

רמב"ם Maimonides School



**Upper School
Parent/Student
Handbook**

2011-2012

תשע"ב

FREQUENTLY CALLED PHONE NUMBERS

Main Number	(617) 232-4452
Upper School Fax	(617) 566-2061
Business Office Fax	(617) 566-0933

Judaic Studies Principal	Rabbi Yaakov Jaffe	x 121
General Studies Principal	Judith Boroschek	x 118
Assistant Principal	Rabbi Dov Huff '00	x 209
Director of College Counseling	Tamar Gelb	x 125
Consulting Psychologist	Dr. Steve Millman	x 169
Learning Center Director	Brenda Hefter	x 106
Director of Athletics	Hal Borkow	x 112
Student Activities Coordinator	Sara Herst	x 128
Office Administrator / Registrar	Deborah Rothman	x 100
Nurse	Robin Shuman	x 406

GRADE DEANS

Grade 9 Dean	Yael Jaffe	x 167
Grade 10 Dean	Rabbi David Ehrenkranz	x 107
Grade 11 Dean	Rabbi Avinoam Durani	x 134
Grade 12 Co-Dean, College Counselor and Senior Thesis Advisor	Christopher Dore	x 117
Grade 12 Co-Dean	Refael Fadlon	x 142

DEPARTMENT CHAIRS AND COORDINATORS

English Dept. Chair	Jonathan Hartt	x 140
Math Dept. Chair	Mike Schockett	x 129
Science Dept. Chair	Dr. Jerald Halpern	x 132
Social Studies Dept. Chair	Roberta Wright	x 116
World Languages Dept. Coordinator	María Guzmán	x 123
<i>Rakezet Ivrit</i>	Galit Grutman	x 137
Talmud Dept. Coordinator	Rabbi Dov Huff '00	x 209

הגיד לך אדם מה טוב ומה ה' דורש ממך
כי אם עשות משפט ואהבת חסד
והצנע לכת עם אלוהים (שפי"א: ח')

*It hath been told thee, O man, what is good,
and what the LORD doth require of thee: only to do justly,
and to love mercy, and to walk humbly with thy God (Micah 6:8)*

Dear Parents and Students,

We are pleased to present the Maimonides Upper School Handbook, containing our school's rules and regulations.

Following in the footsteps of Rabbi Dr. Joseph B. Soloveitchik, *zt"l*, we aspire at Maimonides to several goals simultaneously. First and foremost, we aspire to educate students towards becoming Torah-observant Jews who are knowledgeable about our tradition, and eager to play their role in its 3000-year-old history.

Secondly, we aspire to educate our children to behave and act in a manner that will bring them admiration and respect from their peers and society wherever they go, and will testify that they are worthy students of the "man of kindness", *Avraham Avinu*.

Finally, we aspire to accomplish the above alongside the well-founded reputation for scholastic excellence that Maimonides has earned for itself. We are determined to maintain this high standard, which can only be accomplished through effort and consistency.

The handbook you are holding helps establish the guidelines through which we, the Maimonides family, can achieve the goals set forward for us years ago by Rabbi Soloveitchik. Together, we can maintain the tradition of excellence that began more than seventy years ago and has continued through the decades to this day.

Please read this handbook together with your children. Discuss with them what comprises a healthy Jewish education, and how the guidelines in the handbook help accomplish this goal. We view ourselves at the school as full partners with you in this process.

With best wishes for a productive and successful year,



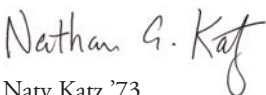
Rabbi Yaakov Jaffe
Judaic Studies Principal



Judy Boroschek
General Studies Principal



Rabbi Dov Huff
Assistant Principal



Naty Katz '73
Executive Director

This handbook is designed to provide general guidance for school families and students about current school policies and programs. We reserve the right to amend, delete, or alter any of its contents as necessary. Maimonides families should understand that the statements contained in this handbook do not constitute a contractual undertaking on behalf of Maimonides School.

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INTRODUCTION

Welcome Upper School families! Please familiarize yourselves with the information and policies contained in this handbook, in order to facilitate a productive and successful school year for your student and your family. For further information, please see the Maimonides School website at www.maimonides.org.

To our Upper School students, let this handbook be your guide, and always remember that your advisors and Grade Deans are here to help you succeed. Get to know us and let us get to know you!

Who's Who at Maimonides

The All-School Administrative Team (ASAT)

Together, the All-School Administrative Team directs and manages all academic programs and operations of the school and is collectively responsible for student welfare and academic progress.

Judy Boroschek, Middle & Upper School General Studies Principal, oversees all General Studies faculty, programs, curricula, professional development, supervision and evaluation, and student progress in the Middle and Upper School.

Brian Cohen, Middle School Assistant Principal, directs all aspects of the Middle School, with a special focus on programming and student life.

Barry Ehrlich, Director of Curriculum and Instruction, Grades K-12 oversees curriculum reviews, instruction, and faculty professional development for all grades.

Brenda Hefter, Director of Student Support K-12, oversees all student academic support.

Rabbi Dov Huff, Middle & Upper School Assistant Principal, assists the Principals in all aspects of school management, with a special focus on student life.

Nathan Katz, Executive Director, leads all academic and business operations of the school; chairs ASAT; supervises the principals; and reports to the Board of Directors.

Rabbi Yaakov Jaffe, Middle & Upper School Judaic Studies Principal, oversees all Judaic Studies faculty, programs, curricula, professional development, supervision and evaluation, and student progress in the Middle and Upper School, with a special focus on religious life.

Rabbi David Saltzman and *Reena Slovin* are the Principal and Associate Principal of the Elementary School (Gr. K-5).

Admissions

Ariella Brunwasser, Director of Admissions, handles all matters related to student recruitment and admission to the school.

Maryn Herberg, Admissions Assistant, supports the Director of Admissions.

Operations

Mervin Alge, Director of Operations, is responsible for buildings and grounds, security, buses, nurses and logistics for school events. Our maintenance and custodial staff all report to Merv, as well as the security and cleaning service companies.

Chris Russell, Director of Technology, supports and maintains hardware, software and networks throughout the school including voicemail and email.

Clinton Ray, Facilities Manager, supervises the maintenance staff, and lives on-campus.

Business Office

Karen McAvoy, Director of Finance and Accounting, oversees all Business Office functions, budgeting, financial planning, and payroll.

Arline Tannenbaum, Operations Administrator, manages human resources (including any questions about benefits), financial aid applications and grants.

Elka Tovah Davidoff, Executive Assistant, supports the Executive Director and the Business Office, and coordinates requests for room reservations.

Development Office

Mike Rosenberg, Director of Alumni and Community Relations, is responsible for all alumni and parent publications, coordination of fundraising events, and all alumni relations.

Naomi Ribner, Director of Communications, manages all publications and print materials, assists with events, and serves as a resource to teachers and administrators. She is also the webmaster for www.maimonides.org.

Ellen Pulda, PR & Media Relations Officer, writes about the school for internal newsletters and external media, assists with special events, and works with the administration and lay leadership (including the PTA) to promote school spirit and visibility in the Boston Jewish community.

Josh Sandler, Development Officer, manages all fundraising efforts including the Annual Campaign.

Who's Who in the Upper School

Principals:

Rabbi Yaakov Jaffe..... Judaic Studies Principal
Judy Boroschek General Studies Principal
Rabbi Dov Huff..... Assistant Principal

Grade Deans:

Yael Jaffe..... Grade 9
Rabbi David Ehrenkranz..... Grade 10
Rabbi Avinoam Durani..... Grade 11
Christopher Dore Grade 12
Rafi Fadlon Grade 12

Department Chairs:

Jonathan Hartt English
Roberta Wright History
Mike Schockett Math
Dr. Jerald Halpern..... Science (Interim Chair)
Galit Grutman Hebrew Language Coordinator
Maria Guzman World Languages (Dept. Coordinator)
Rabbi Dov Huff..... Talmud (Department Coordinator)

Other Faculty, Administrators and Staff:

Debbie Rothman..... Registrar
Tamar Gelb Director of College Counseling
Sara Herst Student Activities Coordinator
Elizabeth Zygadlo..... Library Media Specialist, Levy Library
Dr. Steven Millman..... Consulting Psychologist

See the Maimonides School website for a complete roster of Upper School staff.

I. THE RELIGIOUS DIMENSION: SCHOOL AND HOME

Maimonides School aims to provide an experiential Jewish education. Our goal is to offer daily opportunities for our students to practice *mitzvot* within a community of people who share that commitment. Our ultimate purpose is to foster within each child a comprehensive commitment to *halachic* living and thinking which extends to his/her entire life. To that end, we strive to instill within our students a standard of religious observance—both within the school and in their private lives—conducive to achieving our educational goals. Creating a vibrant, engaged religious community and culture is the goal and purpose of our partnership between home and school, life and learning.

Tefilla is an observance that is taught and practiced in school in an effort to instill within students a life-long commitment to daily prayer. We expect that all of our students, boys and girls, will *daven* the required *tefillot* daily at school: *Shacharit*, *Mincha* and *Ma'ariv*. Any exception should be discussed with, and have a written note from, Rabbi Jaffe.

While in the *shul*, students are to conduct themselves in a manner that is appropriate to *Tefilla BeTzibbur*. This includes davening rather than talking to their peers and remaining in *shul* for the duration of *Tefilla*.

The observance of *Shabbat* and holidays is a central component of *Halacha*. As such, students are expected to uphold these sacred days in a manner consistent with what is taught in school. Students should use the day to grow their Torah knowledge and family connections, or as a time to relax with friends. *Shabbat* should not be used for frivolous activities, or for activities that desecrate the sanctity of *Shabbat*, heaven forbid.

Tzni'ut

Tzni'ut, modesty, has been erroneously and narrowly understood to deal only with a modest mode of dress. In reality, however, *tzni'ut* is a way of life, an attitude and a sensitivity, which should govern our relationship to God and to one another and which should guide us within the *halachic* system to develop our own personal set of values and priorities. After all, our people is noted for a tradition of being *Rachmanim*, *Bayshanim*, *veGomlei Chassadim*, for being humble, unassuming, and not eager to attract attention, and as a result, it is fitting that one of the major goals of Maimonides School is to help foster a life of *tzni'ut*.

We accomplish this goal first by encouraging students to adopt specific patterns of behavior. More importantly, we try to help students develop the sensitivity and understanding that will allow them to discern on their own the entire realm of *tzni'ut* which cannot, and should not, be defined merely by a list of rules and regulations.

One specific aspect of *tzni'ut*, which is governed by *halacha*, is the requirement to dress in accordance with the Torah concept of decency and modesty. It is impossible to describe concretely all the kinds of clothing which are or are not appropriate, but we have implemented clear guidelines of acceptable dress for the school outlined later in this handbook. Parents and students are therefore expected to exercise appropriate discretion in the selection of clothing.

Attire

In addition to those aspects of our dress code which are based upon the *halachot* of *tzni'ut* that govern the dress of *bnai* and *bnot mitzvah* year-round, in and out of school, there are several dress regulations designed to help create a dignified environment conducive to learning and to proper decorum in the classroom. Students should come to school dressed appropriately. The students should not be underdressed (in clothing which is too casual) or overdressed (in clothing,

jewelry or make-up which is designed to attract undue attention.) Students who are not dressed appropriately will be addressed. Students will be asked to change to appropriate clothing and, if the pattern persists, will be sent home.

Students should arrive at school dressed in school attire and should remain dressed that way throughout the day. It is both unacceptable and disrespectful for students to change out of proper school dress when they leave school. This is especially so for students who ride on the school busses home, who are expected to continue to be dressed in accordance with the dress code while on the bus.

Students must always present a neat and clean appearance; their clothing should have no rips or holes. Shorts, sweatpants or hats are prohibited during the school day. Students should not wear hoods or pajamas in the school.

For gym class, students should change into sweat pants (not leggings), tee shirts and sneakers.

Extreme hairstyles, which make a statement about the values of the popular culture, are incompatible with our lifestyle. These hairstyles, including but not limited to extreme lengths and colors, are not allowed. In accordance with Torah law, boys' sideburns may not be higher than mid-ear; boys' hair must be short enough that it does not interfere with the wearing of *tefillin*.

Attire Specific to Girls

- **Skirts:** Girls must wear skirts or dresses. (The exception is during gym, when sweat pants – loose fitting pants, not yoga pants or leggings – should be worn **in the gym area**.) Skirts must be long enough to touch the knee.
- **Sleeves:** Dresses, tops, and shirts must have long or short sleeves (i.e., no cap sleeves).
- **Tops:** Tops must be long enough to overlap with skirts (or pants during gym) at all times, even with the arms raised. Tops, shirts and sweaters should not be excessively tight. Cleavage may not be revealed and blouses cannot be transparent. Necklines should provide coverage even when bending over.
- **Pants:** Girls may not wear pants during the school day, except when located **in the gym area** for gym related activities.
- **Make-up:** Make-up of any type should be kept to a minimum.
- **Jewelry:** Earrings at the lobe of the ear are acceptable, although other body piercings are not.

Attire Specific to Boys

- **Kippot and Tzitzit:** All boys must wear *kippot* and *tzitzit*. This applies equally to recess, field days, and all class trips. Boys should wear some type of clip to secure *kippot* on their heads during activities..
- **Pants:** Boys may not wear jeans, sweatpants or wind pants (except during gym class **in the gym area**), or pajamas during the school day.

- **Shirts:** Boys must wear polo or buttoned dress shirts, with full collars. Sweaters, turtlenecks, and jackets do not qualify as collared shirts. Shirts must be buttoned fully, except for the top button at the collar.

The dress code applies at all school-related events and field trips that take place during or after the school day, including club practices and athletic events in our own facility. Field trips, drama rehearsals, mock trial practices, Project Shalom activities, one-on-one teacher-student meetings and even athletic activities are all part of the hallowed enterprise of the education of our children, be they “on campus” or “off campus.” Consequently, students participating at these activities during school hours or under school auspices are expected to dress as they would in the classroom. This includes Sunday activities on campus.

Speech

We would be remiss if we did not note another equally critical aspect of *tzni'ut*, modesty in speech. Students are expected to use speech that is becoming of a humble, modest people, whose focus is on the higher forms of human interaction, and not its basest manifestations.

Kashrut

We expect all students to live at all times by the standards of *kashrut* which they are learning in our classes—in school, at home, and when eating out. In simple terms, this means that food should have reliable rabbinical supervision. Students should eat only in restaurants under rabbinical supervision; contrary to the popular misconception, no food prepared in a non-kosher restaurant can be considered kosher.

Candy and ice cream seem to be particular problems. Many products, including those we remember eating as children, have had recipe changes and now contain non-kosher ingredients. Please limit your children’s snack food to those products manufactured under rabbinical supervision. All candies and ice creams without such supervision must be assumed to be non-kosher. Please note that the presence of the letter “K” on a wrapper indicates only the manufacturer’s claim that the product is kosher; it is no guarantee of genuine *kashrut*.

All food brought to school must have one of the following copyrighted symbols, indicating supervision by a recognized Rabbinical authority:



If you have any question about a specific product, we suggest you call Rabbis Huff or Jaffe, your own local orthodox Rabbi, the office of the local *Va'ad HaRabbonim* (617-426-2139), or the *Kashrut* Division of the Union of Orthodox Jewish Congregations of America (212-563-4000). In general, we will, of course, be happy to assist you with any *kashrut*-related issue.

Maimonides School parents have a right to expect that their children will be served only kosher products when invited to friends' homes (kosher food which is prepared in or served on non-kosher utensils is not kosher). Please be particularly careful about *kashrut* when you invite your child's classmates so that both your children and their friends will be comfortable going to one another's homes.

Since people have different standards of *kashrut*, home-prepared food will not be served to others in school.

Popular Culture

Certain aspects of the popular culture of the last several decades, which have become such an important part of the lives of so many children and teenagers, are, in the lifestyle it advocates and in the lyrics of its songs, largely antithetical to the values represented by Torah institutions and by the homes from which our students come. We certainly do not expect our students to be without any exposure to contemporary music, television and movies, but we must help them develop a proper perspective about the values of that culture and its place in their lives.

Home and School Parties

Maimonides students are expected to adhere to the requirements of *halacha* at social gatherings. Parties in private homes organized by and for Maimonides students may not include inter-gender contact such as in activities like co-ed dancing, contact sports, or other inappropriate activities. Maimonides parents expect that a responsible adult will be present to supervise all parties.

Summer Camps

The summer camp experience is an important one in a child's life, with significant social, emotional and religious implications. The environment created by summer camps has a profound impact upon children and teenagers. Should you need assistance in finding a camp in which Torah values are reinforced, Rabbi Huff or Rabbi Jaffe would be happy to provide you with guidance regarding such camps.

II. GENERAL POLICIES AND PROCEDURES

Expectations for Behavior

With the goal of maintaining a safe, productive and positive learning environment for all, each member of the school community is expected to behave responsibly, thoughtfully and respectfully in his/her interaction with others. In order to achieve this goal, each person shall:

- Speak and act in a kind, courteous, and respectful manner.

- Work toward his/her own educational goals, and support and respect the learning of others.
- Maintain decorum in the classroom as well as in non-classroom settings.
- Show respect for school property, the property of others, as well as one's own.
- Resolve conflicts in an appropriate manner, without resorting to physical or verbal aggression.

The faculty and administration are seriously committed to these guidelines.

Attendance

Considering the importance of the work done in the classroom and the ill effect absence has upon the individual as well as upon the entire class, we ask parents ensure that their children always arrive on time and that their children not miss school unless absolutely necessary. We should be informed in advance of any unavoidable absence. See the School Rules section for procedures regarding reporting absences, late arrivals, etc.

School Hours

Monday–Friday Starting Time

At 8:00 a.m. students report to *Shacharit* for attendance. Each student will be expected to have already been to his/her locker to deposit books, coat, etc., before reporting for attendance. Each student is to bring his/her own *ArtScroll Siddur* (and, during the period of *Selichot*, a volume of *Metsudah Selichot*).

Monday–Thursday Dismissal Schedule

The school day for Grades 9–12 typically ends at 5:30 p.m (or 5:45 when we daven *Ma'ariv* in school).

Friday Dismissal Schedule

Fall 2:30 p.m.

Winter 1:05 p.m.

Spring 2:30 p.m. (see the calendar for the exact dates)

Attendance, Absences, Late Arrivals, and Early Dismissals

Considering the importance of the work done in the classroom and the negative effect absence has upon the individual as well as upon the entire class, we ask parents to ensure that their children always arrive on time and that their children not miss school unless absolutely necessary. We should be informed in advance of any unavoidable absence.

Students are expected to attend *davening*, all assigned classes, and assemblies. Please refer to the rules under Attendance Policies in the School Rules section for more detailed information.

A student who is absent from any class for whatever reason, including illness, will not be allowed to participate in a practice or game, perform in a rehearsal or play, or take part in any other extracurricular activity that same day.

Procedure to Report Late Arrival

Students who arrive after the start of *davening* should report to the office to sign in. **All lates are considered to be unexcused until a call is made to the absentee line.** Call the main number at (617) 232-4452 and press 5 to leave a message on the absentee line.

Students arriving after 8:10am proceed directly to tefilah, and may not unload their belongings in their locker until after tefilah has ended. Instead, their bags should be left in the Saval Auditorium, or should be brought into shul.

Early Dismissal—Appointments

Appointments, other than emergencies, should be made after school or during vacations. If a student must be dismissed during the day, parents must call the absentee line prior to 8:00 a.m.

Early Dismissal—Illnesses

If a student becomes ill and needs to leave school during the day, he/she must obtain a note from the nurse. **Failure to do so will be considered an unexcused absence.**

The student is responsible for turning in all work due on the day of an early dismissal and for getting homework assignments from another student so as not to fall behind.

Leaving Campus

Upper School students (with the exception of 9th graders in the fall semester) may leave campus during free periods and lunch. All students must sign in and out with the office. Those who do not are considered to be truant. Students who abuse this privilege will lose it. If you do not wish your child to leave campus during the school day, please discuss this with him/her and inform the school office.

If a teacher is absent last period, students might be dismissed early. The school is not responsible for and does not monitor students after their last class, or if they leave the building at any time during the day.

Professional Days/Faculty Meetings

In order to provide opportunities for the professional growth and development of our faculty and staff, we have scheduled several early dismissal days. Please consult the school calendar so that you will be able to make childcare and/or

carpool arrangements in advance. We suggest scheduling medical/dental appointments for the afternoons of early dismissal days whenever possible.

Inclement Weather, Closings/Delays, Dismissals Due to Weather

- Information regarding school closings or delays will be posted immediately on the school's home page www.maimonides.org, and on our recorded telephone message on our main number, 617-232-4452, and sent to all parents by email.
- Information will also be available on radio station WBZ (1030 AM) and television stations WBZ-TV (Channel 4), WCVB (Channel 5), and WHDH (Channel 7) and the WBZ website: <http://wbz.com>
- If a delay of school begins at 9:00 a.m. (a 1-hour delay), we *daven Shacharit* in school. If we begin at 10:00 a.m., (a 2-hour delay), students should *daven Shacharit* before coming to school.
- If severe weather develops during the school day, parents should listen to the radio or TV and check our website for up-to-date dismissal announcements. Please note that because many of our students travel considerable distances to and from school, we must, for the students' safety, tend toward early dismissal when weather conditions begin to deteriorate. If you wish to pick up your child early on snowy days, please feel free to do so by going to the correct school office and asking for him/her to be dismissed to the office.
- Whenever there is a weather-related early dismissal, this automatically means that all after-school activities for all grades are canceled.

Health

If your child has a specific health issue, it is important for the teachers (through the Grade Dean) and the nurse to know about it. *It is very important that you discuss any health problems with the school nurse.* Health forms and emergency cards must be returned to the school by the first day of school or the student may not be allowed to attend classes.

All students must have up-to-date immunizations to be able to attend classes. As we are an Orthodox Jewish school, we grant *medical* exemptions to the immunization requirement, but do not accept *religious* exemptions from immunization.

Please help us properly organize any medication that your child needs to take while he/she is in school:

- All medications **must** be brought to the nurse's office as soon as your child arrives in school. Please do not simply keep the medication in his/her lunch box or book bag.
- Prescription medicine must be in its original bottle and must be accompanied by the appropriate form giving the school permission to give

the medicine and specifying the precise dosage and the time it should be given. **The school will not issue medicines for which there are no forms on file.**

- A note specifically permitting the school to give the medicine and specifying dosage and time must also accompany non-prescription medicine.

Nurse's Office

The nurse is located in the Brener Building from 8:30 a.m. to 1:00 p.m. and in Saval (lower level) from 1:00 to 5:30 p.m.

Emergency Communication

Emergency cards sent during the summer contain important information which the school needs in order to reach families in the event of an emergency. In the event of an emergency, the school will first try to contact the parents as listed on the emergency form, next the person listed as the backup. In a serious situation, the school will call 911 and the student will be taken to the hospital.

Daily Communication with Students

Messages to students cannot be communicated during class time. Students should check the bulletin board outside the main office door during break times, or in their student mailboxes for messages.

Communication with Teachers

Teachers cannot receive calls during class hours. However, they welcome parent dialogue. All faculty and staff have email addresses and check their email at least once each day. The email addresses for all faculty are available on the school website. Usually, the emails are set up as jsmith@maimonides.org, where “j” is the first initial and “smith” is the last name.

We recommend that email communications focus on establishing contact. Email can be very helpful for making requests for subsequent phone calls or setting times for meeting. It is a good way to list possible times to be reached by phone. Short, informal messages lend themselves well to email communication. We have found that lengthy messages, meant to convey important ideas, are not easily done with email. Often, the real intent of the message is lost or overlooked without the chance for clear understanding between the two parties. In order to keep the lines of communication open and to use this technology effectively, we encourage you to use email with us mainly as a tool for establishing further communication in person or by telephone.

If you are expecting a response to your email message, please place only one name in the “To:” field to avoid confusion. It is not considered good email etiquette to broadcast a personal email message to multiple parties at the school using the “cc:” field.

Food

Students will be able to purchase lunch, healthy drinks and snacks from vending machines. Please send enough money each day.

Students may bring meat for lunch. However, if students bring meat, they are reminded that they should put a placemat on their table, since there may be milk residue on or inside the cafeteria tables.

Books and Supplies

Students purchase and keep their textbooks. General Studies books may be purchased from www.maimonides.bkstr.com or your own source. *Limudei Kodesh* books can be purchased at the Israel Book Shop at 410 Harvard Street in Brookline, (617) 566-7113. Book lists are also available on the school's website under Parent Resources. Call the Upper School Administrative Assistant, Debbie Rothman, at ext. 100 for more information.

Lockers

Like desks, all student lockers are the property of the school. Debbie Rothman keeps a list of locker assignments and corresponding combinations, and students should not have an expectation of privacy in these areas. Only equipment necessary for school activities or personal clothing should be kept in them. **Lockers should be kept locked at all times.** Do not store articles on the tops of lockers—they will be removed. The outside surfaces must remain free of writing and postings at all times. The inside of lockers may be decorated with appropriate pictures (i.e., that conform to the school's standards of *tzni'ut*) and paraphernalia. Locker use is a privilege which may be taken away if misused, such as in display of inappropriate material.

Lockers are emptied one week after the last day of school. Leftover contents are donated to charity; textbooks are re-sold.

Mailboxes

Mailboxes for Upper School students are located near their lockers. Students should check their mailboxes several times during the day.

Lost and Found

A lost and found is located in the hallway across from the Sephardic Beit Midrash. Unclaimed items are discarded or donated to charity during Thanksgiving, Winter, and Pesach breaks, and at the end of the year.

Traffic and Parking Policies

Over the past year we have been negotiating with the Brookline Transportation Board (BTB), Brookline Police Department (BPD), and most importantly the surrounding neighbors in finding a solution to parking and student drop-off/pick-up issues on both campuses. We need to maintain a safe and cordial relationship with the neighbors and the Town of Brookline. Your assistance in

making this a successful program for Maimonides School will be most appreciated.

The BTB has instituted a faculty/staff permit parking program for Maimonides School. This program will allow our faculty to park on Brookline streets without being ticketed. These negotiations have resulted in policies that have a direct effect on parents who transport their children to/from school and to students who drive to school.

The following policies and procedures will be in effect:

- **Student drivers** cannot park vehicles on Philbrick, Clark, or Buckminster Roads or along Rte 9 Westbound from Clark to Sumner Roads. **Students parking in undesignated areas will receive a detention.** (See additional notes below regarding student drivers.)
- As a result of our negotiations with the Brookline Transportation Board (BTB) and the Brookline Police Department (BPD), Brookline's on-street two-hour parking restriction will be **strictly enforced** for anyone parking on Clark, Philbrick, Buckminster and Clinton Roads. The BTB, BPD and neighbors will be monitoring us on a daily basis. The BPD will issue tickets to all offenders. The **ONLY** exceptions to this restriction will be faculty members who have paid for permit parking under this trial program.
- For all Maimonides vehicles, Philbrick and Clark Roads are one-way traveling towards Rte 9. (Neighborhood residents may travel in both directions before 7am and after 6pm.)
- Clark Road: vehicles may only park on the right side of the street going towards Rte 9; there is **NO** parking on the left side of the street.
- Buckminster Road: vehicles may only park on the right side of the street going towards Rte 9; there is **NO** parking on the left side of the street.
- Parking is **NOT** allowed directly opposite any neighbor's driveway at anytime. This policy is crucial to maintaining a positive relationship with our neighbors!

The following are always prohibited:

- Double-parking, parking on the sidewalk
- Stopping in the middle of the street
- Using neighborhood driveways for any purpose
- Parking anywhere in the school driveway
- Parking on Philbrick Road next to the flagpole island

In the morning for drop-off and at pick up in the afternoon, please follow the directions of the security guard and pull *all* the way forward when entering the Saval driveway. Drive slowly and be alert.

Additional Notes for Student Drivers

For safety reasons we urge students not to use their cars during free periods within the school day. Students must cross at the crosswalk on Route 9.

Crossing Route 9 where there is no crosswalk is dangerous, and can merit a detention.

We urge parents to discuss with their children whether to accept rides from or offer rides to their friends. Please be aware that students occasionally lend their cars to friends; please discuss with your daughter/son whether or not you will permit her/him to do this. **It is illegal in Massachusetts for drivers under 18 to transport unrelated minors in their car for the first 6 months of their license.**

Internet Etiquette and the Acceptable Use Policy

All users of the Maimonides network must adhere to the Acceptable Use Policy, which is shown below. The AUP outlines guidelines for how one should use technology resources, including cell phone access to the Internet, at school and how one should conduct oneself while using the resources.

The Maimonides Network is a monitored network. Logs and other information on network usage (e.g., email and internet activity) may be collected and, when deemed appropriate and necessary, reviewed by the Director of Technology and the administration. Privacy is highly respected, but the Director of Technology and the administration reserve the right to examine any relevant files if there is reasonable evidence that the Acceptable Use Policy has been violated or in the event of problems in any system or program.

The Maimonides network is to be used in a responsible, ethical and legal manner. The systems are the property of the Maimonides School. When using the internet and email, you represent yourself and the school. A high standard of personal responsibility is required in order to maintain your privileges. Because access to the internet provides connections to other computer systems located elsewhere, Maimonides cannot completely control the content of the information obtained from other systems. Some of the information available is controversial or offensive. Maimonides does not condone the use of such materials.

Violations of the following guidelines may result in the revocation of access privileges and possible disciplinary responses. Maimonides reserves the right to modify these guidelines.

The internet is available for responsible use to Maimonides students and employees. Educational and school business use has priority.

All user accounts, including email, are accessible to the system administrators.

Maimonides reserves the right to monitor school computer systems to ensure proper usage and to prevent disruption of software, hardware or files.

Among other uses, a user may:

- Use the internet to send and receive email.
- Use conferences to share ideas.

A user must not:

- Use profanity, obscene images or abusive language or take part in conduct that violates Maimonides non-harassment behavior policy.
- Access offensive sites.
- Read or change computer files that do not belong to the user without permission.
- Misrepresent Maimonides, or the user's position/status at Maimonides.
- Send or receive copyrighted material without permission.
- Copy commercial software in violation of copyright laws.
- Use the network for financial gain or commercial activity.
- Use the internet for any illegal purpose.
- Disrupt or attempt to disrupt the software or hardware of our network.
- Engage in personal attacks or insults on the network.

A responsible user ought not:

- Assume that electronic communications and files are private or secure. Under certain conditions third parties can intercept communications.
- Give out personal photos, home phone numbers, addresses, or credit card numbers indiscriminately.

If a student uses a website, message board or blog to misrepresent oneself, to disparage the school or any person, or to depict or advocate illegal or inappropriate behavior, they will be considered for expulsion.

Those who violate or abuse these policies will be subject to discipline. Maimonides reserves the right to modify these guidelines as may prove necessary. These guidelines are not intended to be all inclusive, and are subject to additions or deletions at the school's discretion.

Students are also reminded that though students may use computers for school work, research, email or even look into current events – students may not use school computers for computer games or video-watching during the school day. These activities are too distracting from the enterprise of learning that we undertake at school, so students may not use YouTube or other video or gaming sites at school computers. Students can lose their computer use privileges if they abuse this rule.

Students may not use email or any computers during *tefilah*. Doing so is grounds for the student's computer privileges and login account to be suspended.

III. SCHOOL RULES

Maimonides students are expected to be punctual, courteous, respectful to others, and straightforward in their dealings with faculty and peers. The Principal will oversee the administration of a discipline code which addresses offenses large and small within the following four categories: in-class behavioral, in-class academic, outside class-school property, outside class-off school property. Consequences can range from a verbal warning for a minor infraction to detention and parental notification for a larger or repeated offense. Typically, a suspension is considered after 3 detentions within a semester. The following rules are listed to provide a reference should confusion arise over particular behavior.

Attendance Policies—Absences

Absences fall into two categories: excused and unexcused. Absences refer to morning attendance, which is taken at *davening*, and class attendance, which is taken by each teacher every period. All absences are considered unexcused until the school is notified on the absentee hotline, as described in Section II—General Policies and Procedures. Call the main number at (617) 232-4452 and press 5 to leave a message on the absentee line.

Excused absences are honored for medical appointments, illness, death in the family, and (with prior administrative approval) school-supported events. Students are allowed to make up work for excused absences if done in a timely manner as determined by the teacher. Students must attend *all* classes and davening on the day of a scheduled extracurricular activity to be able to participate in that activity. Missed work, including tests and quizzes, must be made up within one week. A doctor's note may be required for repeated medical excuses.

Unexcused absences will be treated as a disciplinary matter and will result in a detention. Faculty members are not obligated to assign make-up work or administer make-up tests to students for unexcused absences. The school makes the final decision as to whether an absence is excused or not. Cutting class will result in detention and/or parental notification as a minimum response.

Extended Absences: If a student knows ahead of time that he/she will be absent for more than one day, the student must check with all of his/her teachers in advance to ascertain what assignments are to be completed before returning to school. There is the possibility that if a student checks with a teacher one week

in advance, he/she, at the teacher's discretion, may be allowed to make up missed tests or work.

Missing school for travel, family obligations or other similar reasons is *not* deemed an excused absence.

Upper School students should be aware that absences appear on a student's permanent record and can affect how a college/university views the student's candidacy.

Excessive Absences: Excessive absences can affect a student's course grade because the classroom experience is an indispensable component of the student's learning and assessment process.

A minimum of 70% of any class (each quarter) must be attended to receive course credit. The Principals will review extenuating circumstances. Please note that this rule is irrespective of whether the absences are excused or not. Even if each and every absence is excused in a vacuum, students still must complete the 70% attendance requirement to receive course credit.

Tardiness: Four (4) tardies of any duration in a given class will be counted as an unexcused absence. After 4 tardies, a detention will result.

Attendance Policies—Lateness to School

A student is late to school when he/she arrives to *davening* after 8:00 am.

Unexcused lateness will lead to disciplinary consequences. Repeated morning absences, even with a parent call, may count as unexcused and will result in a detention. All late students must sign in when they arrive.

Attendance Policies—Lateness to Class

A student is considered late to class or other commitments when he/she arrives after the appointed time. Teachers may use their discretion as to consequences and will inform the Principal of repeat offenders which may result in further disciplinary action.

Attendance Policies—Missing an Exam, etc.

Students who show a pattern of being absent the day of an exam or the day a major assignment is due will face disciplinary consequences.

iPods/CD players

Personal music devices and their paraphernalia (especially earphones) are inherently non-social, a distraction to the teaching/learning process, and an easy target for theft. They are not to be used in classrooms at any time. Faculty will confiscate these devices.

Cell Phones

Cell phones must be left in lockers, not brought to class. They will be confiscated if students use them in class, during *davening*, or during assemblies,

whether for voice calls, text messaging, or internet use. If a parent needs to contact a student during his/her class time, they should call the main Upper School office. Phones may be used during lunch and free periods, but ringers should be set to vibrate.

Behavior in the Halls

Students should walk, not run, while in hallways and keep them open and peaceful. Athletic equipment must not be used indoors. If its user persists after a warning, the equipment will be confiscated. Any behavior that disrupts a class, damages property or attempts to injure is not allowed. There is no audible music allowed in the halls during class time.

Bullying Prevention and Intervention

Bullying is not tolerated at Maimonides School. Our complete anti-bullying policy is available on our website or from the school office.

Use of the Building

Students are not allowed in the building after hours unless present for a school sponsored event. Students may not enter the building when it is locked or closed. Being in the building after it is locked is considered a serious violation of the rules. For security reasons, students must always use the front door when entering or leaving the building. Other entrances, including the gym door, may not be used between the hours of 7:00 a.m. and 6:00 p.m. Students who enter or leave or assist others entering through the gym door will be subject to disciplinary action.

Students also may not climb onto the roof of any part of the school building, for any reason, at any time, for any length of time.

Courtyard

Students are encouraged to use the courtyard for outdoor recreation. When playing sports in the courtyard, students must not use any hard balls, can not play tackle sports, and can only throw balls in a lengthwise direction, i.e. in between the nets.

Property Destruction, Theft, Unauthorized Entry

Any student who damages school property, is involved in theft of any kind on campus or during a school-sponsored activity, or who, without permission, enters the private space of faculty, administration or staff, will be considered for **suspension or expulsion**. Parents are expected to reimburse the school for any damages to the building. Students are expected to report any damage (accidental or otherwise) immediately to one of the principals.

Food Outside Permitted Areas

Since food and litter can spread casually throughout the building, specific rules have been established. The general rules are that no food will be allowed outside

the auditorium. No food or drink (except water) is allowed in the library, or in the shul.

Litter in Halls/Class

Leaving litter is inconsiderate to our staff. It detracts from the appearance of the building, attracts rodents and insects, and thereby makes the maintenance task even more difficult. All students are expected to pick up trash when they see it.

Lunchroom Clean-up

The Saval building belongs to all of us. In order to help to keep it clean and orderly, students are assigned to lunchroom clean-up teams on a rotating basis, with Upper School faculty member in charge. Failure to report when assigned will result in disciplinary action. It is our expectation that next year, each grade in the US will be assigned one week per month to monitor lunchroom cleanup. If a grade fails to report, a consequence will be undertaken towards the grade as a whole.

Removal from a Section

Students who display a pattern of poor behavior within an assigned class may be removed from an assigned section and placed in another section. In extreme cases, the student will be removed from the course.

Cheating and Plagiarism

Cheating is the willful giving or taking of information to or from another student, or communication with another student in any way during or about a test, exam or homework assignment. This includes turning in a paper or other academic product to more than one teacher or course, without prior permission. Further, one can cheat by bringing into a test situation notes or other information that are not meant to be used as a reference whether explicitly prohibited by the teacher or reasonably barred from use by common practice. Plagiarism is the presentation of material taken from another source as one's own work or the attempt, successful or not, to do so. This can apply to "copying" another's homework. What follows is a more complete explanation of plagiarism:

Most writers know that copying another's work word for word without giving the author credit is considered plagiarism. But they often assume that this practice is frowned on only when long passages are involved (i.e., whole pages or paragraphs). Consequently, they feel free to copy phrases and sentences without using quotation marks or acknowledgements. Actually, any uncredited use of another's information or ideas is plagiarism whether the wording is changed or not. Under the mistaken notion that uncredited paraphrasing is acceptable, students often reproduce sources almost exactly, changing only a word here or there. An honest paraphrase, however, is one in which the ideas of the source are stated in the writer's own words; it is still necessary to credit the source.

¹ Jim W. Corder, *Handbook of Current English*, 6th ed., Glenview, IL: (Scott Foresman, 1981), p. 446. (Reprinted by permission)

The term *plagiarism* can apply not only to written words and ideas, but also to songs, works of art, computer programs and films. In other words, credit must be given for any aspect of a work that a student has not created. Carelessness is not considered an excuse for plagiarism. Putting a name on a paper, a poem, a painting, etc., is a pledge that, except where specified, it entirely represents one's own work.

Consequences for cheating are as follows:

- 1st Offense at Maimonides: Student receives zero on quiz, test, paper, or final exam. Teacher notifies parent, department chair, and principal.
- 2nd Offense at Maimonides: 1st Offense steps repeated; conference arranged with Principal; student receives F grade for that quarter to appear on his/her report card.

If a student plagiarizes by copying and handing in substantial parts of a paper written by another student or taken from a publication or taken from the internet with the intention of passing the work off as his/her own, the consequences for cheating apply.

Possession of an Illegal or Controlled Substance

The possession or use of an illegal substance on- or off-campus, whether associated with a school-sponsored event or not, is grounds for expulsion. Please note that this includes alcohol for all Maimonides students (who are under the legal drinking age of 21).

Fighting

Any student who attempts to injure another person will be considered for suspension or expulsion.

Disciplinary System—Detention

Detentions are assigned at various times during the day, as is appropriate for the student's disciplinary consideration. If a student misses a detention, an additional one will be assigned. If one of these is missed, a suspension is assigned and disciplinary probation is considered. Unresolved detentions will keep a student from being promoted or graduating. Students who miss a detention may not participate in athletic or extracurricular events until the detention is made up. In case of 4 detentions or more in a semester, a suspension is considered.

Disciplinary System—Disciplinary Probation

Students who show a pattern of violations and disregard for school rules may be placed on disciplinary probation for a time period established by the principals. Students who are placed on disciplinary probation will be prohibited from participating in team sports and extracurricular activities and will lose off-campus privileges until they are explicitly notified by the principals as to when

they could resume such participation. Failure to improve behavior after receiving disciplinary probation generally results in suspension.

Students who participate in school sports or extracurricular programs and **skip** a detention will automatically be placed on disciplinary probation. Any student on disciplinary probation will be reported to the Athletic Director and Student Activities Coordinator and will be prohibited from participating in any sports or programs until **all detentions** have been served, or at the discretion of the Principals.

Any student who receives a school suspension may be prohibited from participating in a school sport or extracurricular activity for a time period established by the Principals.

IV. ACADEMIC POLICIES

Grading Guidelines

Each department discusses grading guidelines that are in the interest of better student, teacher, and parent understanding of the school's academic standards. Each department stresses somewhat different objectives and skills, appropriate to the subject. The following is a summary:

- 90s: outstanding performance in all major course areas. (A range grades)
- 80s: good performance in all major course areas. (B range grades)
- 70s: satisfactory completion of course requirements. (C range grades)
- 65–69: inadequate performance, minimum completion of course requirements. (D range grades)
- Below 65: unacceptable performance in most major course areas. (F grade)

Note that 65 is the lowest acceptable passing grade.

Student Records

Student record files, transcripts, academic records, comments and letters of recommendation are the property of Maimonides School. Any parent wishing to know the contents of his or her child's school file may do so by contacting the Principal. Although documents will not be released from the custody of the school, their contents can be shared with parents.

Transcripts are retained permanently. All other records in a student's file are usually destroyed two years after graduation.

Academic Probation

Students who have any grade lower than 65, any two grades between 65 and 69, or any incompletes are placed on Academic Probation. While a student is on

Academic Probation, he/she cannot participate in any extracurricular programs including plays, teams, student council, and clubs. In addition, the student will lose his/her off-campus privileges.

A student can be removed from Academic Probation when the following quarter's grades are submitted or when the incomplete is converted to a passing grade.

Program Changes

Course selections should be made carefully since changes are often difficult to accomplish. Class sections are usually balanced by size, gender and aptitude. For these reasons, students are not allowed to choose teachers, nor change sections based on teacher preferences. No course may be dropped without prior approval of the teacher and the grade dean.

With approval, a course may be dropped, without any reference appearing on the student's transcript, any time until Friday, October 7, 2011 (Erev Yom Kippur). After this date, the student's transcript will include the date the course is dropped, and the cumulative grade earned. Courses may be added up until the drop/add date with permission of the instructor and the student's grade dean. Use the form available in the main office.

For senior year AP courses, students have until the last day of the first quarter to withdraw without notation on their transcript.

In either case, get the required form signed in order: teachers, grade dean, and finally, principal.

Promotion

To be promoted to Grades 10, 11 and 12 or to graduate, a student must pass all required courses. Students who fail a course will be required to make up the course at an approved summer school or, for Judaic Studies and Hebrew, be tutored by an approved tutor.

AP Course Requirements

Advanced Placement courses are offered when enrollment warrants it and when staffing allows. They are not open to all students; rather, entrance is by permission of the department chair, who has final say in this decision. Students who take Honors U.S. History (Grade 11) will have an AP designation on their transcript **only** if they take the AP exam and earn a 3 or better. Grade 12 AP courses (Biology, English, Political Science, Physics and Calculus) are all designated AP on the student's transcript. It is the teacher's choice whether or not the AP exam is a course requirement.

Standardized Testing for College Admissions

Following is a brief overview of standardized testing in the college admissions process.

The **PSAT/NMSQT** test is given to juniors each October in school. It is an abbreviated and slightly altered version of the SAT. The test covers three areas: Critical Reading, Writing and Mathematics. The purpose of the test is to acquaint students with College Board exams and to obtain an estimate of how students will perform on the required admissions tests. This test is also the qualifying test to determine which juniors will become semi-finalists in the National Merit Scholarship competition.

Most colleges require either the **SAT** or **ACT** for admissions and many schools also require two to three **SAT Subject Tests**. Students must note carefully the specific requirements of the colleges and any special programs/departments to which they are applying.

The **SAT I**, like the PSAT, covers three areas: Critical Reading, Writing and Mathematics. All students are heavily encouraged to take either the SAT or ACT during junior year. Some students (primarily those with very advanced language and math skills) will take in the late fall or early winter, while most students will take it in the spring. More information about both the SAT Critical Reasoning Test (SAT I) can be found online at www.collegeboard.com.

Nearly all colleges accept the **ACT** (American College Test) in lieu of the SAT. Another "brand" of college entrance examination, the ACT is similar to the SAT. Some students find that they score better on the ACT than on the SAT. The ACT is a curriculum-based test with more of a focus on verbal skills and the student's ability to draw conclusions, see implications, and apply facts. The test is taken in the same time frame as the SAT. When students are juniors they will receive more information comparing the two tests. More information about the ACT can be found online at www.actstudent.org.

The **SAT Subject Tests (SAT II's)** are hour-long tests focusing on individual subject areas. Not all schools require Subject Tests. Among those who do require them, most require two and a few require three. A list of tests offered and test dates is available on the College Board website. Most Maimonides students choose their Subject Tests from the following schedule:

- Biology (taken in June of Grade 9)
- Chemistry (taken in June of Grade 10)
- Physics (taken in June of Grade 11)
- Hebrew (taken in June of Grade 11)
- United States History (taken in June of Grade 11)
- French or Spanish (taken in June of Grade 11 or first half of senior year)
- Math Level 1 or Math Level 2 (taken in June of Grade 11 or first half of senior year)
- Literature (taken in June of Grade 11 or first half of senior year)

Those students who apply to highly selective science or engineering programs must usually take one science SAT Subject Test (most require either physics or chemistry) and one math Subject Test (some require Math Level 2). While some other academic programs have specific Subject Test requirements, most others allow the students to choose the subjects of their interest.

The decision about taking any particular exam should be based on how well a student thinks he/she can do on that Subject Test and how well the student has performed in that academic discipline at Maimonides. Some of our courses do not cover all of the material to prepare for these exams, so students should plan to set aside some time to prepare on their own. Each year in March, our College Counseling Staff visits the 9th and 10th grade science courses to review their testing options and advise students interested in taking SAT Subject tests on how to register to do so.

The College Board's current policy of "Score Choice" allows students to choose which of their scores they send to colleges. Many colleges, in agreement with this policy, accept only the scores students have selected to send, while other colleges have policies requiring students to send all of their scores.

Students who are absolutely certain that they will be applying only to a school or schools that do not require SAT Subject Tests can safely decide not to take these tests. We do suggest that students who plan not to take any SAT Subject tests talk to the College Counseling Office before making a final decision.

Testing Students with Learning Disabilities

The College Board and ACT do make provisions for extended time testing of students with documented learning disabilities, for the SAT Critical Reasoning and SAT Subject Tests, as well as the ACT. Special applications, available in the Learning Center, are required. Please be aware that the application process for these tests is a bit more cumbersome and time consuming than it is for regular applicants. It is, therefore, important that parents contact Brenda Hefter, Coordinator of the Learning Center, well in advance if your child needs to take extended time tests. **Please be aware that the College Board and ACT have issued strict rules for extended time testing.** Only those students for whom we have current, signed documentation on file from physicians, psychologists, child study teams and/or learning disability specialists and for whom special provisions for testing are regularly made in school are eligible to apply for these extended time tests. The College Board and ACT reserve the right to grant or deny all requests for extended time, **regardless** of what services a student may use in school.

Graduation Requirements

To graduate, students must complete the following:

Subject	Required # Years
English	4
Math	3
Science	2
Jewish History	2
History	3

Subject	Required # Years
Talmud	4
Chumash	4
<i>Navi</i>	4
Hebrew Language	4
Jewish Thought	2

Seniors must take at least two of these three courses: math, history, science.

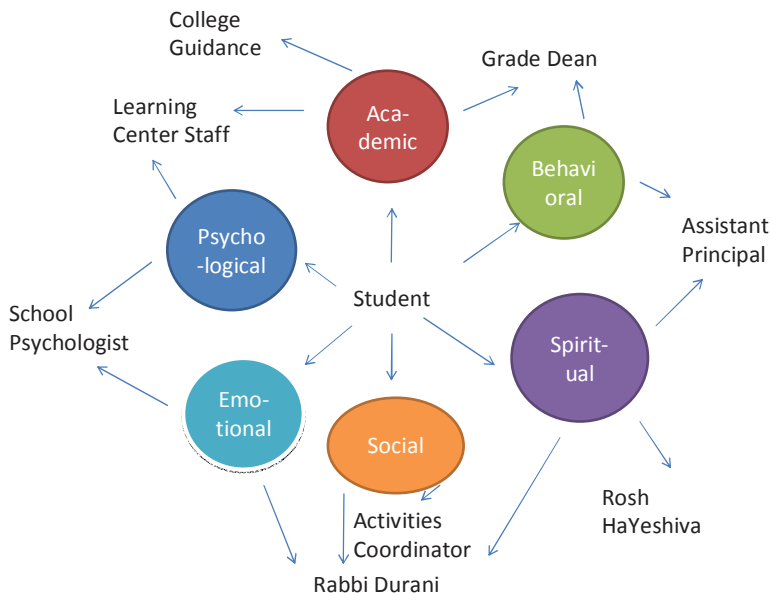
V. SUPPORT SERVICES

Maimonides School recognizes that students need support in many different areas of growth and development as they move through their years of education. While ideally, all adults in the life of a child might be able to provide all types of necessary support to that child, we recognize that different adults might be more skilled in helping in certain areas than others; and that children might mesh better with one teacher or advisor than another.

We distinguish between six types of areas in which Maimonides students grow:

- Academic – study of content, skills, and ideas; along with acquiring a range of tools to acquire future content, skills, and ideas
- Behavioral – ability to monitor, control and display a behavior that is appropriate for the situation and the task at hand.
- Spiritual – understanding and appreciation, both intellectually and emotionally, of the various beliefs and principles of our faith.
- Social – interacting effectively and constructively with others in order to collaborate and build meaningful relationships with other human beings
- Emotional – producing an appropriately measured and nuanced psycho-physiological response to challenges and achievements in life
- Psychological – developing the mind to its fullest potential, especially by ensuring the evolving student controls the mind, and not vice versa.

Many students will grow in these areas naturally, by learning from their classroom teachers, their parents, their peers, and from their own selves. Occasionally, though, specialists in the school community may be called upon to support student growth in these areas.



Learning Center, led by Brenda Hefter, provides **Academic** and **Psychological** support to a number of students each year, who benefit from regular interaction and assistance as they grow academically.

College Guidance provides **Academic** support to students, especially vis a vis students abilities to set long-range academic goals for themselves.

Grade Deans serve to support students primarily in their academic and behavioral development. As coordinators of students' program, grade deans are in a position to take note of the whole picture and pattern of a student's **Academic** and **Behavioral** experiences. (Grade Deans refer questions of Emotional or Psychological support to Steve Millman or Ashley Marx).

Assistant Principal, Rabbi Dov Huff, is regularly involved in all matters of student education and student life. At the same time, one of the focuses undertaken by Rabbi Huff is providing **Behavioral** support and guidance to students who are unable to achieve the behavioral norms of the school community. Rabbi Huff also meets with students one on one, when needed, to provide **Spiritual** support.

Rabbi Avinoam Durani is available to meet with students to provide **Spiritual**, **Emotional**, and **Social** support. Should students sense a need to discuss problems in any of these areas, Rabbi Durani maintains an open office for students.

Student Activities are a critical part of the school's educational program, where students learn to navigate social situations that confront them as growing adults. The school's Student Activities Coordinator, Sara Herst, provides support for students who need assistance in social development.

School Psychologist, Dr. Steven Millman, and **MS social worker**, Ashley Marx focus on providing **Emotional** and **Psychological** support to students who need help in those areas. For example, the counseling staff is available to students who are experiencing difficulty adjusting to school, depression, excessive stress, or other similar problems.

Some students may also have advisors who meet with small groups of students on a regular basis who provide generic encouragement in all six of these areas, and who can, when necessary, refer students to specialists who focus on one of these six areas of student support.

Upper School Learning Center

Who is eligible for academic support services?

Support services are offered to students who meet both of the following criteria:

1. The student has received a comprehensive evaluation that identifies a learning disability and recommends academic support. Please note that Maimonides does not provide the full range of services that might be recommended in a report or on an IEP (Individualized Education Plan).
2. The student is not making effective progress based on teacher and grade dean reports.

How is the academic support provided?

This support is implemented through an integrated, multi-faceted team including learning center staff, grade deans, teachers, school psychologist, administrator and outside professionals. The Learning Center, staffed by special educators and subject specialists, provides academic support in General Studies and Judaic Studies. Students drop a class and are scheduled in the Learning Center during these periods, generally three to four times a week. In some situations, tutoring outside of school is also necessary, and the Learning Center staff work in collaboration with the tutor.

How are students recommended for Learning Center support?

For current students: When a student is experiencing significant difficulty in his/her school work, teachers, grade dean, parents and the Learning Center Director meet to discuss interventions and the evaluation process. Once an evaluation is completed, the Learning Center Director schedules the student for support and provides teachers with the recommended classroom accommodations and modifications.

For new students: If a student has been receiving academic support and current testing recommends continued support, the student is scheduled for the

Learning Center. In addition, recommendations from the former school are given to current teachers and grade dean.

For information regarding academic services, eligibility, testing and accommodations please contact Brenda Hefter, Learning Center Director, at ext. 106 or via email at bhefter@maimonides.org

VI. STATE LAW ON HAZING

The School is required by law to communicate this state law to every student. Students who participate in hazing, or fail to report hazing to the Principal, are subject to disciplinary consequences.

Mass. State Law, Chapter 269: Section 17. Hazing; organizing or participating; hazing defined

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which wilfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269: Section 18. Failure to report hazing

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Chapter 269: Section 19. Copy of Secs. 17 to 19; issuance to students and student groups, teams and organizations; report

Section 19. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen;

provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

VII. THE PARENT-SCHOOL PARTNERSHIP

When children come to school, they bring their homes with them. Everything that happens at home vitally affects your children—their behavior, their attitudes, their ability to concentrate, etc. Therefore, it is essential that we are made aware of any unusual events that are taking place in your family. This includes the happy and the sad—births or marriages, special *simchas*, anticipated trips by parents, illnesses at home, (God forbid) deaths in the family, marital problems, etc. Our only interest is to be able to help your child. Properly informed teachers and advisors will be able to communicate with your child with more understanding and compassion.

We have designated certain days on the school calendar for scheduled conferences between you and your child's teachers. Teachers, of course, are

always eager to discuss your child with you. Please do not hesitate to call or email the teacher to set up an appointment or to ask him/her to get in touch with you.

We look forward to working together with you as partners in the education of your children. It is our mutual goal that our students continue to grow religiously, academically, socially, artistically and athletically.

Questions and Concerns

We believe that both parents and teachers are important to your child's success at Maimonides School. If you have a question or concern about Maimonides School, please talk with your child who can often clarify an issue. If you need more information, or if you think your child's concern should be addressed by Maimonides School, contacting the appropriate person can keep a simple misunderstanding from developing into a problem.

- If you would like to speak with your child's teacher, or if you feel the need to know more about something that has happened in class, leave a message at the main office or at his/her voicemail (see listings in the school directory). Using voicemail insures that teachers get the message and avoids hallway conferences that distract teachers from their duties at the expense of students. The teacher will return your call as soon as possible.
- If you feel uncomfortable calling the teacher directly, or if you or the teacher is not satisfied with the situation, either of you should contact the child's grade dean, whose job it is to help facilitate such situations and advise both the student and the teacher. Grade Deans are your conduit of communication to the school and are here to help you with such situations.
- We believe that concerns of both teachers and parents should be treated with respect and investigated in a timely manner. The Principals are always available for further consultation, if you think it is necessary. We have found it best to communicate in an honest and open manner and will share your communications with the teachers to accomplish this goal.
- Regarding any questions about finances, development or publicity, please contact Executive Director Naty Katz, x401, who can refer you to the appropriate person in the Business Office who can help you.

IN CONCLUSION

תורה פּרָקִי אֲבוֹת:

מֹשֶׁה קִבֵּל תּוֹרָה מִסִּינַי, וּמִסִּרָה לִיהוֹשֻׁעַ
Moshe received the Torah from Sinai and transmitted it to Yehoshua.

We are privileged for the opportunity to continue transmitting Torah and traditions to your children and preparing the next generation to do the same. May we all merit God's blessings as we partner together in the education and growth of our students. We look forward to an outstanding year!

שנה טובה!

Appendix: Who(m) To Call For What 2011–12

These are SUGGESTED first point(s) of contact for a variety of school topics. All of our faculty members are open to parent questions at any time and will make an effort to guide you toward the best resource(s) for your area of inquiry. When in doubt, call the Upper School office, x100.

The main number is **(617) 232-4452**.

Topic	Suggested Upper School Resources
Absence (reporting)	Call main # and press 5 to report
Academic policies	Rabbi Yaakov Jaffe x121 or Judith Boroschek x118
Academic records	Deborah Rothman, Registrar x100
Arts education	Susana McDonnell x186
Athletics (participation, scheduling)	Hal Borkow x112
Assignments	See Homework
Behavioral questions (concerns, observations, inquiries)	Rabbi Dov Huff x209
Billing	See Tuition
Bus/transportation (routes/service)	Merv Alge, Director of Operations x427
Bus/transportation (billing)	Arline Tannenbaum, Operations Administrator x425
Calendar	Deborah Rothman x100
Change of address	Deborah Rothman x100
College selection/application process	College Counseling Office: Tamar Gelb x125 or Christopher Dore x117
Curriculum questions	Judaic Studies: Rabbi Yaakov Jaffe x121; General Studies: Judith Boroschek x118; or Barry Ehrlich, Director of Curriculum & Instruction (Gr. K-12) x119
Dietary/medical concerns	See Health Concerns
Development (fundraising)	Josh Sandler, Development Officer x410 or Mike Rosenberg, Director of Community Relations x405
Developmental concerns	See Student Support
Dress code	Rabbi Yaakov Jaffe x121 or Judith Boroschek x118
Extracurricular activities	Sara Herst x128
Family issues (reporting)	Dr. Steven Millman, Consulting School Psychologist x169
Financial Aid	Arline Tannenbaum, Operations Administrator x425
Fundraising	See Development
Grading policy	Classroom teacher
Grandparents & Special Visitors Day	Mike Rosenberg, Director of Community Relations x405

Topic	Suggested Upper School Resources
Halachic questions	See Religious Questions/Issues
Hebrew language	Galit Grutman, <i>Rakezet Ivrit</i> /Director of Hebrew Language x137
Health concerns	Isabelle Abramson or Eleanor Weintraub, Nurses (Saval Campus) x419
Homework	Classroom teacher, or check online work calendars
Israel programs	Rabbi Dov Huff, Assistant Principal x209
Lateness	<i>Call main # and press 5 to report</i>
Learning disabilities	See Student Support
Lost & found	Merv Alge x427
Medical issues (reporting)	See Health concerns
Music program	Michael Maleson, Jazz Band Director
Parking	Merv Alge, Director of Operations x427
Physical issues (reporting, inquiring)	See Health concerns
Placement decisions (e.g., honors vs. regular)	General Studies: Judith Boroscchek x118; Judaic Studies: Rabbi Yaakov Jaffe x121
Prospective student recruitment	Ariella Brunwasser, Director of Admissions x409
PTA	2011-12 Co-Presidents Tami Wald / Shari Lederman <i>(see family phone directory)</i>
Remedial learning	See Student Support
Report cards (copies/online access)	See Academic Records
Report cards (content)	Classroom teacher or grade dean
Schedules	Deborah Rothman x100
Social/emotional concerns	Rabbi Avinoam Durani x134 or Dr. Steven Millman, School Psychologist x169
Special needs	See Student Support
Standardized testing (ERB)	Rabbi Dov Huff x209 or Judith Boroscchek x118
Standardized testing (SAT, ACT)	College Counseling Office: Tamar Gelb x125 or Christopher Dore x117
Student progress	Classroom teacher or grade dean
Student support	Brenda Hefter x106
Tardiness	See Lateness
Transcripts	See Academic Records
Tuition	Arline Tannenbaum, Operations Administrator x425
Tutoring (recommendations)	See Student Support
Volunteering	<i>See PTA or refer to specific areas in which you are interested in volunteering</i>
Website (content or format)	Naomi Ribner, Director of Communications x417

