.org).

### **PARENT PARTICIPATION**

Our students' Jewish education is enhanced and enriched by the involvement of parents in celebration of our Jewish holidays and traditions, as well as supporting the students in doing small amounts of Hebrew homework. We invite all congregants to join us in our Open Houses, scheduled throughout the first month of school. You can find our school calendars on our website at [www.templejeremiah.org](http://www.templejeremiah.org).

Each year, we offer the opportunity for parents to participate in programs, specific to their child's class on Sunday mornings. Although never required, the children love when their parents are able to experience a "taste" of what it means to live their Jewish spirit and passion. During the year, parents will be invited to join children in the classroom or for class-led programs and services, including grade level dinners for the younger grades and a Sunday morning breakfast for Pre-Kindergarten and Kindergarten students. Every year is a little different so be sure to check your email for updates.

### **ATTENDANCE**

Since we have so little time and so much to teach, it is required that pupils attend Religious School regularly. Frequent absences create difficulties in keeping up with class work and may discourage your child from learning. Also, excessive absences for unimportant reasons tend to lower the status of not only the Religious School in the eyes of the child but reduce their commitment to your family's religious values and may negate all our efforts to raise the school's standards. Make up work will be sent to students if absences become a problem. Parent communication is a necessity so that the teachers and educators know, in advance, of scheduling conflicts.

When a student's attendance record reflects either an excessive or a chronic pattern of absences, a conference may be requested to determine make-up work before credit can be given for the particular school year.

With excessive absences from Hebrew School, the teachers will contact parents to discuss make-up work. This may involve home assignment or private tutoring (at the family's expense). Students must complete the semester's work to be admitted to the next semester of school.

### **EVALUATIONS**

Mid-year, teachers will complete and we will mail evaluations to parents for Kindergarten through Sixth Grade students as well as Hebrew School students. If a conference is required, the school will inform the parent. Parents may request conferences at any time. At the end of the school term, a

final evaluation is sent regarding your child's Hebrew progress, and, when necessary, there will be suggestions for summer tutoring.

### **EXPECTATIONS OF PROPER AND RESPECTFUL BEHAVIOR**

While our school is a House of Study, it is also a House of Worship. As such, it deserves an attitude of respect. Our teachers transmit to our pupils not only a body of information, but also a religious heritage. They deserve from parents and pupils alike the regard which is proper to their calling and one which is in keeping with the traditional Jewish respect for teachers and people of learning.

It is incumbent upon all of us who are involved in religious education to instill into our children not only the prescribed demands of common courtesies and proprieties, but especially the proper attitude which is required in a Religious School.

This should reflect itself not only in the way pupils behave toward their teachers and fellow pupils, or in the building, but also in the way the pupils are dressed when they come to school for classes and for other functions.

A child's attitude toward the Religious School may very well determine his attitude toward higher values in later life. It is of the utmost importance, therefore, that we all join hands and endeavor in every possible way to foster within our children those attitudes which are in the spirit of our great ideals and beliefs.

If any individual problem arises, the teacher will make every effort to work with the student within the class. If necessary, the student will be sent to the office to speak with the Director of Education. Parents may be required to attend a conference or sit in during class time.

Please note, we DO NOT allow the use of cell phones (including texting) during class time. If a student has a phone, it must be turned off, not on vibrate. If this rule is breached, the teacher will hold the phone until the end of class.

Our school standards are set with the purpose of promoting the highest quality education. They are not inflexible rules designed to be limiting; they are set for the advancement of worthwhile and exciting classroom experiences.

### **PROMPTNESS**

It is important both for the class dynamic and for the actual learning of material that students are in class on time. Parents' cooperation is, therefore, essential. Please arrange your car pools accordingly.

### **PERMISSION TO LEAVE EARLY**

A student must have a note from home before receiving permission for early dismissal. This note must be signed by Matt Rissien or the teacher and sent to the school office. The child must be met by the parent (or any other adult so designated by the parent) **IN THE OFFICE**. For the safety of our

children, NO CHILD WILL BE PERMITTED TO BE PICKED UP EARLY OUTSIDE THE TEMPLE BUILDING OR IN THE CLASSROOM.

### **EMERGENCY INFORMATION FORMS**

When registering for school, each child must have Health and Emergency information indicated on file in case of sickness or accident. Any changes in doctor or neighbor's phones must be reported to the office.

### **ALLERGIES**

We make every attempt to be a NUT-FREE school, although we are not a nut free building. Please do not bring in foods that contain tree nuts, peanuts, or products derived from them. This also applies to food for individual consumption as well as food that is to be shared. We try hard to eliminate nuts and nut products from the school environment, but we cannot guarantee a nut free environment. We therefore urge parents and children to be vigilant.

If an Epi-Pen is required to be on premises for an individual child or children, the parents are responsible for informing both teachers and the Director of Education. Non-expired Epi-Pens, Benadryl, etc., must be brought in by the parents and will be kept in a central location near the school office. All needed permission forms must be signed and on file.

### **TZEDAKAH - RIGHTEOUSNESS**

Within our school, we try to imbue our children with the understanding of the importance of *Tzedakah*, both in its broader sense as the "righteous way" to live, as well as in its less general sense, as charity. To this end, we have established an ongoing *Keren Ami* or *Tzedakah* Fund to which students are encouraged to contribute each week. You will be able to see where your *Tzedakah* money will be sent in your teacher's weekly email.

### **ROOM PARENTS**

Rather than ask one individual to be responsible for all requests of help from the classroom teacher, we ask parents to let us know as to how they can be of assistance - field trips, Shabbat dinners, special projects, holiday baking, etc. Please be generous with your time, as we need your cooperation. We often ask one parent from each class to coordinate that class volunteer pool.

### **VISITING**

Parents are encouraged to visit the school and are requested to plan in advance to avoid conflicts. No other visitors will be allowed without special written permission from Matt Rissien. Parents must call to make specific arrangements.