

Guidelines for Professional Communication & Interactions

AREA	PERMITTED	NOT PERMITTED
Setting	<ul style="list-style-type: none"> Meetings with students, whether on or off campus, in public or semi-public spaces Meeting in rooms with windows or open doors Off-campus meetings limited to school-related purposes Written parental permission must be obtained in advance for any off-campus meeting or activity. Time is spent based on legitimate student need. 	<ul style="list-style-type: none"> Meeting a student off campus without prior written parental permission and administrator approval Meeting 1:1 in private or secluded areas (e.g., kitchens, storage rooms, backstage)
Frequency of Interaction	<ul style="list-style-type: none"> Meetings should not exceed 30 minutes unless approved by the administration. Attention is equally offered and spread relatively evenly among students with similar needs. 	<ul style="list-style-type: none"> Excessive or unusual one-on-one interactions Excessive attention toward a particular student
Physical Contact	<ul style="list-style-type: none"> High fives or handshakes Brief, appropriate physical contact (e.g., a side hug), when it is clearly for the student's benefit and with the student's consent 	<ul style="list-style-type: none"> Prolonged or frequent physical contact Long hugs or lingering contact Massage or "chills" Touching face, chest, abdomen, or legs Hitting, even jokingly Touching a student's face, chest, abdomen, legs, or private areas
Language & Comments	<ul style="list-style-type: none"> Professional, respectful communication 	<ul style="list-style-type: none"> Remarks, jokes, or comments about physical attributes of any individual Using language typically reserved for intimate relationships, (e.g. I love you should be used only in reference to a group, class, city, etc. and never for an individual.) Sarcasm or nicknames
Professional Role	<ul style="list-style-type: none"> Support students academically and emotionally with interactions directly related to the staff member's role within the school. Refer students to guidance or counseling staff as needed. Teacher-student relationship is friendly. 	<ul style="list-style-type: none"> Acting as a counselor, therapist, or primary emotional support for a student. Sharing intimate, personal, or private details of one's personal life Teacher-student relationship is a friendship.
Chaburahs/Out of School Learning	<ul style="list-style-type: none"> On the phone or Zoom 	<ul style="list-style-type: none"> In homes

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Out of school communication via text or phone call	<ul style="list-style-type: none"> • Technical or logistical communication only • School-related matters • During regular waking hours (before 11:00 p.m. and after 7:00 a.m.) • Group texts only 	<ul style="list-style-type: none"> • Emotional, personal, or private conversations • Long or ongoing exchanges • Emojis
Email Communication	<ul style="list-style-type: none"> • All emails must be sent only through the teacher's school email account. • Communication must take place exclusively through ParentLocker. • Messages must be professional, school-related, and transparent. 	<ul style="list-style-type: none"> • Use of personal email accounts • Emailing students outside of ParentLocker • Emotional, personal, or private emails
Tutoring Students (for hire) Out of School	<ul style="list-style-type: none"> • Tutoring on school grounds or in a public location (e.g. Library) • In a common area where others can see and walk in • With written parental permission and administrative approval 	<ul style="list-style-type: none"> • Tutoring in a secluded office or room • Tutoring students a teacher is currently teaching • Tutoring out of school without written parental permission and administrative approval
Inviting Student to a Teacher's Home for Social Events or Parties	<ul style="list-style-type: none"> • Event should be school related and approved. Event should be open to a clearly defined group (e.g. class or committee) and the group should remain together in a main living area of the home throughout. Events should remain structured, time-limited and purpose-driven. 	<ul style="list-style-type: none"> • Hosting individual students or selected groups in a teacher's home. • Hosting events that are without a clear school purpose that have not been approved. • Events in private spaces of the home
Babysitting/Chesed at a Staff Member's Home	<ul style="list-style-type: none"> • Chesed is set up through the official school chesed program only. • Needs written parental permission and administrative approval. • Is limited to the designated time and responsibility which is set by the chesed coordinator or the approved babysitting agreement. 	<ul style="list-style-type: none"> • Teacher requesting or accepting additional services without pay • Teacher accepting services from a student without parent and administrative knowledge and approval • Chesed or hire with current students
Transportation	<ul style="list-style-type: none"> • Needs written parental permission that documents the reason and frequency/duration 	<ul style="list-style-type: none"> • Transporting students without parental permission • Transporting students without notifying administration • Transporting one student alone

KEY POINTS

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Be aware of the power differential.

Pay attention to your gut.

Secrecy is ALWAYS a red flag! Avoid!

Parental involvement is required (in writing is best). If you ever have a question regarding parent involvement, speak to your principal.

Notifying your principal of any occurrences enables her to support and protect you.

Any teacher who observes, experiences, or becomes aware of communication or interactions that may cross professional boundaries is expected to raise the concern promptly with the principal or head of school.