

RAMAZ
ישיבת רמז

PRELUDES Noun pre·lude \ˈprel-,yüd, ˈprã-,lüd\
1: something that comes before and prepares
for the main or more important parts

תורה עם דרך ארץ
תשע"ט 2018-2019

THE RABBI JOSEPH H. LOOKSTEIN UPPER SCHOOL OF RAMAZ
In The Morris and Ida Newman Educational Center
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RABBI ELI SLOMNICKI
Dean of Students

MR. KENNETH ROCHLIN
Head of Institutional Advancement

"The founding of Ramaz School was a daring action. The fainthearted never would have undertaken it. Together we undertook it and Thank God we succeeded. Together, too, let us contemplate the new venture for an even greater Ramaz and together, with God's help, we will triumph again."

Rabbi Joseph H. Lookstein
Principal's Report to the Board of Trustees
November 28, 1954

"The distinctive feature of Ramaz School is the philosophy of integration which has been put into operation... Integration as practiced in Ramaz is an attempt to teach two cultures, the Hebraic and the American, not alone side by side or under one roof, but as a synthesized and composite unit."

Rabbi Joseph H. Lookstein
Principal's Report to the Board of Trustees
October 12, 1950

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FOR YOUR
INFORMATION

THE RABBI JOSEPH H. LOOKSTEIN UPPER SCHOOL OF RAMAZ

INTRODUCTION

We are a co-educational, nursery through grade twelve yeshiva day school. Our mission is to provide a thorough grounding in Torah, *mitzvot*, the Jewish people and culture, Zionism and the State of Israel, and, with equal emphasis, the finest values of western civilization and the American democratic heritage.

LOVE OF TORAH AND COMMITMENT TO AMERICAN IDEALS

An informed love and reverence for Torah, God, the Jewish people and all humankind, is critical to encourage observance of *mitzvot* relating to God and humanity, commitment to the Jewish people, and responsibility for all humankind as well as for the physical world. We believe in the ideals of freedom, democracy, human dignity, justice and fairness. We foster intellectual honesty, a spirit of objectivity, respect for diversity of views, as well as the equality and dignity of all people and their God-given opportunity to realize their potential.

INTELLECTUAL GROWTH WITH *MENSCHLICHKEIT* AND *CHESED*

The goal of expanded and thoughtful intellectual growth, is integrated within a warm and supportive environment that emphasizes *menschlichkeit* and *chesed* toward each member of the community and toward humanity at large. This helps develop self-esteem, self-confidence, critical and creative thinking, and religious, academic, social and emotional growth.

INTEGRATION OF THE INTELLECTUAL AND SPIRITUAL OF JUDAISM AND WESTERN CIVILIZATION

Our comprehensive, enriched curriculum in both Judaic and general studies is designed to encourage growth in all areas of personal development, and to accommodate a variety of learning styles. All classes, except physical education, are co-educational. Every student is given every opportunity to develop a lifelong passion for scholarship with rigorous analysis of texts, a sensitivity to aesthetics and a commitment to truth. We encourage critical, creative and open discussion of moral, as well as intellectual issues. Questions are as important as answers. We encourage independence while maintaining respect for peers, teachers and the Torah. Our students live their education as well as learn it, in keeping with "study is important because it leads to action" (*Talmud Bavli, Megillah, 26a*). Through an extensive co-curricular activities

program, students perform *chesed*, observe religious rituals, translate *menschlichkeit* into behavior, and accept the responsibilities of leadership.

An intellectually and spiritually integrated person grapples with both spheres, understands their points of tension and endeavors to resolve them. This represents our commitment to modern Orthodox Judaism. We believe that the Torah enhances understanding and appreciation of western civilization, while general studies facilitate comprehension of and commitment to Judaism. When conflicts arise, we affirm our adherence to *halakha* (Jewish Law). We understand that sometimes there are limits which must be accepted. Nevertheless, we view the two spheres as complementary and mutually reinforcing.

To reinforce this, our faculty is organized into one unit, not two. General and Judaic studies are both given full emphasis and are scheduled all day. Aspects of both curricula are introduced into each other without compromising the authenticity of either. Talmudic concepts enrich comprehension of the humanities, while literary insights deepen understanding of the Bible. Programs in art, music, technology and co-curricular activities include both spheres. We prepare students to live productive and Jewishly committed lives in contemporary society and to feel an unhyphenated, proud loyalty to both America and Israel.

THE ULTIMATE GOAL

Our ultimate goal is learned American Jews who live lives of *kiddush ha-shem* (sanctifying God's name), in a manner that also brings personal fulfillment and endows them with a sense of responsibility for others, individually and collectively. Our ideal graduate's inner ear hears the question God asked of Isaiah, "Whom shall I send and who will go for us?" (*Isaiah*, 6:8) and answers as Isaiah did: "Here I am; send me!"

BACKGROUND

The Morris and Ida Newman Educational Center was named after the late Morris Newman, a leader in the *Histadrut Ivrit* and a lover of Hebrew culture and Israel. Mrs. Ida Newman, whose name the building also carries, has, together with her family, maintained the communal interests of Morris Newman and played a leading role in the creation of this new building.

ACCREDITATION

Ramaz was founded in 1937 by the late Rabbi Joseph H. Lookstein who also served as the first principal until 1971. This educational dreamer convinced his congregation, *Kehilath Jeshurun*, to launch such an educational enterprise within its own building and under its aegis. He named the school after the sainted spiritual leader of the Congregation, Rabbi Moses Z. Margolies, who had died in 1936. The initials of the Rabbi's name, "R," "M," "Z," form the acronym which is the school's name to this day.

The school is chartered by the Board of Regents of the State of New York. The Upper School of Ramaz was accredited by the Middle States Association of Colleges and Secondary Schools in 1964. It was successfully re-evaluated in 1973, in 1983 and 1993. In February 2004 and again most recently in March of 2014, Ramaz was accredited jointly by Middle States and by the New York State Association of Independent Schools (NYSAIS). Ramaz is a member of NYSAIS, and the Council of Yeshivot.

THE CURRICULUM

The Ramaz curriculum is a college-preparatory one. As such, it requires students to take four years of Judaic studies (*Tanakh*, Talmud, Jewish Law and Thought, and Hebrew Language and Literature), as well as a four year course in English, mathematics and history, at least three years of science, three years of a foreign language and minors in art, music, technology, health and physical education.

JUDAIC STUDIES

During the first three years of high school, all students take the core subjects of *Tanakh*, Talmud and Hebrew Language and Literature in which there are some choices of concentration. Depending upon those choices, students also take concentrations in *Navi* and in Jewish Law and Thought. A student may concentrate on a "major" in Talmud which meets for nine hours a week. Beginning in the junior year, there is a *Beit Midrash*

program, meeting for ten periods a week and offering greater opportunities for breadth and depth.

INTEGRATED HISTORY CURRICULUM

In 1973, Ramaz initiated an integrated World Jewish History course, which is now taught to all students. Beginning with ancient times and concluding with the 21st century, the sequence examines the history of the Jewish people and the non-Jewish world. There is also a concentration on the history of Zionism in the tenth and eleventh grades, as well as in the senior program of academic electives.

GENERAL STUDIES

A full range of English, history, mathematics, science and modern languages is offered. All students take one offering in each of these subject areas. The modern languages, in addition to Hebrew, are French and Spanish. There are accelerated mathematics and science programs with special mentoring opportunities for students who have demonstrated special ability and achievement. Students also take courses in music, art, health and physical education. Students take a technology course, encompassing engineering and coding. There is a formal grammar and writing program in each of the English courses. Seniors may elect to enroll in an integrated course of Judaic and general studies interest, which leads to significant research, independent study and the submission of a final paper.

STUDENT ACTIVITIES

Ramaz believes that learning takes place outside of the classroom as well as inside. As such, the school offers an extraordinary range of co-curricular activities. Student government is an integral part of school life and decision making. Under the auspices of the student Governing Organization, there is a committee structure that enables students to pursue individual and school-wide projects in everything from *tzedakah* to social action. In addition, there are more than sixty after school clubs which usually meet at least once a week in order to give students the opportunity to pursue individual interests and talents. Each activity has a faculty adviser as well as student leader. Finally, there are numerous *yemei iyun*, assemblies, *chagigot* and *shabbatonim*, which are designed to complement the school's formal educational program.

SENIORS

In the senior year, the academic program is elective-based both in general and Judaic studies. All students must take at least one elective course in each of history, English and Mathematics. Students may then elect to take classes in other specialized areas in various subjects, some of which contain an honors distinction. Many students begin to concentrate on multiple courses within a certain field as a prelude to an academic major in college. In the Judaic studies elective program, students take text-based religious courses, and students may elect Hebrew language, Jewish philosophy, and other areas of study. Seniors considering a gap year of study in an Israeli yeshiva or seminary are strongly encouraged to take a Talmud elective.

Senior Spring Semester

During the second semester of senior year, students enroll in mini courses that run for one-month blocks. All honors courses continue from the first semester through the end of March, at which time students may choose to continue the course and do intensive preparation for the related Advanced Placement examination offered in May. In addition to courses, students can earn credit through various experiences like work study, the Poland-Israel trip, and RamCorps community service. The goal of this semester is to provide seniors with a variety of meaningful experiences to engage them as they prepare for their post high school programs in Israel or on the college campus.

COLLEGE BOUND

The College Guidance program is extensive at Ramaz. Beginning formally in the junior year, each student meets with his/her college adviser – Mr. Rafael Blumenthal, Dr. Edith Honig or Ms. Sarah Quin. There are group and individual interviews as well as meetings with each student’s parents. The College Guidance Office is located on the “C” level.

Among the topics discussed among students, parents, and advisers are: researching colleges for academic fit, supportive Jewish community and observance, location, and many other criteria.

Please visit our website to read more about our program; click on “Upper School” and view the “College Advising” section.

A YEAR IN ISRAEL

In a fundamental way, a Ramaz education does not end with graduation, but continues with a lifelong commitment to the study of Torah and to Zionism. The first test of that commitment is the decision to spend a year of study in Israel prior to beginning college. Special programs, meetings and guidance personnel are available to assist students in arranging their studies in Israel. Many options are available, so that every student should be able to find a program to suit his/her needs.

Students are assigned an Israel adviser in their junior year. Rabbi Ruben Gober, Rabbi Ilan Schimmel, Rabbi Yossi Weiser and Ms. Miriam Krupka serve as the Israel advisers. These teachers have the added advantage of having already taught all or most of their advisees prior to the senior year. The Israel Guidance office is supervised by Ms. Miriam Krupka. An event in the spring is held for parents of juniors to introduce them to the guidance program.

Students and parents are advised of the various options available to them. In September of the senior year, an evening is held for students to meet with alumni who have already spent the year in Israel after graduating Ramaz. In early November, students and their parents are invited to an Israel Programs Night at the school which is attended by representatives of the various *yeshivot*, *midrashot*, schools and programs. Students are then assisted in making choices, filling out applications and preparing for interviews, which are usually held at the school.

While the school recognizes that spending a year in Israel after high school may not be the right course for all students, we do believe that every student has an obligation to consider it as an option. Below is a list of institutions our recent graduates have attended.

Yeshivat Ashreinu	Yeshivat Sha'alvim	Midreshet Torah v'Avodah
Yeshivat Eretz HaTzvi	Yeshivat Torat Shraga	Migdal Oz
Yeshivat Hakotel	Yeshivat Torah v'Avodah	Nishmat
Yeshivat Har Etzion	Midreshet Emunah v'Omanut	Sha'alvim for Women
Yeshivat Lev HaTorah	Machon Maayan	Bar Ilan Israel Experience
Yeshivat Ma'ale Gilboa	Michlelet Mevaseret	Hartman Institute
Yeshivat Netiv Aryeh	Yerushalayim	Israel Defense Forces
Yeshivat Orayta	Midreshet Amit	Kivunim
Yeshivat Reishit	Midreshet Ein Hanatziv	Nativ
Yerushalayim	Midreshet HaRova	Sherut Leumi
Yeshivat Sha'arei Mevaseret	Midreshet Lindenbaum	Technion
Zion	Midreshet Moriah	

GUIDANCE PERSONNEL

9th Grade Group Advisers:

MS. EVA BERNFELD

MS. LENORE BRACHOT

MS. MIRIAM KRUPKA

RABBI KENNY SCHIOWITZ

RABBI ELI SLOMNICKI

RABBI SHLOMO STOCHEL

DR. JERRY ZEITCHIK

SC Level Guidance Office

Fifth Floor Science Office

Sixth Floor Administrative Office

Judaic Studies Office

Sixth Floor Administrative Office

Sixth Floor Administrative Office

Fourth Floor Guidance Office

10th Grade Group Advisers:

MR. RYAN ENIS

MR. DANIEL HENKIN

MS. AVIVA LIEBER

MS. LINDA LOWRY

MS. ADA MACCABEE

DR. ETHAN ROTENBERG

RABBI ILAN SCHIMMEL

RABBI YOSSI WEISER

Seventh Floor Learning Center

Music and Production Office

Seventh Floor Admissions Office

SC Level Mathematics Office

Fourth Floor Faculty Office

Fifth Floor Science Office

Fourth Floor Israel Office

Fourth Floor Israel Office

11th Grade Group Advisers:

MS. BARBARA ABRAMSON

RABBI YOSEF ALBO

MS. LINDSEY AXEL

MS. TAMAR BENUS

DR. STEVEN MILOWITZ

MR. DOV PIANKO

RABBI MOSHE STAVSKY

Seventh Floor Art Room

Judaic Studies Office

Room 505

Judaic Studies Office

Fourth Floor Faculty Lounge

SC Student Activities Office

Judaic Studies Office

Director of Guidance

The Guidance Director and school psychologist, Dr. Gerald Zeitchik, is available for teachers, grade advisers and students who would like to meet with him. Dr. Zeitchik's office is located on the 4th floor. Ms. Eva Bernfeld, Associate Director of Guidance, is available in her office on SC Level.

PEOPLE, PLACES, THINGS

7th Floor Art Room & Offices

Ms. Rachel Rabhan – Director of Art
Ms. Barbara Abramson – Art; Junior Group Adviser

7th Floor Learning Center

Ms. Deborah Biegen – Director, Learning Center
Mr. Ryan Enis – General Studies; Sophomore Group Adviser
Ms. Ruchi Kumar – General Studies
Rabbi Jordan Yasgur – Judaic Studies

7th Floor Admissions Suite

Ms. Shara Lipson – Director, Upper School Admissions
Ms. Aviva Lieber – Assistant Director of Admissions, Office of Admissions; Sophomore Group Adviser

7th Floor Office of Community Outreach (Room 701)

Ms. DeeDee Benel – Director of Community Service and Outreach; ETS Center Supervisor

6th Floor Educational Administrative Offices

Rabbi Shlomo Stochel – Head of Upper School; Talmud; Freshman Group Adviser
Ms. Miriam Krupka – Dean of Faculty; Tanakh; Israel Adviser; Freshman Group Adviser

Rabbi Eli Slomnicki – Dean of Students; Junior Grade Dean; Talmud; Freshman Group Adviser

Dr. Jon Jucovy – Director of Humanities; History Chair

Ms. Ann B. Chechik – Office Manager

Ms. Chevi Friedman – Administrative Assistant

Ms. Kathleen Scheerle – Executive Assistant to Head of Upper School

5th Floor Guidance Office

Dr. Terri Aharon – Freshman Grade Dean; Biology

5th Floor Prep Room (Room 505)

Ms. Lindsey Axel – Health Education; Junior Group Adviser

5th Floor Science Office

Ms. Dana Barak – Hebrew Chair
Rabbi Josh Blaustein – Physics, Chemistry; Bookroom Manager

Ms. Lenore Brachot – RamTec Chair; Science Chair; Physics, Chemistry; Freshman Group Adviser

Ms. Rena Dashiff – Sophomore Grade Dean; Biology

Ms. Maggie Fung – Lab Technician

Ms. Nisha Joshi – RamTEC

Mr. Jay Klotz – Physics

Dr. Ethan Rotenberg – Chemistry; Environmental Science; RamTEC; Sophomore Group Adviser

Ms. Yael Sterental – Biology

4th Floor Suites

Dr. Gerald Zeitchik – Guidance Director;
Freshman Group Adviser
Rabbi Yigal Sklarin – Senior Grade Dean;
Director, Inter-Disciplinary Studies; Talmud

4th Floor Israel Office

Rabbi Ruben Gober – Talmud; JLT; Israel
Adviser
Rabbi Ilan Schimmel – JLT Chair; Tanakh;
Sophomore Group Adviser; Israel Adviser
Rabbi Yossi Weiser – Talmud, JLT;
Sophomore Group Adviser; Israel Adviser

4th Floor Faculty Study

Ms. Julie Bellaiche – French
Ms. Maria D. Gomez Mayorga – Spanish
Ms. Perach Haham – Hebrew
Mr. Mihael Kabot – Spanish
Ms. Ada Maccabee – Hebrew; Sophomore
Group Adviser
Ms. Sabine Millauriaux – French
Ms. Amanda Newman – History
Ms. Anila Sole-Zier – Hebrew
Mr. Eli Vovsha – RamTEC

4th Floor Faculty Lounge

Ms. Miriam H. Cohen – English
Dr. Joshua Gaylord – English
Dr. Steven Milowitz – English Department
Chair; Junior Group Adviser

4th Floor Library Desks

Mr. David Deutsch – History; Library
Coordinator
Rotating IT Consultant

3rd Floor Health Office

Ms. Nechama Moskowitz – School Nurse

3rd Floor Head of School Office

Mr. Jonathan Cannon – Head of School

Lobby

Mr. John Edmunson – Maintenance
Mr. Ignagio (Victor) Garcia – Maintenance
Mr. Marco V. Guillcatanda – Maintenance
Mr. Frank Manoel – Maintenance
Mr. Israel Suruy – Maintenance
Mr. Alonso Bonaparte – Security
Mr. Daniel Rosa – Security
Mr. Dwight Johnson – Security
Mr. Joseph Sambolin – Production Room
Coordinator

Judaic Studies Office Music and Production Office

Under the Stage

Rabbi Yosef Albo –Director of Sephardi Programming; JLT; Talmud; Tanakh; Junior Group Adviser

Ms. Tamar Benus – Tanakh; Junior Group Adviser

Rabbi Aviad Bodner – JLT; Talmud; Tanakh

Mr. Efran Elisha – Music

Rabbi Ezra Frazer – Tanakh

Ms. Miriam Gedwiser – Talmud; Tanakh

Mr. Daniel Henkin – Director of Music, Music; Sophomore Group Adviser

Rabbi Nuriel Klinger – Talmud

Ms. Gabby Rahimzada – Tanakh

Rabbi Kenny Schiowitz – Talmud

Department Chair; Director of Judaic Studies and Religious Life; Freshman Group Adviser

Rabbi Allen Schwartz – Tanakh

Ms. Tammie Senders – Tanakh; Student Activities

Rabbi Moshe Stavsky – Tanakh Department Chair; Talmud; Junior Group Adviser

Mr. Rami Yadid – Media Specialist

C Level College Guidance

Mr. Rafael Blumenthal – Director of College Guidance; Senior Adviser

Dr. Edith Honig – College Guidance; Senior Adviser; English

Ms. Sarah Quin – College Guidance; Senior Adviser

C Level Study

Ms. Leah Shulman – Registrar

C Level Superintendent's Office

Mr. Nazario (Cito) Alicea III – Associate Superintendent

SC Level Athletic Office

Mr. Randy Dulny – Director, Physical Education

Ms. Miriam Csillag-Cohen – Physical Education

SC Level Faculty Office

Dr. Yehuda Bernstein – History

Ms. Sarah Dunitz – History

Dr. Astrid Roldan – Foreign Language Chair

SC Level Math Office

Mr. Rodger Jaffe – Math Department Co-Chair

Ms. Susan Litwack – English

Ms. Beth Lattin – Math

Ms. Linda Lowry – Math; Economics; Sophomore Group Adviser

Dr. Fabio Nironi – Math; RamTEC

Ms. Bonnie Shine – Math

Rabbi Ely Stern – Math Department Co-Chair

SC Level Guidance Office

Ms. Eva Bernfeld – Associate Director of Guidance; Psychology; Freshman Group Adviser

SC Level Student Activities Office

Mr. Dov Pianko – Director of Student Activities; Junior Group Adviser

WHERE IT'S AT

SC Level	The Ramaz Gym, Gym Locker Rooms, Athletic Office, Guidance Office, Math Office, SC Seminar Room; Student Activities Office
C Level	College Guidance, Registrar, Darkroom, Superintendent's Office
Under the Stage	Judaic Studies Office, Music and Production Office
Main Lobby	Production Room, Lost & Found, Cloak Room, Auditorium, Dining Room
Second Floor	<i>Beit Knesset, Beit Midrash, A/V Control Room</i>
Third Floor	Head of School Office, Health Office, Student Lounge, Terrace
Fourth Floor	Director of Guidance, Israel Office, Library Faculty Study (rear of Library), Faculty Lounge (rear of Library) Student Lounge, IT Desk
Fifth Floor	The Science Center, Faculty Offices; Guidance Office
Sixth Floor	Educational Administrative Offices: Office of the Head of Upper School, Dean of Faculty, Dean of Students, Director of Humanities Conference Room Student Lounge
Seventh Floor	Admissions Suite, Art Center, Music Room, Computer Center, Learning Center, Office of Community Outreach

Please Note: Ramaz School is not in any way responsible for lost or stolen property. Book bags left in the hallways are the responsibility of the individual student.



I. Introduction

Students are expected to reflect through their actions the religious and academic philosophies upon which the school is based. The purpose of this section of *Preludes* is to describe policies that promote the school's religious and educational mission. The administration and faculty of Ramaz have chosen to create guidelines for appropriate behavior and to define certain procedures that promote an educational environment in which students may thrive both academically and religiously. In cases where specific actions and their consequences are stated, the school is communicating a standard that is vital to the effective management of its responsibility to students and their parents.

II. Statement of Ethics

Personal integrity must go hand-in-hand with academic achievement. The Ramaz community views all acts of dishonesty, whether social or academic, as antithetical to the type of education and atmosphere which the school should embody. Dishonesty is reprehensible in terms of religious as well as secular ideals, and, therefore, every individual associated with our institution is expected to encourage completely honest conduct, while discouraging and combatting manifestations of personal dishonesty.

Dishonest behavior can take a number of forms, including practices that are not typically given a second thought. Subtle types of dishonesty that we should try to avoid include:

- 1) making promises or taking on responsibilities when there is no genuine intention or possibility for realizing them;
- 2) abusing or ignoring the rules of the institution in order to advance personal or group interests;
- 3) not respecting the confidentiality of a private conversation.

The following activities are inappropriate and will be grounds for severe disciplinary consequences:

- 1) illegally and/or deceitfully obtaining questions or answers on examinations;
- 2) presenting someone else's work as one's own; i.e.
 - a. copying another person's homework assignment;
 - b. handing in another's research (regardless of the medium) in order to fulfill course requirements or even to receive extra credit;

- c. failure to attribute sources of information in a research paper, or doing so in a manner suggesting original rather than acquired ideas;
 - d. including in an application an essay that has been composed by someone other than yourself;
- 3) taking, or even using, property belonging to the institution or to another individual without first receiving proper permission to do so.

It is our expectation that the entire Ramaz community strive to achieve such a standard of honesty in our daily dealings with one another.

III. Community Expectations

The culture of a school community is not guided solely by a list of rules and regulations which govern behavior. Rather, it is a product of the expectations that the members of the community have of each other. It expresses itself through the ways in which we communicate directly and indirectly with one another, as well as through the guidelines which govern our daily lives.

The following is a list of those expectations. They were formulated after deliberation among parents, students and faculty over the course of an entire year.

A) Expectations of Ramaz Students

1. Students are expected to commit to the integrity of the learning process and to engage in and personally own the process by supporting the values of integrity in interpersonal relations throughout the school.
2. Students are expected to communicate directly with teachers, administrators, classmates, and staff, openly and honestly, and with respect and sensitivity.
3. Students are expected to cooperate with teachers and fellow students to create a positive learning environment.
4. Students will not illegally or deceitfully obtain questions or answers on examinations or present someone else's work as one's own.
5. Students are expected to abide by school policies, including those governing attendance, grading, and school programs.

6. Students are expected to respect the school calendar.

7. Students agree to abide by the decisions of the school regarding disciplinary actions determined to be fair and appropriate by the administration of the school.

B) Expectations of Ramaz Educators

1. Educators are expected to care about the emotional and physical well-being of every student in the school. Educators are expected to interact with students in a warm and nurturing manner.

2. Educators are expected to help create a dynamic learning environment and to encourage each student to think independently and to seek academic challenge.

3. Educators are expected to convey their expectations clearly to their students and help them to meet those expectations without undue pressures.

4. Educators are expected to create a community within each classroom that demonstrates the values of sensitivity to others, compassion and ethical decision making.

5. Educators are expected to acknowledge the individual learning profiles of all students and to provide at least those supports and methods of instruction that are mandated by the educational leadership of the school.

6. Educators are expected to treat parents and students with utmost respect and to maintain high standards in all of their interpersonal relationships.

7. Educators are expected to communicate with parents in an honest and timely way.

8. Educators are expected to encourage the integrity of their students.

9. Educators are expected to be role models of the moral, ethical, social and intellectual ideals of the school as reflected in the school's mission statement. Educators are expected to be respectful of the religious mission of the school as well.

C) Expectations of Ramaz Parents

1. Parents are expected to support the mission of the school as outlined in the school's statement of philosophy and objectives.
2. Parents are expected to support school policies including those governing attendance, grading, and school programs. Parents are expected to respect the school calendar.
3. Parents are expected to differentiate between appropriate support and encouragement and what constitutes excessive and unsuitable assistance in student work.
4. Parents are expected to attend school programs created by or for parents. While it is understood that there are times when this may be difficult, Ramaz parents understand that virtually all other commitments need to be set aside when we are talking about the wellbeing of our children.
5. Parents are expected to treat the faculty and staff with utmost respect.
6. Parents are expected to communicate honestly about their children with the school. It is understood that education is a collaborative venture and parents will inform the school about any issues affecting the functioning of their child.
7. Parents agree to abide by the decisions of the school regarding disciplinary actions determined to be fair and appropriate by the administration of the school.

IV. Standards and Policies

There are practices and procedures for the Ramaz academic community which are fundamental to the welfare and good of the group. Some of these practices are subject to continuous review and it is the intention of the administration to work carefully with the student government in such a review. The procedures listed below are effective for the current academic year.

A) Prompt attendance at *minyanim* for *shacharit* and *mincha* is mandatory for all students in the Upper School. Students are expected to be at school by 7:55 am so that they can be ready for *shacharit* at 8:00 am. The *minyanim* for *shacharit* meet every day in their designated locations:

1. Freshmen: 303-304
2. Sophomores: Beit Knesset
3. Juniors: Lunchroom
4. Seniors: Lunchroom
5. *Sephardi* (Commercial Bank/Safdieh Family) *Minyan*: Auditorium
6. Women's *Tefilla*: Tuesdays in Room 302
7. Singing *Minyan*: Tuesdays in Room 601

Minyanim for *mincha* meet on each floor of the building.

B) Male students are expected to bring their *tefillin* and to have their names displayed on their *tefillin* bags. Each *minyan* has a color-coded "*tefillin* tag" that must be on all *tefillin* bags. The school does not accept responsibility for lost *tefillin*. Students are expected to have their *tefillin* on by the beginning of *tefilla* at 8:00 a.m.

C) The *gemara* in *Berakhot* (10b) explains that one should not eat in the morning before one davens. To eat first, says the *gemara*, is a reflection of misplaced priorities; one is supposed to feed the soul before one feeds the body. In keeping with the dictates of this *halakha*, therefore, time is allotted after morning *tefilla* to enable students and faculty to have a light breakfast before classes begin.

D) Dress Code: The dress regulations at Ramaz were written after an intensive period of discussion and scrutiny by teachers, students and parents. In formulating these regulations, there were three major aspects that were considered. Here is the statement that was formulated to address the topic:

The first aspect is guided by the philosophical notion and *halakhic* norms of *tzniut*, which we translate as "dignity". At its root, this concept calls for introspection regarding one's entire demeanor and manner of communication; externals are merely the outward manifestation of internal values and ideals. At the same time, that manifestation contributes to the dignity of an educational and professional environment. At Ramaz we seek to create an environment in which the value of *tzniut*, or dignity, is expressed and pursued by both men and women in ways that all can be made to feel comfortable.

Just as the workplace insists that employees dress in a particular way because of the effect that dress and action can have on an environment, so too should an educational environment. Our goal is to foster an environment in which the learning process is treated with respect and dignity, as the students and faculty themselves work toward treating one another that way.

Finally, on a practical level, a dress code's guidelines must be clear and enforceable. Experience shows that the more ambiguous a code is, the more subject it is to debate and interpretation, the greater the chance that attention will be diverted from the values involved to the external trappings. It must be immediately clear to all what is and is not accepted as appropriate attire so that infractions can be dealt with swiftly and fairly, consistently and educationally.

The dress regulations are in effect for the entire student body whenever students are in the building. All students must be dressed properly before they enter the building. In the case of after school activities that require uniforms or costumes, students may not circulate throughout the building in uniform or costume, but remain in the area where the activity is taking place. Students who are not participating in any such activity must remain in dress codes during after school activities. Students should change in the locker areas on SC level.

It is understood that not all contingencies of fashion can be covered in a list such as this. Students are encouraged to follow and will be held accountable for the spirit as well as the letter of these regulations.

Ramaz Upper School Dress Code:

- a. Dress, grooming, and personal cleanliness standards contribute to the dignity of the learning environment at Ramaz. Students are expected to present a clean, neat and professional appearance.
- b. Inappropriate casual attire includes, but is not limited to: t-shirts, sleeveless shirts, shirts that are low cut or off the shoulder, shirts with cap sleeves, jeans, sweatpants (including joggers), exercise pants, short pants or short skirts. There should be no shirts with large writing, pictures, images, symbols, or large logos of any kind, worn in school. Garments which expose the midriff and pajama pants worn under skirts are also considered to be inappropriate attire.
- c. There should be absolutely no see-through or cut-out portion on any part of an article of clothing and undergarments should not be exposed at any time.
- d. Hats are not to be worn in school.
- e. Flip-flops are not to be worn in school.
- f. Boys are expected to wear *tzitzit* and a kippa at all times. The only appropriate head covering is a *kippa*.
 - i. For boys, a regular dress shirt with traditional collar and tie are to be worn at all times. Also acceptable is a pullover sweater or pullover sweatshirt

- worn on top of a regular dress shirt with traditional collar. When the weather is warm, until Sukkot and after Pesach, a tie is not required. Shirts may have only the top button unbuttoned. Rugby shirts, polo shirts, hooded sweatshirts (hoodies), and pullover sweaters worn alone, are not permitted.
- ii. Blue jeans may not be worn. Pants are expected to be neat and presentable.
 - iii. Shirts must be completely tucked in at all times.
 - iv. Facial hair growth in the form of beards and mustaches is not permitted.
- g. The dress code for girls requires a dress or blouse/shirt and skirt. Slacks, cutoffs and divided skirts may not be worn. Skirts should be approaching the knee, whether sitting or standing, whether wearing tights or leggings.

E) Attendance: The Ramaz Upper School aims for 100% attendance. Our student and our parent body value education and are committed to our school mission. A student returning after an absence must present a note from either a parent or a medical professional, documenting the reason for the absence. A parent must call a special number at the school when s/he knows that his/her child will be either tardy or absent. The attendance officer checks the tardy and absent list to ensure that all students match those on the parent call list. The officer will call those parents who have not called in the morning of an absence or a tardy. In addition to the official attendance for the day, each teacher keeps a period by period attendance record in each of his/her classes. The period by period attendance report must match the official attendance for the day. If there should be a discrepancy, the student must explain to the office why he/she was absent for that class.

1. Absences

- a. If a student will not be attending school or expects to arrive after 7:55 am, a parent or guardian must email us@ramaz.org or call the Upper School office at 212-774-8070, to inform the school. Please call first thing in the morning and include the reason for the student's absence or lateness.
- b. If a student is absent for one day or more, he/she must bring a note from his/her doctor or parent/guardian upon return and present the note to Ms. Friedman.
- c. The student will be given an admit slip which must be shown to each teacher whose class was missed. Teachers are instructed not to admit any student

who has been absent without being shown an admit slip. A copy of this slip is filed and the information is also entered onto the student's file. Absences will remain unexcused until a parent note is presented. Unexcused absences may affect a student's grade.

- d. To miss a class because of specific student activities obligations or because of a guidance appointment, the student must present a note from a counselor or activities supervisor to the classroom teacher and must receive prior approval from the teacher.
- e. Students who are ill for more than two days should email their teachers and contact their adviser to arrange to have assignments sent home.
- f. The school strongly advises parents against planning vacations that require students to miss classes before or after the scheduled vacation period. Allowing students to miss classes under these circumstances sends the wrong educational message.

In the event that the student knows in advance that he/she will be absent for a day or more, the student must inform his/her classroom teachers and the administration as quickly as possible. Whether these absences will be excused will be determined on an individualized case basis. Except in unusual circumstances, planned absences before or after vacation are not excused. In all cases, the student is responsible for all missed work and assignments. Teachers are not required to provide advance assignments or to assist the student in making up for the missed work.

- g. Parents and students should not make medical appointments during school hours or during times set aside for assemblies and other student programs. All medical appointments should be scheduled after school. In emergency situations, those students bringing in notes from home excusing them for medical appointments must come to the Sixth Floor Office at the beginning of the school day to receive permission slips. This note must be presented to the guard before the student will be permitted to leave the building.

2. Lateness

a. School begins each day with *tefilla* at 8:00 a.m. All students are expected to be in their proper *tefilla* locations by that time, ready to begin. Any student who arrives to *tefilla* after that time will be considered as late.

b. Students who are late three times will be given detention. A total of nine latenesses in one quarter results in social probation, the terms of which are decided upon by the Grade Dean.

c. A student who arrives in the building after 9 a.m. is required to stop at the security desk in the lobby and only then should proceed directly to the Sixth Floor Office for an admit.

d. Students are expected to attend school for the full school day. Health is most important, both the health of each individual student as well as the community as a whole. If a student is sick on the day of an exam and comes to school late, he/she will not be permitted to sit for the exam. If a sick student leaves early after taking an exam, the results of that exam will be cancelled. If a student anticipates a late arrival or early dismissal on the day of an exam due to a previously scheduled appointment, a parent should notify the grade dean three days in advance. The grade dean will evaluate each late arrival and early dismissal to determine if a makeup exam will be permitted.

f. Students who miss an entire day of classes or a significant number of classes on any given day, are not permitted to participate in co-curricular activities that day, whether during school hours or afterwards, without the permission of an administrator. For example, any team member who arrives after homeroom will not be permitted to play in a game or participate in practice that day without an administrator's permission.

F) Leaving the Building: Students are expected to remain on the school premises throughout the entire school day.

1. If a student needs to leave the building, his/her parent/guardian must write or call the Sixth Floor Office. The student must sign out in the Sixth Floor Office at which time a note will be issued permitting the student to leave the building. This note will be given to the guard on duty and, upon the student's return to school, should be retrieved from the guard so that it can be shown

to the teachers whose classes were missed. Students must also report to the security desk in the lobby before leaving the building.

2. Seniors have the privilege to leave the building during their free time. Abuse of this privilege may result in temporary or permanent loss of this privilege. Students must still check in and out at the security desk in the lobby every time they leave or reenter the building.
3. Students who become ill during the school day should see the school nurse, Ms. Moskowitz, on the third floor. She will provide an early dismissal note, if necessary, after parent notification. This note should be given to the guard in the lobby and, upon the student's return to school, can be picked up and shown to the teachers whose classes were missed. Students must check out with the guard before leaving.

G) Decorum: Students are expected to conduct themselves at all times according to the dictates of *halakha* and with the highest regard for *midot* in all relationships *bein adam l'havero*.

1. Whether in a classroom, a lounge area, or in one of the school's many facility areas and hallways, students are expected to accord proper respect to their teachers and fellow students and to treat all individuals with courtesy and dignity. If a student should feel harassed or threatened either by another student or an adult, the student should report the incident to a member of the administration, or to Dr. Zeitchik or Ms. Bernfeld. The administration or faculty member will work sensitively and confidentially with the student to support the student and to determine an appropriate response.
2. Students should act responsibly towards the property of others. A concern for the conditions and cleanliness of the building is included. Any staff member may request that a student help in cleaning an area that has been littered whether by that student or by others. Only through a spirit of cooperation can we maintain an environment suited to the advancement of knowledge and Torah study.
3. Not only during the school day but also while representing the school in any function or on any trip, all members of the group are to conduct themselves in a manner that will exemplify the religious philosophy of the school. Laws

regarding *minyanim*, *kashrut*, *tzniut* and the wearing of *kippot* by males must be strictly followed.

4. Cell phones may not be used for phone calls in the building during school hours. The use of personal listening devices is permitted only in lounge areas.

H) Fast Days: When school is in session on a fast day, we follow a *Tzom* schedule concluding the day with *mincha* and an early dismissal. This schedule, which can be found on the back of the blue schedule card, skips over homeroom as well as all three lunch periods. There will be no food served in school and the vending machines will be turned off.

I) Elevators: Students are not permitted to use elevators after *shacharit* or after *mincha*, from the time that services are over until after the bell marking the beginning of the next teaching period; students should not wait for the period to begin to use the elevator. Students are also not permitted to use the elevator after assemblies or after emergency drills. Only those students with an elevator pass validated by the school nurse may be on elevators during these times. Students who have valid elevator passes must immediately present them when requested to do so by a faculty member.

To avoid accidents, students should not enter overcrowded elevators. In addition, all students should be especially careful not to open the elevator doors as they are closing or to hold the elevator doors open for long periods of time.

Students should use the stairs wherever possible. It is expected that students will not use the elevator for travelling only one floor.

J) ID Card: Students must carry their ID cards with them at all times.

Any student may at any time be asked by the doorman or any other staff member to show his/her ID card. If a student loses his/her card, he/she should report the loss immediately to the Sixth Floor Office. There is a twenty-five-dollar charge for replacing lost ID cards.

V. Disciplinary Action

A) General Guidelines: Functioning within the guidelines of consistency, fairness and propriety, the administration takes seriously its responsibility to provide for the moral and educational welfare of the students, as well as for their safety.

A record is maintained of each instance in which a student is subject to disciplinary action. This record need not become a part of a student's permanent file. If the incident is severe or if instances become chronic, the school will initiate contact with the parents or guardians; the school will also determine whether a description of the incident along with its consequences should be placed in the permanent file.

The administration reserves the right to determine the consequences of a breach of decorum or a violation of school policy or procedure. Depending on the incident, as well as on the record of the individual student, the administration may decide on consequences ranging from a conference to suspension to expulsion. In some instances, the school may have a responsibility to notify outside authorities.

B) Academic Integrity: Because the Ramaz community believes personal integrity is integral to academic achievement and views dishonesty in any form as reprehensible in terms of religious as well as secular ideals, the consequences of plagiarism and of academic dishonesty will be severe. Consistent with school policy, the consequences for a first infraction will most likely include all of the following:

- A grade of *F* or zero on the assignment or test
- The requirement to rewrite it or retake the examination (without an opportunity for a new grade)
- A substantial impact on the class grade for the semester
- A conference between parents and school administration
- A copy of the plagiarized assignment or compromised test/quiz kept in the student's permanent Ramaz file – the inclusion of which will have an impact on faculty and administrative decisions regarding college recommendations, senior awards and admission to AP or Honors classes in the senior year.

The consequences of a second infraction will include all of the above, with the potential addition of:

- Suspension
- Academic/social probation
- Expulsion
- Legal prosecution.

Note: Plagiarism and other cases of academic dishonesty are considered just as severe an offense no matter the size or import of the assignment or situation – whether it is a heavily weighted semester critical essay, quiz, test or an ungraded portfolio assignment.

C) **Substance Abuse:** In our approach to preventing drug use and abuse, we are committed to striking a balance between disciplinary and therapeutic values and perspectives. A therapeutic perspective highlights protecting, supporting and caring for an individual student, and a disciplinary perspective highlights the safety of all students and the integrity and safety of our community. That balance requires judgment and sensitivity but also an articulated understanding that substance use and abuse will lead to real consequences, especially when the behavior compromises the basic expectation of a safe and law-abiding school culture.

- Any student who is using, under the influence of, possessing, selling or distributing any school banned or illegal substance, including but not limited to alcohol, hash oil, nicotine, tobacco, and non-prescribed medicines (such as painkillers, opioids, stimulants) or substance related paraphernalia, including but not limited to e-cigarettes, vape pens, hookahs, cartridges that contain substances, heating devices, or power sources (such as a battery for a vaporizer), in school or on any school related trip or activity outside of school (athletic games, shabbatons, etc.) will be suspended immediately and will have acted in a manner that is grounds for disciplinary action including expulsion.
- The school regards use or possession of substances and substance related paraphernalia used for experimentation as banned even if not technically illegal in a particular case.
- The school will impose mandatory continuous drug testing as a consequence for any suspected violation of our substance use policy, and may impose random drug testing as a school wide policy as a constructive deterrent.
- Any student who is using, under the influence of, possessing, or distributing any illegal substance outside of the school's domain as defined above will face school intervention ranging from meeting with parents, mandated treatment, and possible suspension and expulsion.
- If a student comes forward with a substance use problem or raises a concern about another student using substances, the school will intervene therapeutically while reserving the right to impose disciplinary consequences, especially if the behavior involves in-school or on a school related activity use.

The goal of this policy is to strengthen our school community's resolve as we try to develop healthy teenagers who can make safe choices in a safe school atmosphere. Clarifying expectations and consequences is necessary so that our message is effective.

Ultimately, we need to trust each other and to work together, in order to prevent our students and children from using destructive and illegal substances.

VI. Academic Procedures and Policies

This section describes the policies and procedures by which the school functions with regard to programming, testing and record keeping.

A) Programming: A student's individual program and schedule of classes have been created by the faculty and administrative staff of the school. In all specialty courses, placement has been carefully determined according to academic background, achievement level and an over-riding consideration for the needs of each individual student.

1. Program changes, therefore, will not be considered unless a student can demonstrate that the placement is incorrect. Students may request a placement review until two weeks after the first day of classes. No student-initiated program change requests will be considered after that date.
2. The procedure for requesting a review of placement is as follows:
 - a. obtain an add/drop form in the Sixth Floor Office;
 - b. fill out and submit this request form to Ms. Friedman;
 - c. allow two days for the department and the administration to review the placement and for a new program to be created (should approval be granted);
 - d. receive an email with notification of action on placement and obtain a new schedule on the Ramaz website.

B) Assessments: To help regulate the schedule of testing and quizzing, faculty members need to adhere to the letter and spirit of the following guidelines and policies.

Tests are defined as in-class, timed assessments on units of material—more than three days' worth. All full period tests must be scheduled in advance through the Ramaz website. These tests must be announced to classes no fewer than five teaching days prior to the day of the examination.

Announced quizzes are defined as in-class, timed assessments on no more than three days of material. Announced quizzes must be scheduled in advance through the Ramaz

website. These quizzes must be announced to students no fewer than five teaching days prior to the day of the quiz.

The schedule of exams and quizzes is displayed dynamically according to each teacher's or student's schedule.

Pop quizzes are defined as in-class, timed assessments on no more than three days of material; these quizzes are not announced. These assessments may be open notes/books when appropriate (decided by the teacher) and are administered to determine whether students are keeping current with class work and home assignments.

The number of these in-class timed assessments should be limited to a combination of four announced quizzes and pop quizzes per quarter, in addition to two tests per quarter. This amounts to a total of a maximum of six (6) in-class, timed assessments per quarter.

The results of test and quizzes (announced or pop) that do not abide by these guidelines will be cancelled. Department chairmen are responsible for coordinating and monitoring the testing and quizzing schedule of their faculty members. Students should report any violations of these regulations to the administration.

C) Makeup Exams: If a student misses a test or quiz, he/she may be permitted to take a makeup after school. Makeups are not allowed in some cases, such as if a student comes late or leaves early on the day of a test without prior permission. In the spirit of integrity and fairness, the following is our makeup policy:

- All makeups are administered after school. There are no exceptions.
- Making up a missed exam takes priority over co-curricular activities.
- All students who miss a particular test must take the makeup together.
- Under no circumstances will a makeup test be given before the test is administered to the rest of the class.
- Students should schedule their makeups within one week of the missed test, coordinating with both the teacher and Ms. Checkik. In order to assess the availability of proctors, Ms. Checkik will need notice of at least twenty-four hours. Please be aware that a proctor may not be available on a given evening. If no proctor is available, makeup exams cannot be administered; another evening needs to be chosen.
- Note that the makeup exam will be different than the exam given in class.

D) Final Examinations: Schedules and instructions for each final examination period (January and June) will be distributed several weeks prior to the end of each semester's sessions. Senior mini-courses will have their own individualized assessments.

E) Report Cards: Report cards are posted on the Ramaz website at the end of each semester. Grades of "U" (unsatisfactory) in Conduct/Effort are carefully reviewed and recorded. A grade of "N" indicates that the student should improve his/her attitude towards the class and begin to exert greater effort. A grade of "F" in the second or fourth marking period represents failure for the entire semester's worth of work. The factors leading to the grade of "F" are documented and kept on file. Students who fail a course must meet with the administration and with the specific department chairperson to determine how the course requirements may be fulfilled. Course requirements must be made up by the end of the following semester.

After one semester has elapsed from the time a grade is assigned, a grade may not be disputed or modified.

Anecdotal reports replace report cards for the first and third marking periods occurring in November and March. These reports are also posted on the Ramaz website at the appropriate time. These reports have been developed uniquely for each department to assess the specific skills necessary for a particular subject. Instead of determining grades, teachers compose an anecdotal evaluation of the student's overall progress in the class.

F) Tutoring: At some time during the academic year, a student may become dissatisfied with the extent of his/her academic progress; as a result, he/she may feel the need to be tutored privately. In some instances, a teacher may recommend private tutoring as a means of shoring up some difficulties in a specific subject area. In either of these two cases, there are certain guidelines that the school has established in order to maintain the integrity of classroom instruction.

First, a student may not be tutored by his/her classroom teacher or by the department chair. Second, a student who is considering being tutored must inform the upper school administration and his/her teacher in order to begin a closer dialogue that should also include the student's parents. even in cases when the student's teacher is suggesting tutoring, the teacher must first clear the recommendation with the administration. If an outside, private tutor has been selected, it is important for that tutor to be in regular contact with the classroom teacher in order to derive the most educational benefit from the tutoring sessions. It is also important for the teacher to work together with the tutor

in order to establish ground rules for the type of assistance in completing assignments. Without this type of working relationship, questions regarding the integrity of the student's independent work often arise; we would rather have to confront these serious issues of plagiarism before they occur so that they may easily be avoided.

We wish to stress, though, that the school believes tutoring should be a remedy of the last resort. Tutoring should be considered only after the student and parents have communicated and worked with the teacher to improve the student's academic performance. We have found that tutoring can often adversely affect a student's attitude in class, promoting the feeling that, "So what if I don't get it now. My tutor will explain it when I get home." Even in one individual case, this attitude causes a breakdown in the learning dynamic that is crucial to developing and maintaining an educationally effective classroom experience. Further, unnecessary tutoring creates a cycle of pressure and anxiety that feeds on itself, most of the time without any basis in the student's actual classroom performance and achievement. In the event that a tutor is needed, the school guidelines must be followed. In addition, we ask you to remember we have after school clinics in many different subject areas.

VII. Lockers

- A) Students are responsible for the care and security of their lockers. Locker combinations should not be shared with *anyone*.
- B) Locker assignments may not be switched without requesting permission.
- C) Sports equipment that does not fit into a locker must be stored in the gymnasium. No equipment should be left in the lobby or cloak room area. The school cannot assume responsibility for such lost or stolen items.

VIII. Email

Each student is assigned a Ramaz email address at the beginning of their high school career. It is expected that students will check their Ramaz email and Schoology accounts frequently since much important information will be sent only via email and Schoology posts.

IX. Transportation

A) Regulations governing distribution of *MetroCards* to New York City residents are determined by the Office of Pupil Transportation. Eligibility criteria for the type of *MetroCard* issued are determined by the New York City Board of Education. The following are criteria for the academic year 2018-2019:

1. Students residing within city limits and one and one-half (1 1/2) miles from school are eligible to obtain a standard issue *MetroCard* for surface/rapid (bus/subway) transportation.
2. Students residing less than one and one-half (1 1/2) miles but more than one-half (1/2) mile from school are eligible to obtain a half-fare *MetroCard* for surface (bus) transportation.
3. Lost or defective *MetroCards* must be reported, **by the student only**, to Ms. Chechik, Transportation Coordinator, using replacement forms which are available in the Sixth Floor Office. Replacements for **lost or defective Metrocards** will be issued upon submission of a completed replacement form after allowing for processing time.
4. Students residing beyond the city limits may seek reimbursement from their local community boards. Some districts may subsidize students who are enrolled in a school outside of their jurisdiction. Please contact your local Department of Education for more information.

B) Metro-North sells Monthly School Commutation tickets exclusively through their website (www.mta.info/mnr) via their Mail & Ride program. The first step in signing up for the program is to contact Ms. Chechik in the Sixth Floor Office for the appropriate form. After the form is filled out and returned, Ms. Chechik will register your child after which Metro-North will email you your account and pin numbers.

C) Parents can contract with Ramaz in facilitating transportation arrangements with existing private bus companies servicing routes in Westchester, Riverdale, Englewood, Teaneck, Five Towns, Queens and Brooklyn. Please contact Ms. Shlomovich at (212)774-8027 or email to johanna@ramaz.org for further information.

Car pools organized by parents may be available in suburban communities.

X. Medical

The Health Office is located on the third floor. Students in need of medical assistance may go there to see Ms. Nechama Moskowitz, the Upper School nurse. Parents of students with any health related concerns are encouraged to contact the school nurse. The nurse will facilitate communication of medical issues, when appropriate, to school teachers and personnel with regard to confidentiality. The direct telephone number is (212) 774-8089.

Health forms must be submitted by all incoming, as well as returning, students every year. Students who wish to participate in *Bikur Cholim* require a documented PPD administered up to one year before beginning the program and a recent flu shot.

Please notify the nurse if there is a change in the medical status of your child during the school year (e.g., an injury, a newly diagnosed condition, or specially prescribed medication). The student's physician should send a note of explanation with any recommendations to the nurse. If, at any time during the year, your child is diagnosed with a contagious medical condition, please notify the school nurse immediately. Information describing the symptoms of the contagious condition will be made available to parents, faculty and staff.

Prescription medication can be stored and dispensed when needed during school by the nurse. Students with asthma should carry their inhalers, but an extra supply of medication may be kept in the health office. A Medication Authorization Form should be completed by the student's parent and doctor, and the medication sent in the original prescription container with the student's name and doctor's instructions. If a student self-administers medication during the school day for an acute or ongoing medical or psychological condition, such as ADHD, migraines, seasonal allergies, illness/infection etc., he/she may carry only one day's dose.

For the student with asthma, an Asthma Action Care Plan should be completed by the doctor at your child's physical examination. The information provided can be very useful in preventing and treating symptoms of asthma.

Parents of students with severe allergies must complete the separate Protocol for Students with Life-Threatening Allergies, and return it to the Health Office prior to the start of school. Information concerning your child's allergy will help prevent a reaction and aid, if necessary, in prompt treatment. Students who carry an Epi-Pen should have

one handy in their possession during the school day and on trips. Epi-Pens are located strategically throughout the building and certain faculty and staff are trained in their use. Please feel free to contact the school nurse regarding the Food Allergy Policy.

For the student with diabetes, a Diabetes Care Plan must be completed and updated as needed by the parent and doctor. Extra diabetic supplies and snacks should be supplied by the parent and stored in the Health Office.

Head lice are a common problem among school-age children that should not cause undue anxiety. They are not a source of disease, nor a sign of uncleanliness. We encourage parents to frequently check their children's heads for the presence of lice or nits. You should instruct your children not to share personal items such as hats, scarves, coats, sports uniforms, hair accessories, combs, or brushes with other students. Information concerning the detection of head lice is sent by the nurse via Ramaz Newswire during the school year.

Any student who has head lice is not allowed to attend school until receiving treatment. Following treatment, a child will be allowed back in school if his/her hair is free of lice upon re-inspection. We require the removal of nits to decrease diagnostic confusion and the possibility of re-infestation. Please notify the nurse immediately in case your child has head lice. The nurse will privately check those students with reported cases, and siblings and close contacts in the school, before allowing them to return to class.

All necessary forms are made available and can be downloaded and printed from the Ramaz website for your convenience.

XI. Book Room

A) Book Distribution: All books will be distributed to student lockers prior to the first day of class. Students will receive a list of books required for each of the courses listed on their class schedules. Within the first week of classes, students are required to check the books in their lockers to make sure that they have all the books on their book list. If there are any discrepancies, these should be reported to Dr. Josh Blaustein. Students must also check to ensure that their books are in good condition. All books should be in usable condition; both covers should be attached, the book should be in one piece and no pages should be missing. If the books are not in satisfactory condition, students are expected to request an exchange. At the end of the year, if any book is not in acceptable condition, the student will be asked to pay for the book. All books should be treated with care and respect.

B) Book Sales: In each grade, students purchase the books that, in the school's judgement, are important for the students to own as part of their developing personal libraries both in general and Jewish Studies. The arrangements for their purchase are made as part of the tuition contract process during the previous spring. Students whose accounts have been cleared will receive these books during the distribution process. Please keep in mind that all students must receive the same editions of each book. Further, the school offers these books at a significant discount below the cost of these items.

C) Class Transfer: It may become necessary to change classes during the year. Many of these changes involve changing textbooks as well. In order to obtain the correct textbooks, the student should submit a copy of his/her program change form to Dr. Blaustein along with any textbooks that are to be returned. The form should be filled out completely and accurately. A student will be able to pick up his/her books from the sixth floor office after the transfer has been processed.

D) Mid-Year Book Requests: It may become necessary for a student to request a book in the middle of the year. If a book has been lost or damaged, a book request may be given to Dr. Blaustein. The lost or damaged book must be paid for.

E) Book Returns: At the end of the year, all textbooks must be returned. Textbook collection will take place in the gym. The family will be billed for any books not returned during the final examination period. All books must be returned in satisfactory condition. Books without covers will have to be paid for in full.

Second sets of books will also be collected during the final examination period.

Seniors at the end of their courses will have their textbooks collected. All books must be returned in order for their family members to receive graduation tickets.

XII. Visitors

Visitors must be cleared with the Administration at least two (2) days in advance. A special Visitor's Pass will be issued only after permission has been granted. A visitor should be introduced to the host's teachers and should stay with the host for the entire visit.

There will be no visitors during the first month and last month of school. During the year, we may not be able to accommodate all requests.

XIII. Food

No homemade food (baked, cooked, etc.) is to be brought into the school building for any occasion. Food brought in to school must be commercially prepared with a Rabbinic endorsement that has been approved by the school *mashgiach*.

There are food vending machines located in different areas of the building. Students are expected to dispose of used containers properly and to help maintain the cleanliness of the building. Use of these machines is not permitted on fast days.

If your child has a severe food allergy or medically prescribed diet, please contact the school nurse. Our chef and food service staff are always available to answer questions concerning ingredients, and will readily assist when meals need to be prepared with specific instructions to accommodate a special diet or food allergy.

XIV. Lunch Arrangements

Students may not take food out of the Dining Room at any time without permission.

In order to ensure the smooth functioning of the kitchen services, students may only eat lunch in the lunchroom during their assigned lunch period. At all other times, special permission of Food Services staff is required. In general, such permission will usually only be granted beginning twenty minutes into the beginning of the first lunch period.

XV. Physical Education

A gym uniform is required. This consists of a Ramaz T-shirt (to be purchased at the gym office), shorts and sneakers. While at gym, each student must provide a combination lock for his/her belongings. Combination locks may be purchased at the gym office. The school is not responsible for personal property improperly kept in a gym locker during a student's gym period or for personal property stored, even under lock, in a gym locker during the school day.

XVI. Sports Teams

Each varsity team will select its own uniform, which students are expected to pay for. Uniform designs will be in effect for three years.

There will be special fees for members of tennis, swim and softball teams. These fees exist because Ramaz rents special facilities for these team sports.

A recent physical examination form is required to be on file in the Health Office for any student participating on a sport's team. The date of the exam should be within twelve months prior to the start of the sport's season. In addition, parents must complete and sign a *Student/Athlete Team Participation Form* each time their child participates on a particular team. An Information sheet concerning concussions is provided along with the form for athletes and their parents to review. The form can be obtained from the third floor Health Office or Ramaz website, and should be returned to the nurse. The form will be forwarded to the team's coach.

XVII. School Library

The school librarian is glad to answer your reference questions, teach library skills, assist students in researching a topic, and recommend other information sources when necessary. Inter-library loan is available.

Neither food nor beverage is allowed in the library.

Books that circulate (non-reference) may be borrowed for a period of two weeks. A book may be renewed if there is no reserve placed on it. The request for renewal may be made without bringing the book to the library. Otherwise a fine of 10¢ per day is charged for books past the due date.

Some reserve books may be borrowed for overnight use. These must be returned by 9:00 AM the next day.

Audio-visual materials may be borrowed for overnight use. Extended time is sometimes permitted.

Reference books may not be taken from the library.

Periodicals do not circulate. A copier machine is available in the library for student use without charge. The photocopy machine is for library materials only. Exceptions require permission of a library staff person. No multiple copies allowed at any time.

The library web page is accessible on the Ramaz website. Please consult it for the abundant on-line resources available with your Ramaz login and password.

XVIII. Ethical Behavior of Computer Users

The computing facilities in Ramaz are intended exclusively for academic and research oriented use. It is the responsibility of each individual to use the computer facilities legally, ethically and in accordance with the *halakhic* principles espoused by Ramaz.

The Ramaz School offers its students, faculty, staff and administration access to a network of computer resources connecting local computer labs, offices, classrooms and libraries. Computers on the Ramaz network also have direct access to millions of computers around the world via the Internet.

With access to this global network comes the availability of material that may not be considered educationally valuable in the context of our school setting. There may be some material or individual communications that are not appropriate in our yeshiva community. The Ramaz School views information gathered from the Internet in the same manner as all other reference materials—to be used for educational purposes and to fulfill the school's mission. Specifically, the Ramaz School supports resources that, with guidance from the faculty and staff, will enhance the learning environment. Exploration of these resources is encouraged.

Internet access is coordinated through a complex association of government agencies and regional networks. The operation of the Internet relies heavily on the proper conduct of the users who must adhere to strict guidelines. Internet access is a privilege, not a right. If a user violates any of the acceptable use provisions outlined in this document, his/her account will be terminated and future access will be denied. Some violations may also constitute a criminal offense and may result in legal action. Any user violating these provisions, applicable state and federal laws, or posted classroom, library, lab or school policies is subject to loss of access privileges and any other school disciplinary options.

The computing environment of the Ramaz School is maintained for a limited educational purpose. This purpose includes classroom related activities and professional development. Our network has not been established as a public access service or a public forum; thus, the Ramaz School has the right to place reasonable restrictions on material that is accessed or posted on the system. Users may not use our network for commercial purposes. This means that users may not offer, provide or purchase products or services through our system.

We have identified several areas of concern to keep in mind when using the Ramaz network. The following list of restrictions is offered as a basic guide to ensure that we may demonstrate a mutual respect for our shared resources.

1. **Personal Safety:** Users should not post personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, etc. Users must promptly disclose to the school administration any received message that is inappropriate or that makes the recipient uncomfortable.

2. **Illegal Activities:** Users may not attempt to gain unauthorized access to the network or to any other computer system through the network or go beyond authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if they are done merely for the purposes of "browsing." Users also may not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.

- ② Users may not copy, transfer or run any program not issued by the school. This includes all gaming software. If a user becomes aware of unauthorized software residing on the network, he/she is obligated to alert the administration. This will protect the user against claims that this policy was intentionally violated.
- ② Users may not download large files unless absolutely necessary. If necessary, downloading may be done at a time when the system is not being heavily used *and* the file must be immediately removed from the system computer.
- ② Users must not post chain letters or engage in "spamming." Spamming is sending an annoying or unnecessary message to a large number of people.

- ② Printers are made available for reasonable use. Larger files must be saved to disk and, if necessary, printed privately.
- ② E-mail must be checked frequently and unwanted messages deleted promptly; users should stay within their e-mail quota of no more than 100 stored messages.
- ② Users may subscribe only to high quality discussion group mail lists that are relevant for educational or professional development.

3. **System Security:** Please note that not only deliberate attempts, but also the inadvertent spread of computer viruses must be avoided. Users are responsible for their individual accounts and must take all reasonable precautions to prevent others from being able to use their accounts. Under no conditions should passwords be shared. Users must immediately notify the administration if a possible security problem is identified. DO NOT, HOWEVER, GO LOOKING FOR SECURITY PROBLEMS BECAUSE THIS MAY BE CONSTRUED AS AN ILLEGAL ATTEMPT TO GAIN ACCESS.

4. **Inappropriate Language:** Restrictions against inappropriate language apply to public messages, private messages and to all material posted on web pages. Obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language is not to be used. Information that could cause damage or a danger of disruption should not be posted. Personal attacks, including prejudicial or discriminatory attacks is completely off limits. False or defamatory information about a person or organization should not be knowingly or recklessly posted.

5. **Respect for Privacy:** Users may not repost a message that was sent privately without permission of the person who sent the message. Users may not post private information about another person.

6. **Respecting Resource Limits:** Users may use the system only for educational and professional development activities. There is no limit on use for these purposes. Please note, however, that all data and programs found on the network are the property of the Ramaz School and may not be copied.

7. **Plagiarism and Copyright Infringement:** Works that are found on the Internet may not be plagiarized. Plagiarism is taking the ideas or writings of others and presenting them as if they were one's own. Please consult the guidelines found in *Citing Sources* as they relate to information found via the Internet. In a similar vein, the rights

of copyright owners must be respected. Copyright infringement occurs when a work protected by a copyright is inappropriately reproduced. If a work contains language that specifies appropriate use of that work, these requirements should be followed. If you are unsure whether you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing. If you have questions, please seek guidance from the administration.

8. **Inappropriate Access to Material:** The network may not be used to access material that is profane or obscene, that advocates illegal acts, or that advocates violence or discrimination towards other people. A special exception may be made for hate literature if the purpose of this access is to conduct research and both your teacher and parent have approved. If inappropriate information is mistakenly accessed, the administration should immediately be told. This will protect users against claims of intentional violation of this policy.

9. **Vandalism and/or Harassment** will result in the cancellation of the offending user's account. Vandalism is defined as any malicious attempt to harm or destroy hardware or data belonging to the school, another user, the Internet or other networks. This includes, but is not limited to, creating and/or uploading computer viruses or tampering with school-owned hardware or software. Harassment is defined as the persistent annoyance of another user or the interference in another user's work. This includes, but is not limited to, the sending of unwanted mail.

10. **Privacy:** Users can expect only limited privacy in the contents of their personal files or e-mail on the network. The situation is similar to the rights students have in the privacy of their locker.

11. **Consequences:** Routine maintenance and monitoring of the network may lead to discovery that school policy, or, in some cases, the law has been violated. Any user violating these provisions, applicable city, state and federal laws or posted classroom or library rules is subject to loss of network privileges and any other school disciplinary options, including criminal prosecution. The school administration will make the final determination as to what constitutes unacceptable use.

XIX. School Closing Information

In case of inclement weather, log on to www.ramaz.org to receive information regarding school closings. You may also call the Ramaz Hotline by dialing (212)774-8000, ext. 7911.

XX. Building Evacuation Procedures

1. When the alarm rings, all students and faculty will evacuate the building silently. No talking is permitted from the moment the bell rings until students arrive at their designated positions outside the building.
2. Posted in each classroom and office is a sign indicating which stairway (A for the east stairway and B for the west stairway) should be used for evacuation.
3. Students must quickly exit the building and meet their advisers at the assigned locations:
 - a) Sophomores and juniors will meet their advisers on Park Avenue between 78th and 77th Streets.
 - b) Freshmen and seniors will cross 78th St. in front of the building and meet their advisers on Park Avenue between 78th and 79th Streets.
4. Students must inform their advisers that they are present and remain with the adviser at all times until further instructions.

XX. Lockdown Procedures

- Lockdown drills begin when you hear Rabbi Stochel's voice over the P.A. system saying "the school is on a lockdown drill".
- Stay completely silent for the duration of the drill, or actual lockdown event.
- Do not move to any part of the room other than the "safe spot".
- Follow all instructions from the teacher in the room.
- You may not use your cell phone at all, in any way, for any reason.
- Do not attempt to open the door, or look through the door window. You may hear or see people walking past the room, or trying to open the door. Do not react to this in any way.
- In the event of a real lockdown, there may be police officers coming through the building. Do not speak to them for any reason unless spoken to; put your hands in the air and silently follow any instructions given.
- Lockdown drill is over when you hear Rabbi Stochel announcing the "all clear" signal over the P.A. system.

The Rabbi Joseph H. Lookstein Upper School of Ramaz

		M	R		A	B	C	E (Friday)	F (Friday)	
8:00	1	M1	R1	8:00	A1	B1	C1	E1	F1	8:00 <i>Italics: Winter Friday</i>
8:55 9:35	2	M2	R2	8:50 9:30	A2	B2	C2	E2	F2	8:50 9:35 8:50 9:25
9:40 10:20	3	M3	R3	9:35 10:15	A3	B3	C3	E3	F3	9:35 10:15 9:30 10:05
		Homeroom	Homeroom		Homeroom	Homeroom	Homeroom			10:20 11:00 10:10 10:45
10:35 11:15	4	M4	R4	10:35 11:15	A4	B4	C4	E4	F4	
							Homeroom	Homeroom		
11:20 12:00	5	M5	R5	11:20 12:00	A5	B5	C5	E5	F5	11:20 12:00 11:05 11:40
12:05 12:45	6	M6	R6	12:05 12:45	A6	B6	C6	E6	F6	12:05 12:45 11:45 12:20
12:50 1:30	7	M7	R7	12:50 1:30	A7	B7	C7	E7	F7	12:50 1:30 12:25 1:00
1:35 2:15	8	M8	R8	1:35 2:15	A8	B8	C8			
2:20 3:00	9	M9	R9	2:20 3:00	A9	B9	C9			
		Mincha	Mincha		Mincha	Mincha	Mincha			
3:20 4:00	10	M10	R10	3:20 4:00	A10	B10	C10			
4:05 4:45	11	M11	R11	4:05 4:45	A11	B11	C11			

School Hours

Tefilla begins promptly at 8:00am; following tefilla, there is time for a light breakfast. General dismissal at the end of the day takes place at 4:45pm. Friday has a dismissal schedule linked to the time of candle lighting for Shabbat.