

EXHIBIT 53

Elizabeth A. Green

From: Elizabeth A. Green
Sent: Wednesday, July 1, 2020 6:22 PM
To: Edmund J. O'Meally
Subject: Re: Third Circuit Holds that Tinker and Fraser Don't Apply to Off-Campus Online Student Speech

Thank you, Ed. I actually sit on both sides as this is a big boost (pun acknowledged) to those suing MSDE and the BOOST commission. Thank you for sharing your analysis. It will be interesting to see how the issues play out in Maryland.

Elizabeth

Sent from my iPhone

Exhibit
111

Elizabeth A. Green

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On Jul 1, 2020, at 6:09 PM, Edmund J. O'Meally <eomeally@pklaw.com> wrote:

So, to finish out the day which started with a vigorous discussion of the Third Circuit's decision in *Mahoney* and somehow meandered into a discussion of Catholic schools and nuns, I just finished reading Chief Justice Roberts' 5-4 decision in *Espinoza v. Montana Department of Revenue* which invalidated under the Free Exercise Clause and a strict scrutiny analysis Montana's reliance upon to its "Blaine Amendment" to prevent parents from exercising their choice to use of a neutral governmental scholarship program in order to fund the enrollment of their children at religiously affiliated schools.

Chief Justice Roberts' decision was predictable given the growing precedent over the last couple of decades upholding the combination of neutral governmental programs with parental choice as in , for example, the Cleveland voucher case *Zelman v. Simmons-Harris*. Also predictable I think was the 5-4 line-up with Justices Thomas, Alito, Gorsuch, and Kavanaugh joining in the majority with Justices Ginsburg, Breyer, Sotomayor, and Kagan in dissent. I think that the opening paragraph of Chief Justice Roberts' opinion in Section II A was also to be expected:

The Religion Clauses of the First Amendment provide that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." We have recognized a " 'play in the joints' between what the Establishment Clause permits and the Free

Exercise Clause compels.” *Trinity Lutheran Church of Columbia, Inc. v. Comer*, 582 U. S. ___, ___ (2017) (slip op., at 6) (quoting *Locke v. Davey*, 540 U.S. 712, 718 (2004)). Here, the parties do not dispute that the scholarship program is permissible under the Establishment Clause. Nor could they. We have repeatedly held that the Establishment Clause is not offended when religious observers and organizations benefit from neutral government programs. See, e.g., *Locke*, 540 U. S., at 719; *Rosenberger v. Rector and Visitors of Univ. of Va.*, 515 U.S. 819, 839 (1995). See also *Trinity Lutheran*, 582 U. S., at ___ (slip op., at 6) (noting the parties’ agreement that the Establishment Clause was not violated by including churches in a playground resurfacing program). Any Establishment Clause objection to the scholarship program here is particularly unavailing because the government support makes its way to religious schools only as a result of Montanans independently choosing to spend their scholarships at such schools. See *Locke*, 540 U. S., at 719; *Zelman v. Simmons-Harris*, 536 U.S. 639, 649–653 (2002). The Montana Supreme Court, however, held as a matter of state law that even such indirect government support qualified as “aid” prohibited under the Montana Constitution.

Chief Justice Roberts’ decision, however, goes much further and delivers what I believe may be the final death blow to the discriminatory Blaine Amendments that exist in many states, at least on paper if not in practice:

The Department argues that a tradition *against* state support for religious schools arose in the second half of the 19th century, as more than 30 States—including Montana—adopted no-aid provisions. See Brief for Respondents 40–42 and App. D. Such a development, of course, cannot by itself establish an early American tradition. Justice Sotomayor questions our reliance on aid provided during the same era by the Freedmen’s Bureau, *post*, at 10 (dissenting opinion), but we see no inconsistency in recognizing that such evidence may reinforce an early practice but cannot create one. In addition, many of the no-aid provisions belong to a more checkered tradition shared with the Blaine Amendment of the 1870s. That proposal—which Congress nearly passed—would have added to the Federal Constitution a provision similar to the state no-aid provisions, prohibiting States from aiding “sectarian” schools. See *Mitchell v. Helms*, 530 U.S. 793, 828 (2000) (plurality opinion). “[I]t was an open secret that ‘sectarian’ was code for ‘Catholic.’ ” *Ibid.*; see Jorgenson, *supra*, at 70. The Blaine Amendment was “born of bigotry” and “arose at a time of pervasive hostility to the Catholic Church and to Catholics in general”; many of its state counterparts have a similarly “shameful pedigree.” *Mitchell*, 530 U. S., at 828–829 (plurality opinion); see Jorgenson, *supra*, at 69–70, 216; Jeffries & Ryan, *A Political History of the Establishment Clause*, 100 Mich. L. Rev. 279, 301–305 (2001). The no-aid provisions of the 19th century hardly evince a tradition that should inform our understanding of the Free Exercise Clause.

Although these Blaine Amendments were initially enacted during a period of anti-Catholic hostility, they have been used not only against Catholic schools but against schools promoting other faith views as well – which is why I included Elizabeth on this email knowing her deep interest on this topic! To that end, I think that the Court’s reasoning invalidating the Montana decision will be welcome news to her and to many:

[The prohibition before us today burdens not only religious schools but also the families whose children attend or hope to attend them. Drawing on “enduring American tradition,” we have long recognized the rights of parents to direct “the religious upbringing” of their children. *Wisconsin v. Yoder*, 406 U.S. 205, 213–214, 232 (1972). Many parents exercise that right by sending their children to religious schools, a choice protected by the Constitution. See *Pierce v. Society of Sisters*, 268 U.S. 510, 534–535 (1925). But the no-aid provision penalizes that decision by cutting families off from otherwise available benefits if they choose a religious private school rather than a secular one, and for no other reason.

A State need not subsidize private education. But once a State decides to do so, it cannot disqualify some private schools solely because they are religious.

Ed

Edmund J. O'Meally

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From: Leslie R. Stellman

Sent: Wednesday, July 1, 2020 11:39 AM

To: Rochelle Eisenberg <reisenberg@pklaw.com>; Paul M. Finamore <pfinamore@pklaw.com>; Edmund J. O'Meally <omeally@pklaw.com>

Cc: Adam E. Konstas <akonstas@pklaw.com>; Andrew G. Scott <AScott@pklaw.com>; Labor, Employment and Education Department Lawyers <educationlawyers@pklaw.com>

Subject: RE: Third Circuit Holds that Tinker and Fraser Don't Apply to Off-Campus Online Student Speech

What Judy's C-school friends at college told her was that it was used by the nuns to get the kids' attention, like at the end of recess or when an assembly was to begin and the kids were all talking.

From: Rochelle Eisenberg

Sent: Wednesday, July 1, 2020 11:35 AM

To: Leslie R. Stellman <stellman@pklaw.com>; Paul M. Finamore <pfinamore@pklaw.com>; Edmund J. O'Meally <omeally@pklaw.com>

Cc: Adam E. Konstas <akonstas@pklaw.com>; Andrew G. Scott <AScott@pklaw.com>; Labor, Employment and Education Department Lawyers <educationlawyers@pklaw.com>

Subject: RE: Third Circuit Holds that Tinker and Fraser Don't Apply to Off-Campus Online Student Speech

Ok. I need a little education. What is a clicker used for? My mother went to Catholic school and was even a novice in a convent and never used a clicker on us. She was as sweet as possible.

Rochelle Eisenberg

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From: Leslie R. Stellman
Sent: Wednesday, July 1, 2020 11:31 AM
To: Paul M. Finamore <pfinamore@pklaw.com>; Edmund J. O'Meally <eomeally@pklaw.com>
Cc: Adam E. Konstas <akonstas@pklaw.com>; Andrew G. Scott <AScott@pklaw.com>; Labor,
Employment and Education Department Lawyers <educationlawyers@pklaw.com>
Subject: RE: Third Circuit Holds that Tinker and Fraser Don't Apply to Off-Campus Online Student Speech

Years ago the Broadway musical "Nunsense" played at the Lyric, and it was hysterical! (It was about a convent that had money problems, so they had to hold a fundraiser in order to bury some of the sisters who died of food poisoning, since without the funds the sisters were being stored in a freezer at the convent.) At the end of intermission a "nun" comes on stage to get everyone's attention for Act 2, by using a clicker. We Jews had no idea what was so funny, but the folks who went to "C" school were laughing hard . . . 😊

From: Paul M. Finamore
Sent: Wednesday, July 1, 2020 11:00 AM
To: Edmund J. O'Meally <eomeally@pklaw.com>; Leslie R. Stellman <lstellman@pklaw.com>
Cc: Adam E. Konstas <akonstas@pklaw.com>; Andrew G. Scott <AScott@pklaw.com>; Labor,
Employment and Education Department Lawyers <educationlawyers@pklaw.com>
Subject: Re: Third Circuit Holds that Tinker and Fraser Don't Apply to Off-Campus Online Student Speech

Not at Mount de Sales!

When I was learning from the Jesuits, we had JUG (Justice Under God), which had no limits as far as I could tell.

Paul M. Finamore

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From: Edmund J. O'Meally <eomeally@pklaw.com>
Sent: Wednesday, July 1, 2020 10:54 AM
To: Leslie R. Stellman
Cc: Adam E. Konstas; Andrew G. Scott; Labor, Employment and Education Department Lawyers
Subject: Re: Third Circuit Holds that Tinker and Fraser Don't Apply to Off-Campus Online Student Speech

Sadly, the nuns are a thing of the past I'm afraid. We now spell "nun" as "none"!

Ed
Sent from my iPhone

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On Jul 1, 2020, at 10:52 AM, Leslie R. Stellman <lstellman@pklaw.com> wrote:

When my son went to Friends School, punishment included working with the maintenance crew after school hours – very creative, and very “Quaker.” Justice Thomas’ views in *Morse* are enlightening, as he frequently references his schooling by “the nuns,” who didn’t tolerate students speaking out on anything. He would certainly like to undo *Tinker* and return to the good old days when students didn’t bring their political or other views into the schools.

From: Edmund J. O'Meally
Sent: Wednesday, July 1, 2020 10:49 AM
To: Adam E. Konstas <akonstas@pklaw.com>; Leslie R. Stellman <lstellman@pklaw.com>; Andrew G. Scott <AScott@pklaw.com>; Labor, Employment and Education Department Lawyers <educationlawyers@pklaw.com>
Subject: RE: Third Circuit Holds that Tinker and Fraser Don't Apply to Off-Campus Online Student Speech

Of course, as anyone who attended private school can attest, they certainly have their share of discipline problems – even though they are not subject to the First Amendment. I think my oldest son missed the part about “teachers taught, and students listened . . .” when he was at Calvert Hall. But then again, the Brothers had some creative disciplinary sanctions. Brendan spent a month of Saturdays working with the custodial staff one year.

Ed

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From: Adam E. Konstas

Sent: Wednesday, July 1, 2020 10:45 AM

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<lstellman@pklaw.com>; Andrew G. Scott <AScott@pklaw.com>; Labor, Employment
and Education Department Lawyers <educationlawyers@pklaw.com>

Subject: RE: Third Circuit Holds that Tinker and Fraser Don't Apply to Off-Campus Online
Student Speech

Thanks for pointing that out Ed.

As an aside – if Justice Thomas' view of the history public education, and in particular
the following quote from his concurring opinion, mirrored the reality of public education
today, I doubt there would be much work for school lawyers because schools would run
like a well-oiled machine:

*"In short, in the earliest public schools, teachers taught, and students listened. Teachers
commanded, and students obeyed."*

What a world!

Adam

Adam E. Konstas

Associate

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From: Edmund J. O'Meally
Sent: Wednesday, July 1, 2020 10:26 AM
To: Leslie R. Stellman <lstellman@pklaw.com>; Adam E. Konstas <akonstas@pklaw.com>; Andrew G. Scott <AScott@pklaw.com>; Labor, Employment and Education Department Lawyers <educationlawyers@pklaw.com>
Subject: RE: Third Circuit Holds that Tinker and Fraser Don't Apply to Off-Campus Online Student Speech

Perhaps Justice Thomas had a point in his concurring opinion in Morse: <https://supreme.justia.com/cases/federal/us/551/393/#:~:text=Justice%20Thomas%2C%20concurring.,set%20forth%20in%20Tinker%20v.>

Ed

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From: Edmund J. O'Meally
Sent: Wednesday, July 1, 2020 10:11 AM
To: Leslie R. Stellman <lstellman@pklaw.com>; Adam E. Konstas <akonstas@pklaw.com>; Andrew G. Scott <AScott@pklaw.com>; Labor, Employment and Education Department Lawyers <educationlawyers@pklaw.com>
Subject: RE: Third Circuit Holds that Tinker and Fraser Don't Apply to Off-Campus Online Student Speech

Les: Great point. I doubt that Mrs. McComas cares much about the First Amendment rights of the kids who cyber-bullied Grace.

Ed

Edmund J. O'Meally

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From: Leslie R. Stellman
Sent: Wednesday, July 1, 2020 10:05 AM
To: Adam E. Konstas <akonstas@pklaw.com>; Edmund J. O'Meally <eomeally@pklaw.com>; Andrew G. Scott <AScott@pklaw.com>; Labor, Employment and Education Department Lawyers <educationlawyers@pklaw.com>
Subject: RE: Third Circuit Holds that Tinker and Fraser Don't Apply to Off-Campus Online Student Speech

Everyone has weighed in with excellent insights on this very disturbing ruling. (And my old Syracuse Law College classmate, former 3rd Circuit chief judge Ted McKee, who wrote the *Layshock* decision, didn't have a hand in this decision.) What is worrying is the case where cyberbullying leads to a student suicide, a-la-Grace McComas, for which the Board of Education is somehow blamed because it did nothing to intervene when it had evidence of cyberbullying that led to the suicide. I doubt that the judges writing this latest decision thought about that scenario.

Leslie R. Stellman

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From: Adam E. Konstas
Sent: Wednesday, July 1, 2020 9:57 AM
To: Edmund J. O'Meally <eomeally@pklaw.com>; Andrew G. Scott <AScott@pklaw.com>; Labor, Employment and Education Department Lawyers <educationlawyers@pklaw.com>
Subject: RE: Third Circuit Holds that Tinker and Fraser Don't Apply to Off-Campus Online Student Speech

I just finished reading this as well. I too am troubled by this decision. In the student-student bullying OCR cases I've handled recently, much of the bullying starts online through social media and even through Xbox Live, which is an online gaming platform where you can interact with other players through an internet connection on your gaming device. Those conflicts inevitably bleed over into school.

The court in *Mahoney* even recognized that "bad facts make bad law." Well – I think the facts of *Mahoney* are very distinguishable from other circuit court cases applying Tinker in the off-campus context where there is more of a nexus and impact in the school environment. Those other cases don't necessarily have bad facts, just different facts. *Mahoney* could have simply been distinguished on a factual basis – that there was no nexus to the school environment, applying *Tinker* to simply reach a different result. I fear that going further than that is going to leave school administrators with one arm

tied behind their back as they attempt to deal with student-student bullying that so often starts online.

Adam

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From: Edmund J. O'Meally
Sent: Wednesday, July 1, 2020 9:50 AM
To: Andrew G. Scott <AScott@pklaw.com>; Labor, Employment and Education Department Lawyers <educationlawyers@pklaw.com>
Subject: RE: Third Circuit Holds that Tinker and Fraser Don't Apply to Off-Campus Online Student Speech

Andy:

Thanks. I was reading the COSA Blog posts on this earlier this morning.

Once again, the Third Circuit goes too far in protecting student digital speech off-campus that has an impact in the school and could be the basis for discipline both under *Tinker* and *Bethel*. One could easily see this decision as yet another Third Circuit extension of *Layshock* and *J.S.* and leave it there. However, the gratuitous rejection of both the Second Circuit's decision in *Doninger* and, more importantly, the Fourth Circuit's decision in *Kowalski* is alarming. The Third Circuit could have easily distinguished its holding from *Kowalski* on the grounds that the digital speech in that case amounted to cyber-bullying of a fellow student. Indeed, as I have always told my students, had the school board in *Kowalski* not taken the prompt and effective remedial action taken in that case and which was ultimately approved by the Fourth Circuit, the school system easily could have been placed in the unenviable position of having to defend a Title IX case under *Davis*, and the principal could be personally liable under §1983 based upon *Baynard*, because they would have been deliberately indifferent to known acts of sexual harassment.

Fortunately, the school officials in *Kowalski* did the right thing. However, had the school system in Berkeley County, West Virginia been 30 miles away in Pennsylvania, the Third Circuit would view the school board's actions as a violation of the First Amendment speech rights of the offending student. Again, the Third Circuit did not need to go that far. It could have simply distinguished its holding in *Mahoney* from the Fourth Circuit's holding in *Kowalski* by saying that *Kowalski* was distinguishable by virtue of the fact that the school was addressing blatant, offensive sex-based cyber-bullying that had an adverse educational impact upon the targeted student while the *Mahoney* snap-chat

profanity laced rant was not aimed at a student. By going further, the Third Circuit further muddies the waters in an era where we desperately need guidance from the Supreme Court.

I hope that the school board in this case seeks certiorari and that the Court takes the case. I think that we should urge Francisco to exercise whatever influence that he can – especially since he filed an amicus brief in this case. The Supreme Court's student speech cases all precede the digital age by decades, with the limited exception of *Morse*. In an era where qualified immunity is under increased attack and political scrutiny, school principals need some clear guidance on this "damned if you do, damned if you don't" issue when they make judgments in the schools.

Thoughts?

Ed

Edmund J. O'Meally

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From: Andrew G. Scott

Sent: Wednesday, July 1, 2020 9:03 AM

To: Labor, Employment and Education Department Lawyers

<educationlawyers@pklaw.com>

Subject: Third Circuit Holds that Tinker and Fraser Don't Apply to Off-Campus Online Student Speech

All,

Fascinating case, which includes, among other things, a rejection of the Fourth Circuit's approach in

Kowalski: <https://assets.documentcloud.org/documents/6960691/6-30-20-BL-v-Mahanoy-Opinion-3rd-Circuit.pdf>.

Perhaps the split will encourage the Supremes to take on this issue for the first time?

Andy

Andrew G. Scott

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Elizabeth A. Green

From: Ariel Sadwin <asadwin@agudathisrael-md.org>
Sent: Monday, June 29, 2020 11:24 AM
To: Agudah Maryland
Subject: External Email | IMPORTANT: Signing the BOOST Assurances
Attachments: BOOST Assurance Current - REV-DG-6-12-2020.pdf
Importance: High

Attention: Jewish Day School Administrators
Topic: Signing the BOOST Assurances

Good morning all.

Hope this finds you well.

Each participating BOOST school should have received the attached assurance form that they are required to sign and send back to MSDE by July 1st.

Several of you have asked if there are any concerns signing the current version of the assurances.

Upon review, we would recommend following the **same guidance** as we provided the last time (Jan 17, 2020).

As long as the admissions policy contained in your school's handbook does not contain language that explicitly conflicts with the items and classes that are contained in the non-discrimination paragraph of the assurances, there is no violation of program rules.

The existence of any handbook language which negatively addresses one of the protected classes in the non-discrimination portion is deemed a violation.

Following the guidance of rabbinic leadership, schools may sign the assurance without the need to include any disclaimer, provided that their handbook contains language that reflects our adherence to Torah law. (Sample language: ***Our school requires all students to live their lives according to the Torah and following the Shulchan Aruch.***)

Please be in touch if you have any questions on this.

Best regards to all,

Ariel

Rabbi Ariel Sadwin | Executive Director
Agudath Israel of Maryland - Mid-Atlantic Region

7 Church Lane | Suite 14 | Baltimore, MD 21208
Phone: 410-484-3632 | Mobile: 443-955-2419



Elizabeth A. Green

From: Elizabeth A. Green
Sent: Thursday, June 4, 2020 10:53 AM
To: Donna Gunning
Cc: Linda Eberhart; Malmstrom, Jody; Marva Jo Camp; Mary Ellen Hrutka; Matthew Gallagher; Nancy Grasmick; Skipp Sanders; Michels, Barbara; Terri A. Debord; Amalie Brandenburg -MSDE-; Valerie Carpenter -MSDE-; James Clark -MSDE-; Robert Wancowicz -MSDE-
Subject: Re: External Email | 2020-2021 Participating School Program Assurances

Thank you, Donna, for keeping us informed.

Sent from my iPhone

Elizabeth A. Green

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PLEASE NOTE: PK Law is operating on a strictly remote working basis during the COVID-19 pandemic. This means that our office is open to the public by appointment only, out of concern for our clients and their families and for each other and our families. We are committed to continuing to provide services to our clients during this time and we are checking voicemail and email on a regular basis. Rest assured that we will continue to operate as normally as possible. If you are sending the office any materials by postal mail, please also email to the addressee for faster processing and until further notice.

On Jun 4, 2020, at 9:57 AM, Donna Gunning <donna.gunning@maryland.gov> wrote:

BOOST Board Members -

As a result of the recent decision regarding the assessment requirements for nonpublic schools that intend to participate in the BOOST Program for the 2020-2021 school year, the Assurances document had to be revised and will need to be signed and submitted by participating schools. I wanted to provide you with this information in advance of it being communicated to the participating schools.

The document has been revised to remove specific school-year and deadline references. The communication will state the information previously provided - As a result of the COVID-19 Pandemic and subsequent closure of schools in Maryland, nonpublic schools are not required to administer the assessments identified in the FY2020 Budget Bill (HB 100) during the 2019-2020 school year. Additionally, nonpublic schools would not be required to report the results of those assessments in the fall of 2020. However, nonpublic schools will be expected to administer the assessments identified in the FY2021 Budget Bill (SB 190) in the 2020-2021 school year and report the results of those assessments in the fall of 2021.

Program Staff are planning to send a communication that identifies these changes in the requirements for the 2020-2021 school year along with the revised Assurances document to current participating schools tomorrow. The revised Assurances document is also attached for your reference.

Please let me know, at your earliest convenience, if you have any concerns with this proposed course of action. Thank you for your assistance and please let me know if you have any questions.

<changingMD.png>

Donna Gunning, Executive Director
Office of Policy and Fiscal Analysis

Office of Finance

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Baltimore, Maryland 21201
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<BOOST Assurance Current - REV-DG-6-2-2020.docx>

Elizabeth A. Green

From: Barbara Fitzgerald <mama_nylise@outlook.com>
Sent: Friday, March 27, 2020 1:05 PM
To: boost.msde@maryland.gov
Cc: matt@goldsekerfoundation.org; Grasmick@KennedyKrieger.org; Elizabeth A. Green;
usualis@aol.com; Renee_Cohen@cardin.senate.gov;
Alyssa_Penna@vanhollen.senate.gov; victoria.graham@mail.house.gov;
bill.ferguson@senate.state.md.us; luke.clippinger@house.state.md.us;
robbyn.lewis@house.state.md.us; brooke.lierman@house.state.md.us
Subject: External Email | BOOST Application for 2020-2021 School Year
Attachments: BOOST LETTER.docx

Dear All,

Please find attached letter regarding the BOOST Application for the upcoming school year.

Thank you in advance for your time and consideration.

Barbara Fitzgerald

Elizabeth A. Green

From: Edmund J. O'Meally
Sent: Tuesday, November 19, 2019 8:56 AM
To: Leslie Stellman; Elizabeth A. Green
Subject: RE: Morning Rundown: 11.19.19

Can you get me a copy of the decision? It may have ramifications for another case that I have at the State Board.

Ed

Edmund J. O'Meally

Member

Pessin Katz Law, P.A. (PK Law)
901 Dulaney Valley Road | Suite 500 | Towson, MD | 21204
Phone: (410) 938-8800 ext. 6757 | Fax: (410) 832-5654
Direct Dial: (410) 339-6757 | Mobile: (410) 274-7011
eomeally@pklaw.com | [Attorney Bio](#) | [About Us](#)

PK LAW Celebrating **30** Years



From: Leslie Stellman [mailto:lrstellmanesq@gmail.com]
Sent: Tuesday, November 19, 2019 8:54 AM
To: Elizabeth A. Green <egreen@pklaw.com>
Cc: Edmund J. O'Meally <eomeally@pklaw.com>
Subject: Fwd: Morning Rundown: 11.19.19

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Leslie R. Stellman

Sent from my iPad

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Reply-To: Center Maryland <info@centermaryland.org>

Good Morning Leslie,
KO Public Affairs Presents Your Center Maryland Morning Rundown

Email not displaying correctly?
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MORNING RUNDOWN

Tuesday, 19th November 2019

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More in POLITICS

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More in COMMENTARY

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Suite 2820
Baltimore, MD 21202

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Engaged in Maryland politics.

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Center Maryland

111 S Calvert Street

Suite 2820

Baltimore, MD 21202

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Elizabeth A. Green

From: Ariel Sadwin <asadwin@agudathisrael-md.org>
Sent: Wednesday, August 7, 2019 9:18 AM
To: Ahuvah Heyman; Chaim Amster
Cc: Elizabeth A. Green; Jason@liveqmg.com
Subject: CRITICAL: BOOST Assurance Signing Deadline - Today
Attachments: TEXTBOOK ASSURANCES - FY2020-FINAL.pdf
Importance: High

Dear Bnos Yisroel administrators:

As I have mentioned in previous emails, due to the inclusion of new non-discrimination policies for schools that participate in the BOOST program, our schools, which follow the Torah hashkafa, have been put into a very complicated situation regarding the signing of the attached assurance document.

In consultation with leading rabbonim and legal counsel, and with guidance from our legislators, **we are recommending that each school "sign the assurance with a reservation" regarding gender identity and expression.** The reservation language (below) states that our school does not have a policy on "gender identity or expression" and it will consult with its rabbinic authorities towards developing a policy on the matter.

We hope that this language will be acceptable by the authorities at MSDE to allow our schools to participate in BOOST and the other state funding programs for the coming year, while ensuring that our Torah values are upheld and respected. In the meantime, we will continue to advocate for government support, while working with legislators and government officials to consider and address the religious beliefs and concerns of their constituents.

This text should be included on page 2 underneath the signature box:

Bnos Yisroel does not currently have a policy covering issues relating to gender identity and expression. As contemplated by the Joint Chairman's Report, we intend to examine this issue, consult with our rabbinic leadership, and develop a policy that is based on the Torah values which guide our lives. We cannot, however, commit at this time to the exact content of that policy.

Please feel free to contact me for further clarification.

Thank you.

Ariel

Rabbi Ariel Sadwin | Executive Director
Agudath Israel of Maryland - Mid-Atlantic Region
7 Church Lane | Suite 14 | Baltimore, MD 21208
Phone: 410-484-3632 | Mobile: 443-955-2419



EXHIBIT 54

From: Donna Gunning <donna.gunning@maryland.gov>

To: Jamie Klarman <james.klarman@maryland.gov>

Subject: Re: List of Nonpublic Textbook schools (374) with BOOST flag added

Date: Wed, 19 Feb 2020 15:43:54 -0500

Inline-Images: image.png; image(1).png; image(2).png; image(3).png; changingMD.png

Jamie -

Once you get the review from Rick's team - please let me know.

Thanks, again, for all your help.



Donna Gunning, Executive Director
Maryland State Department of Education
Office of Finance and
Administration
Office of Policy and Fiscal Analysis
200 West Baltimore Street
Baltimore, Maryland 21201
410-767-0757 (office)
410-333-2232 (fax)
donna.gunning@maryland.gov

[Click here](#) to complete a three question customer experience survey.

On Wed, Feb 19, 2020 at 2:43 PM Donna Gunning <donna.gunning@maryland.gov> wrote:
Perfect. Thanks.

On Wed, Feb 19, 2020 at 2:10 PM Jamie Klarman <james.klarman@maryland.gov> wrote:
Yes. The school registered prior to 12/31 but because of the changed email address they did not see the next steps to get to the application. I was working with the school on 12/19/19.

On Wed, Feb 19, 2020 at 1:37 PM Donna Gunning <donna.gunning@maryland.gov> wrote:
Jamie -

Thanks - this is very helpful. Is this true for the school that had IT/hack issues?



Donna Gunning, Executive Director
Maryland State Department of Education
Office of Finance and
Administration
Office of Policy and Fiscal Analysis
[200 West Baltimore Street](#)
[Baltimore, Maryland 21201](#)
410-767-0757 (office)
410-333-2232 (fax)
donna.gunning@maryland.gov

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Exhibit
63

On Wed, Feb 19, 2020 at 1:36 PM Jamie Klarman <james.klarman@maryland.gov> wrote:
FYI - Bethel Christian Academy is the only school that registered for the Textbook Program after 12/31/19 deadline. All other schools had applications in process prior to 12/31/19.

On Wed, Feb 19, 2020 at 12:51 PM Donna Gunning <donna.gunning@maryland.gov> wrote:
Jamie -

Thanks for the update - it is very helpful. For Bethel - they were given the opportunity to correct their handbook by the BOOST Board. However, the BOOST program did not receive revised handbook language. For the textbook process, I want to be sure we are following current practice. Although this school registered late, there were other schools that did so as well and I would rather air on the side of inclusion in this instance. Once Rick's group complete's their review, I will forward all of this information to the AG's office for their review. In the interim, let's leave the Bethel application pending. Moving forward, we should have written "practice" language regarding exceptions to deadlines.

Thank you for all you do to make this program successful. I really appreciate all your efforts.



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donna.gunning@maryland.gov

[Click here](#) to complete a three question customer experience survey.

On Wed, Feb 19, 2020 at 12:39 PM Jamie Klarman <james.klarman@maryland.gov> wrote:

On the other (2) schools; Oak Grove Classical Christian School and Lighthouse Christian Academy. Last week Oak Grove told me they wanted to check with their church leadership one last time and asked if I would give them until yesterday (2/18/20). When I talked to Lighthouse they still had concerns and I gave them the same hard deadline of yesterday (2/18/20). No emails or voice messages were received by yesterday (2/18/20). Based on this I will decline their applications.

For Bethel - has anyone from Rick's staff reviewed this handbook? If not, please ask them to do so. What is the practice for questionable handbooks? If we don't have one written down, we need to develop one. Current law requires the Textbook program to be the gateway, as a result, the BOOST Board is not the decision-maker. Once I hear back from you on this issue, I will let the AG's office know.

[This one has only been reviewed by me so far. I will send to Rick's group for review. This is the only questionable one received for this program](#)

Case 1:19-cv-01853-SAG Document 80-57 Filed 07/10/21 Page 4 of 11
year. Other schools where there was an issue have not returned. The guidance on Bethel Christian Academy's handbook came from OAG and was presented to the BOOST board at a meeting in a closed session. That is the only tie to BOOST besides all of the programs trying to be consistent in discrimination policy. I wasn't sure if you would even want to continue with the review of the application given the late application and the (2) year non-participation clause.

Written policy: Any handbooks found to contain language that is determined to be inconsistent with the Maryland Nonpublic Textbook Program's non-discrimination assurance statement will be sent to the MSDE Compliance Group for a 2nd review. The review will be made in accordance with guidance provided by the State of Maryland's OAG office.

For the IT Issues, given that we gave these other schools so much time to "completely submit" the application, I think we can give this school a pass and let them in. If you'd like to ask for verification of the email hack, assuming the school's system was hacked, I would not be opposed. But, please let me see the message you'd like to send first.

I do not doubt the account from the school. I have the new email address and the story is consistent with the dates and times in my email history review. I will work with the school to get them in.

Moving forward, I think it would be helpful to ramp up communication sooner and to update the website with information as soon as possible. For any future trainings, we need to use the current MSDE powerpoint template. I'm open to your thoughts on each of these.

I am going to update the slides with the new template this afternoon and make the file accessible. Joshua reminded me just after I sent it to him.

On Wed, Feb 19, 2020 at 11:07 AM Donna Gunning <donna.gunning@maryland.gov> wrote:
Jamie -

For the note - THANK YOU! And, thanks for the training yesterday. I am sure it went well.

For Bethel - has anyone from Rick's staff reviewed this handbook? If not, please ask them to do so. What is the practice for questionable handbooks? If we don't have one written down, we need to develop one. Current law requires the Textbook program to be the gateway, as a result, the BOOST Board is not the decision-maker. Once I hear back from you on this issue, I will let the AG's office know.

For the IT Issues, given that we gave these other schools so much time to "completely submit" the application, I think we can give this school a pass and let them in. If you'd like to ask for verification of the email hack, assuming the school's system was hacked, I would not be opposed. But, please let me see the message you'd like to send first.

Moving forward, I think it would be helpful to ramp up communication sooner and to update the website with information as soon as possible. For any future trainings, we need to use the current MSDE powerpoint template. I'm open to your thoughts on each of these.

Thanks for all you do for this program - it is greatly appreciated.



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On Wed, Feb 19, 2020 at 9:03 AM Jamie Klarman <james.klarman@maryland.gov> wrote:
A couple of notes:

- 1) My note from yesterday that Bethel was in the house. After seeing the sign-in sheet, it was Bethel Early Childhood Development in Pikesville not Bethel Christian Academy.
- 2) Bethel Christian Academy has not been approved. There are (3) reasons I see why they should be rejected:

- From review of handbook, the same language that was of concern to the BOOST board is still in the handbook
- Language in house bill 100: "It is the intent of the General Assembly that a school that violates the nondiscrimination requirements is ineligible to participate in the Aid to Non-Public Schools Program, the BOOST Program, the James E. "Ed" DeGrange Nonpublic Aging Schools Program, and the Nonpublic School Security Improvements Program in the year of the violation and the following 2 years."

School registered and submitted application on 1/17/20, well after deadline. We were only working to resolve issues with schools that had registered prior to 12/31/19.

- 3) I received a call yesterday from a school we have not received an application from. The contact told me that her email address was hacked (3) times and her IT folks had given her a new email address. This caused the messages sent by me and the system with next steps to go unseen. The school (Mt. Pleasant Christian Academy) is a BOOST school with (2) students and one outspoken parent from what I hear. I'm on the fence with this one, your call. Is the issue with her email address enough of an extenuating circumstance to let them in?

Jamie

On Tue, Feb 18, 2020 at 7:14 PM Donna Gunning <donna.gunning@maryland.gov> wrote:
Jamie -

I added Bethel. Can you give me the status of the other two? Also, has the Bethel Application been approved?

Donna Gunning, Executive Director
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On Thu, Feb 6, 2020 at 10:07 AM Donna Gunning <donna.gunning@maryland.gov> wrote:

Thanks, Jamie. Please let me know when the issues with the first two schools are resolved.



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On Thu, Feb 6, 2020 at 9:04 AM Jamie Klarman <james.klarman@maryland.gov> wrote:

Here is what I have on the (3) potential schools. Some of the (42) data elements from the export are not available until the applications are approved. It has been (7) days since we responded to the school requests, I will wrap these up today.

Oak Grove Classical Christian School : Application is in unsubmitted status. School registered on 12/11/19. Approval is for validation of the school being registered with MSDE. Application has not been submitted yet. Pending approval from church due to MSDE response given last week to request for information on definition.

School Type	School Name	Advance Link #	Address	Contact/New	Principal	Submit Date	Approve Date
Non-public (K-12) (2819)	Oak Grove Classical Christian School	09-12-2819	2416 Creswell Road BEL AIR	Jacqueline J Hutcheson 443-617-2126 jhutcheson@oakgroveclassical.org	Deborah S Glasgow	12/11/2019	12/11/2019

Lighthouse Christian Academy: Application received, requested resubmission with clean assurance document. Pending approval from church due to MSDE response given last week to request for information on definition.

Requested Resubmit Lighthouse Christian Academy (by James Klarman - 1/27/2020)

Reason

Please resubmit application with signed assurance form not adding any additional language.

Address - Allegany

2020 Bedford Street Cumberland MD 21502

Phone / Fax

Phone: 301-777-7375 Fax:

Mailing Address

2020 BEDFORD ST CUMBERLAND MD 21502

Principal / Contact

Principal: Sheri Lynn Aspito slaspito@gmail.com
Contact: Sheri L Aspito lcasuns2020@gmail.com 301-777-7375

Submitted Form

Who: Sheri L Aspito
When: 12/30/2019 4:05 PM

EnrollmentCount *	<input type="text" value="190"/>
FARMStudentCount *	<input type="text" value="14"/>
SchoolTuition *	<input type="text" value="4575.00"/>
Allocation (Value) :	
School Number/Preschool Id :	1671 Advance Link #: 09-01-4064

* Comment

Describe here...

I further certify that all of the facts, figures, and representations made with respect to student enrollment, number and percentage of students eligible to receive free and reduced price lunch, and tuition costs are true and correct to the best of my knowledge, information, and belief.

Name: <u>Sheri Aspito</u>	Signature: <u>S L Aspito</u>
Title: <u>Administrator</u>	Date: <u>12/30/19</u>

** Pending definitions for "gender identity or expression,"*

Bethel Christian Academy: Application under review.

Address - Howard

8455 Savage-Guilford Road Savage MD 20763

Mailing Address

8455 Savage-Guilford Road SAVAGE MD 20763-0416

Phone / Fax

Phone: 301-602-9810 Fax:

Principal / Contact

Principal: Claire Dant claire.dant@teambethel.org
Contact: Claire Dant claire.dant@teambethel.org 301-602-9810

Submitted Form

Who: Claire Dant
When: 1/17/2020 4:16 PM

EnrollmentCount *	<input type="text" value="251"/>	* Comment
FARMStudentCount *	<input type="text" value="7"/>	This funding will allow the school to purchase textbooks and technology that would otherwise require a significant increase in tuition. By having these materials covered, the school will be able to minimize the tuition increase to parents.
SchoolTuition *	<input type="text" value="8200.00"/>	
Allocation (Value) :	\$16,315.00 (\$65.00)	
School Number/Preschool Id :	Non-public (K-12) (0785) Advance Link# (09-13-5946)	

Click to view [Statement Of Assurances](#) Click to view [School Handbook](#)

On Wed, Feb 5, 2020 at 6:29 PM Donna Gunning <donna.gunning@maryland.gov> wrote:

Jamie -

Do you have this file data for the three potential BOOST schools? If so, can you send it to me?



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On Wed, Feb 5, 2020 at 6:26 PM Donna Gunning <donna.gunning@maryland.gov> wrote:

Jamie -

Thank you so much for this - it is very helpful.

Donna Gunning, Executive Director
Maryland State Department of Education
Office of Finance and Administration



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On Wed, Feb 5, 2020 at 3:42 PM Jamie Klarman

<james.klarman@maryland.gov> wrote:

Total received and in process 380, BOOST Potential schools 223.

Of the 380 there are (6) in process:

These (3) could be added to the BOOST listing if approved

Oak Grove Classical Christian School - Delayed due to definition request

Lighthouse Christian Academy - Delayed due to definition request

Bethel Christian Academy - Handbook and application under review

(3) Preschools I am working with schools to finalize - All applications received prior to 12/31.

Holibird Early Learning Center (10/30)

Trinity Family Daycare (10/31)

New Beginnings Christian Learning Center (10/2)

--



Jamie Klarman

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Sent from Gmail Mobile

EXHIBIT 55

Based on our review, Bethel Christian Academy appears to be in conflict with the following Nonpublic Student Textbook Program requirements:

- Civil Rights Act of 1964 - *Prevents discrimination on the basis of race, color, and national origin in any programs or activity that receive federal funds or other Federal financial assistance.*
- Title 20, Subtitle 6 of the State Government Article - *A participating nonpublic school may not discriminate in student admission on the basis of race, color, national origin, or sexual orientation.*
- COMAR 13A.09.09.04.H (*May apply*)
- Education Article 2-206(e)(3) (*May Apply*)

Statements of Concern:

- We believe that God created mankind in His image, male and female (Gen. 1:27, Gen. 5:2) and, according to His word, marriage is a sacred union between one man and one woman (Gen. 2:18-24; 1 Corinthians 7:1-5; Mark 10:6-9; Romans 1:24-27) condemning a homosexual lifestyle (Romans 1:24-26, 1 Timothy 1:10). Pg. 8
- Any conduct that is in violation of the school's Statement of Faith will be considered grounds for disciplinary action, including the expectation that BCA students identify with, dress in accordance with, and use the facilities associated with their biological gender. Pg.35
- Engaging in illegal or biblically immoral behavior at any time, including when off the school campus is grounds for suspension or expulsion. Pg.36

EXHIBIT 56



Karen B. Salmon, Ph.D.
State Superintendent of Schools

April 24, 2020

Claire Dant, Principal
Bethel Christian Academy
8455 Savage-Guilford Rd.
Savage, MD 20763

Dear Ms. Dant:

This correspondence is in response to Bethel Christian Academy’s application to participate in the Aid to Nonpublic Schools program for the 2019-2020 school year. As a preliminary matter, Bethel Christian Academy did not submit a timely application for the Aid to Nonpublic Schools Program. The deadline for schools to apply was December 31, 2019. Bethel submitted its application on January 17, 2020. Notwithstanding Bethel Christian Academy’s late application, the Maryland State Department of Education (“the Department”) went ahead and processed your application. Bethel Christian Academy is not approved to participate in the Aid to Nonpublic Schools Program for the 2019-2020 school year.

As you are aware, the Aid to Nonpublic Schools program is governed by language included in the annual budget bill. For the fiscal year 2020 Aid to Nonpublic Schools Program, Chapter 565 of the Acts of 2019 (HB 100) attached as Appendix A, governs the program. This makes clear that “a nonpublic school participating in the program may not discriminate in student admissions, retention, or expulsion or otherwise discriminate against any student on the basis of race, color, national origin, or sexual orientation or gender identity or expression.”

The Department is required to review the handbooks of schools applying to participate in the Aid to Nonpublic Schools Program to ensure compliance with program eligibility requirements. Upon our review of Bethel Christian Academy’s Handbook, we noted that Bethel "consider[s] grounds for disciplinary action," up to and including "suspension or expulsion even for a first offense," to include "violation" of "the expectation that BCA students identify with, dress in accordance with, and use the facilities associated with their biological gender." Appendix B, p. 35. The Department concluded that these statements violate the nondiscrimination clause contained in House Bill 100.

Sincerely,

Donna Gunning, Executive Director
Office of Policy and Fiscal Analysis

Attachments

c: James Klarman, Director, Nonpublic Textbook Program



EXHIBIT 57

12/12/2019



TALMUDICAL ACADEMY OF BALTIMORE
SCHOOL CONDUCT POLICY AND BEHAVIORAL STANDARDS

I. INTRODUCTION

A. Talmudical Academy of Baltimore (“TA”) is committed to providing a safe and appropriate environment for all TA Staff Members¹ and TA students. All TA Staff Members and TA students are expected to positively contribute to this environment. To facilitate these contributions, TA has adopted this School Conduct Policy and Behavioral Standards (the “Conduct Policy”) setting forth certain responsibilities and obligations of TA Staff Members and TA students regarding interpersonal conduct and relationships.

B. Childhood, especially adolescence, is often a time of turmoil, distress and conflict. As part of TA’s educational goals, all TA Staff Members must encourage TA students’ self-confidence and self-competence, and help TA Students grow to increase their potential within their school, family and community. TA students must behave in a manner that facilitates their personal growth and development as well as the growth and development of all TA students.

C. This Conduct Policy sets forth certain Behavioral Standards, reporting obligations and other responsibilities of TA Staff Members and TA students, and an outline of the procedures available to TA, TA Staff Members and TA students relating to complaints regarding alleged violations of the Behavioral Standards, investigation of such complaints, and enforcement of the Conduct Policy.

D. Although voluminous rules and procedures could be written for all possible circumstances, this Conduct Policy focuses on situations, which, if unremedied, are likely to be damaging to TA students. The Conduct Policy is not intended to supersede the authority and responsibility of the principals of each division of TA (each, a “Principal”) to manage their respective TA divisions on a day to day basis, nor is the Conduct Policy intended to be the sole and exclusive source of rules governing TA personnel and student policies.

¹ Exhibit A includes a definition for this and other capitalized terms.

E. All questions or comments regarding the Conduct Policy may be directed to one or more persons listed on attached Exhibit B.

II. BEHAVIORAL STANDARDS AND OTHER RESPONSIBILITIES

A. Behavioral Standards. The following behavior is incompatible with TA's educational goals and is therefore always prohibited, without regard to the location (except as set forth in clause "II.A.8(B)" below), time or frequency with which such behavior occurs:

1. "Abuse," including (A) physical injury or Mental Injury of any child under 18 by a TA Staff Member or TA student (in each case, without regard to whether such TA Staff Member or student was a TA Staff Member or student at the time such behavior occurs), under circumstances that indicate that the child's health or welfare is harmed or at substantial risk of being harmed; and (B) sexual abuse of any child under 18 by a TA Staff Member or TA student (in each case, without regard to whether such TA Staff Member or student was a TA Staff Member or student at the time such behavior occurs), whether physical injuries are sustained or not, including any act that involves sexual molestation or exploitation, including (without limitation):

- (i) any demeaning or exploitative behavior of a sexual nature, or threats of such behavior;
- (ii) displaying demeaning, suggestive or pornographic material;
- (iii) improper physical contact, such as inappropriate touching, fondling, patting, pinching, punching or physical assault;
- (iv) indirect or explicit invitations to engage in sexual activities which may or may not include a promise of reward for complying or a threat of reprisal for not complying;
- (v) allowing or encouraging any child to engage in obscene or pornographic photography, films, poses or similar activity, or prostitution;
- (vi) human trafficking, incest, rape, or sexual offense in any degree; and/or
- (vi) sodomy, unnatural or perverted sexual practices.

Any conduct which meets the preceding definition of sexual abuse shall be prohibited conduct whether or not such conduct was consensual.

2. "Neglect," including leaving any child under 18 unattended, or other failure to give proper care and attention to any child under 18, by a TA Staff Member or TA student (in each case, without regard to whether such TA Staff Member or student was a TA Staff Member or student at the time such behavior occurs), under

circumstances that indicate that the child's health or welfare is harmed or placed at substantial risk of harm, or that Mental Injury to the child, or substantial risk of such Mental Injury, may result.

3. "Harassment," including physical, verbal, visual or behavioral mannerisms or conduct by a TA Staff Member or TA student (in all cases, with or without sexual advances or sexual overtones) that denigrates or shows hostility towards any TA student or TA Staff Member because of such person's sex (excluding sexual orientation), marital status, race, color, national origin, age, or disability where:

(A) submission to, or rejection of, such conduct is (i) made (explicitly or implicitly) a term or condition of enrollment as a TA student, employment or engagement as a TA Staff Member, participation in TA activities or granting of preferential treatment (for example, awards, recommendations, scholarships); or (ii) used as a basis for evaluation in making personnel or leadership decisions affecting a TA student or a TA Staff Member, or

(B) such conduct is severe, persistent or pervasive and has the effect of interfering with a TA student's schooling or a TA student's or TA Staff Member's work, participation in TA activities or living conditions, or such conduct creates an intimidating, hostile or offensive educational environment.

4. A TA Staff Member mocking, ridiculing, or berating a TA student if such conduct is severe, persistent, or pervasive.

5. Any sexual attention by a TA Staff Member to a TA student in the form of remarks, jokes or innuendo about a TA student's body or clothing, or about sexual activity.

6. Any psychological manipulation or control of a TA student by a TA Staff Member, including (without limitation) (A) attempting to restrict, rather than widen, the range of resource persons with whom a TA student develops relationships, or (B) attempting to eliminate a TA student's parents as critical influences in the life of the TA Student, or (C) implying that the relationship between a TA Staff Member and TA student is conditional upon the conformity of the TA student to a particular point of view, in each case, if such conduct is severe, persistent or pervasive.

7. A TA Staff Member using physical force against a TA student, except (A) to safeguard against immediate physical danger to any person, to a sacred religious object, or to property if the result of damaging such property is reasonably likely to cause physical danger to a person, or (B) normal physical contact (such as hugging or touching) as an act of encouragement or consolation, within the bounds of Halacha and common sense, or (C) normal aggressive contact (such as contact in a basketball or football game, or arm-wrestling), within the bounds of Halacha and common sense.

8. “Bullying,” including any intentional written, verbal or physical act, or an intentional electronic communication, by a TA Staff Member or TA student, that (A) either (i) physically harms a TA student, (ii) damages a TA student’s property, (iii) substantially interferes with a TA student’s education or learning environment, or (iv) places a TA student in reasonable fear of harm to such TA student’s person or property, and (B) either (i) occurs on TA’s property, at a TA activity or event, or on a TA school bus (including a “yellow” bus), or (ii) substantially disrupts the orderly operation of TA. Electronic communication means a communication transmitted by means of an electronic device, including (without limitation) a telephone, cellular phone, computer, or pager.

B. Student Discipline. TA Staff Members are expected to keep order and control their TA students in a respectful but firm manner. Physical force may never be used to discipline a recalcitrant student.

C. Parental Influences. If a TA Staff Member is aware that such TA Staff Member’s attempt to advise a TA student is causing conflict with the parents of such student, such TA Staff Member must inform such TA Staff Member’s Principal who should then consult with the student’s parents.

D. TA Student Behavior. In addition to complying with this Conduct Policy’s prohibition against Abuse, Neglect, Harassment and Bullying, each TA student must conduct himself properly at all times in and out of school, in accordance with specific guidelines set forth in various TA student handbooks. The most important elements of proper TA student behavior are (1) treating TA Staff Members and TA students with the personal respect that lies at the heart of healthy personal relationships, and (2) following directions and instructions of TA Staff Members so long as such directions and instructions are not harmful to such TA students or others.

E. Cooperation. All TA Staff Members and TA students are required to fully cooperate with any and all Investigations, including, without limitation, disclosing all relevant information of which they are aware to Principals, the individual serving as TA’s Ombudsman (the “Ombudsman”), TA’s Chairman of the Board (the “TA Chairman”), TA’s Executive Board of Directors (the “TA Executive Board”), any committee of the TA Executive Board, or any other person selected by the Ombudsman to conduct an investigation (an “Investigator”).

F. False Reports. While reporting violations of this Conduct Policy is encouraged and required, TA Staff Members, TA students, and parents of TA students are expected to understand that false reports of violations of this Conduct Policy are likely to be damaging to the individual falsely accused. Consequently, all TA Staff Members and TA students are prohibited from knowingly making a false report of any violation of this Conduct Policy.

G. Training and Compliance. All TA Staff Members are required to attend all training programs relating to this Conduct Policy to be provided from time to time by

TA. In addition, all TA Staff Members are required to know and comply with all provisions of this Conduct Policy.

III. REPORTING OBLIGATIONS

A. General. All TA Staff Members and TA students recognize and understand that none of the reporting obligations set forth in this Conduct Policy constitutes impermissible Lashon Hara or any other violation of other Halachos of Proper Speech. TA will not (and TA Staff Members and TA students shall not) retaliate in any way against any TA Staff Member, TA student or parent of a TA student who, in good faith, (1) reports a violation of this Conduct Policy by a TA Staff Member or TA student, or (2) cooperates with any investigation of any suspected violation of this Conduct Policy.

B. Reporting to TA. Any TA Staff Member or TA student who has reason to believe that conduct by a TA Staff Member or TA student constitutes a violation of any of the Behavioral Standards must report the alleged conduct immediately (in the case of a TA Staff Member with such belief) or as soon as reasonably practicable (in the case of a TA student with such belief). Such Report must be made either (1) orally, to the Ombudsman (by leaving a voicemail message at the Ombudsman's phone number listed on Exhibit B) or to any Principal (by leaving a voicemail message at such Principal's phone number listed on Exhibit B), or (2) in writing (using the report forms available from the TA administrative offices or website at www.talmudicalacademy.org), to the Ombudsman and to any Principal (in each case, by delivering a completed copy of the report via email to the address of the Ombudsman and any Principal set forth in Exhibit B).

C. Reporting to Government. Each TA Staff Member is required to be aware of, and comply with, legally mandated reporting requirements in the event such TA Staff Member has reason to believe that (1) a TA Staff Member or TA student has committed Abuse or Neglect, or (2) a TA student is a victim of Abuse or Neglect.

1. Currently, Maryland law does not require proof that Abuse or Neglect has occurred before reporting a suspected incident, and incidents must be reported as soon as there is reason to believe that Abuse or Neglect has occurred. A TA Staff Member who fails to report suspected Abuse or Neglect may be subject to professional sanctions by applicable licensing boards, in addition to action by TA in accordance with Section V of this Conduct Policy. Failure to report may be prosecuted under certain circumstances.

2. In addition to, and without limiting, the reporting obligations set forth in the preceding clause "III.B," Maryland law requires TA Staff Members to make an oral and written report to the local department of social services, or, in the case of Abuse, to local law enforcement, in each case, as soon as possible and not later than 48 hours after the contact that revealed the suspected Abuse or Neglect. If the following information is known by the reporting TA Staff Member, it must be included in any report: (A) names and home addresses of the TA student, both parents and any other

individual responsible for the care of the TA student; (B) the present location of the TA student; (C) the names and ages of other children in the home; (D) the specific nature and extent of Abuse or Neglect; (E) any information known to the reporting TA Staff Member of possible previous Abuse or Neglect; and (F) any information that would help determine (i) the cause of the suspected Abuse or Neglect, and (ii) the identity of any individual responsible for the suspected Abuse or Neglect.

3. The United States Department of Health and Human Services offers the following website and hotline for information on applicable laws at <http://www.childhelpusa.com> and 1-800-4-A-CHILD (1-800-422-4453). The State of Maryland website is at <http://www.dhr.state.md.us>.

4. In the event a TA Staff Member is the person alleged to have committed Abuse or Neglect with respect to a TA student, a Principal shall, if given permission by the investigating government agency, promptly (normally prior to the end of the next school day) inform the TA student's parents/legal guardians of the situation and the referral to the investigating agency.

5. Maryland law (A) provides immunity for persons reporting Abuse or Neglect, in good faith, and (B) prohibits an individual from intentionally preventing or interfering with the making of a report of suspected Abuse or Neglect required by law.

6. Maryland law provides that a TA Staff Member (who is an employee of TA) who reports an act of Bullying in accordance with this Conduct Policy is not civilly liable for any act or omission in reporting or failing to report an act of Bullying in accordance with such Conduct Policy.

D. TA Student Misconduct. In the event a TA student commits any act of misconduct, the Principals have responsibility to inform the parents of such TA student regarding such misconduct, especially any misconduct that may lead to a TA student's suspension or expulsion, even if such misconduct is not illegal. Principals may seek assistance, if necessary, from mental health professionals or other outside consultants.

E. Ombudsman. The TA Executive Board created the Office of the Ombudsman to receive Reports, coordinate Investigations, report the findings of Investigations to the TA Chairman, and perform other functions set forth herein. The Ombudsman is appointed by vote of the TA Executive Board, on a yearly basis, and serves at the discretion of the TA Executive Board. All Reports of violations of any of the Behavioral Standards by the Ombudsman must be made directly to the TA Chairman.

F. Confidentiality. The existence and contents of any Report (including, without limitation, the names of the person making the Report, the alleged violator and alleged victim) may be disclosed by TA, a TA Staff Member, a TA student, and/or other persons acknowledging acceptance of this Conduct Policy (in accordance with Section VI.E. hereof) only to the extent (1) necessary for the Investigator to fully investigate allegations in the Report, (2) necessary for TA to take disciplinary and other actions in

response to such Report, and/or (3) otherwise permitted by law (solely in the case of disclosure by TA) or otherwise required by law (in all other cases).

IV. SUSPECT PERSONS

A. For purposes of this Conduct Policy, a “Suspect Person” includes an individual who meets both of the following criteria: (1) the individual is, or ever was, the subject of a law enforcement investigation with respect to a crime either (A) of a sexual nature (including, for example, any crime for which an individual is, or if convicted would be, listed on the State of Maryland Sex Offender Registry) or (B) involving a substantial risk of physical harm to children under 18 (including, for example, Abuse, Neglect, drug abuse, drunk driving, etc.); and (2) such individual is a TA Staff Member, TA student, “Close Relation” (as defined herein) of a TA Staff Member or a TA student, or otherwise resides within a one-half mile radius of TA. The term “Close Relation” includes (i) any individual who resides with a TA Staff Member or a TA student, and (ii) any sibling, parent, grandparent (residing in the greater Baltimore Maryland metropolitan area), child or spouse of a TA Staff Member or TA student.

B. Any TA Staff Member, TA Executive Board member, or TA student who has reason to believe that an individual is a Suspect Person, and any Suspect Person himself or herself, must immediately make a Report with respect to such Suspect Person. Such Report must be made in the same manner as other Reports under this Conduct Policy (orally or in writing, to the Ombudsman or any Principal, etc.).

C. A Report with respect to a Suspect Person must be investigated in the same manner as other Reports under this Conduct Policy (Ombudsman to appoint an Investigator, etc.). In connection with any such Investigation, the Ombudsman or other Investigator may also (1) identify any existing limitations, restrictions or prohibitions on the Suspect Person with respect to schools and/or children, and (2) interview the Suspect Person and/or other Close Relations with respect to the applicable TA Staff Member or TA student.

D. Pending completion of an Investigation, (1) on a weekly basis, the Ombudsman shall inform the TA Chairman of the status of the Investigation, and (2) the TA Chairman and/or the TA Executive Board may take such immediate action as they deem appropriate, in their sole discretion, to protect TA Staff Members, TA students and other persons (in the case of any “Disclosure” (as defined herein), subject to Section IV.E(2) below.

E. Upon completion of the Investigation (as determined by the Ombudsman and the Investigator), the Ombudsman and the Investigator shall report the findings of the Investigation to the TA Chairman. Upon receipt of the findings of the Investigation, the TA Chairman and/or the TA Executive Board shall take such action as they deem appropriate, in their sole discretion, including, for example, (1) taking no action, (2) creating and imposing limitations, restrictions or prohibitions on the Suspect Person’s

access to TA's premises, TA's functions or events, TA Staff Members and/or TA students, and/or any other action to protect TA Staff Members, TA students and/or other persons, and/or (3) disclosing (to TA Staff Members, TA students and/or other persons) the existence and contents of the Report, the Investigation (including, for example, the findings thereof), and/or any actions thereon taken by the TA Chairman and/or the TA Executive Board (a "Disclosure").

1. In all cases, the Investigator, the TA Chairman and the TA Executive Board may consider all facts and circumstances, including, for example, (A) the nature, time and circumstances of the crime committed, or alleged to have been committed, by the Suspect Person, (B) the past and current status of the handling and treatment of such crime by law enforcement and/or other officials within the criminal justice system, and (C) the relationship between the Suspect Person and the applicable TA Staff Member or TA student.

2. Prior to any Disclosure by TA (except any Disclosure necessary for the Investigator to fully investigate a Report), (A) the Ombudsman (or his designee) and the TA Chairman (or his designee) must consult with Rabbi Shmuel Kamenetsky (or his designee), and (B) unless Rabbi Shmuel Kamenetsky (or his designee) determines that a Disclosure is Halachically prohibited, a decision to make a Disclosure must be approved by either (i) the TA Chairman and a majority or more of the members of the TA Executive Board entitled to vote, or (ii) two-thirds or more of the members of the TA Executive Board entitled to vote. Any individual who makes a Disclosure without such approval is subject to any and all remedies available to TA.

3. In the event the TA Chairman and/or the TA Executive Board take any action hereunder, (A) the Suspect Person may be required to agree, unconditionally, to such action (such agreement to be memorialized in a manner selected by the TA Chairman and/or the TA Executive Board, in their sole discretion), and (B) such agreement (and memorialization) by the Suspect Person may be a condition to admission (or continued enrollment) of the applicable TA student, or hiring (or continued employment or other relationship) of the applicable TA Staff Member.

4. TA shall have the right (but no obligation) to periodically reassess the status of a Suspect Person, and take any and all actions with respect to such reassessment consistent with the Conduct Policy.

V. INVESTIGATION AND ENFORCEMENT

A. Ombudsman and Principals. No later than one business day after receipt of any Report, the Ombudsman and/or any Principal receiving such Report shall notify each person listed on Exhibit B of the existence of such Report, and, in the event the Report was made in writing, circulate a copy of such Report to all such persons. Alternatively, in the event the Report was made orally, the Principal supervising the alleged violator (either a TA Staff Member or TA student) shall prepare a written version of the Report (with input from the person or persons making such oral Report) and circulate it to all such persons. In the event a Principal is the alleged violator, such

Principal shall be treated in the same manner as any other TA Staff Member who is the alleged violator. In the event a person listed on Exhibit B is a parent, grandparent, child, spouse, sibling, aunt, uncle or first cousin of either the alleged violator or the alleged victim, such family member shall not receive such Report, and shall not be involved in any related Investigation, determination and action.

B. Investigator. As soon as practicable after receipt of a Report, the Ombudsman, in consultation with TA's legal counsel and one or more Principals, shall (1) make a determination as to whether an Investigation of the Report will be conducted by one or more Principals, the Ombudsman, or a third party Investigator selected by the Ombudsman, and (2) appoint one or more persons (who may, but need not, be the Investigator) to be TA's authorized spokesperson and point of contact for any and all communications regarding the Investigation (such spokesperson to communicate with the alleged violator and alleged victim at least weekly). An Investigation by TA may not occur with respect to any Abuse or Neglect requiring immediate referral to the local department of social services or law enforcement, until TA is cleared to do so by any such government agency.

C. Investigation. The Investigation shall be initiated and conducted in a reasonably expeditious manner, and may consist of (1) personal interviews with the person making the Report, the alleged violator, the alleged victim, and all other persons the Investigator determines may have relevant knowledge, (2) inspection and review of any files, e-mails and other documents deemed relevant by the Investigator, and/or (3) any other methods deemed appropriate by the Investigator.

D. Experts. In connection with any Investigation, the Ombudsman may arrange to have TA engage experts (for example, mental health professionals, attorneys, and/or rabbis) to assist the Investigator in conducting the Investigation.

E. Interim Actions. Pending completion of an Investigation, (1) on a weekly basis, the Ombudsman shall inform the TA Chairman of the status of the Investigation, and (2) the TA Chairman and/or the TA Executive Board may take such immediate action as they deem appropriate, in their sole discretion, to protect the alleged victim of the alleged violation of Behavioral Standards and other persons.

F. Determination and Enforcement. Upon completion of the Investigation (as determined by the Ombudsman and the Investigator), the Ombudsman and the Investigator shall report the findings of the Investigation to the TA Chairman. Upon receipt of the findings of the Investigation, the TA Chairman and/or the TA Executive Board shall take such action as they deem appropriate, in their sole discretion, including, without limitation, taking no disciplinary action, or alternatively, issuing a warning, suspending the violator, terminating the employment or other relationship between TA and such violator, or any other action to prevent any recurrence of the applicable violation of the Behavioral Standards. In all cases, the Investigator, the TA Chairman and the TA Executive Board may consider all facts and circumstances including, without limitation, (1) the nature, time and frequency of the behavior, (2) past incidents or

patterns of behavior, (3) the relationship between the parties, (4) the context in which the behavior occurred, and (5) applicable laws.

G. Other Actions and Enforcement. In the event the TA Chairman and/or the TA Executive Board determines that a TA Staff Member or TA student has violated any such person's obligations set forth in this Conduct Policy (other than violations of the Behavioral Standards), the TA Chairman and/or the TA Executive Board shall take such action as they deem appropriate, in their sole discretion, including, without limitation, issuing a warning, suspending the violator, terminating the employment or other relationship between TA and such violator, or any other action to prevent any recurrence of the applicable violation of this Conduct Policy.

VI. MISCELLANEOUS

A. Amendment and Termination. The TA Executive Board may modify or terminate this Conduct Policy, or any portion thereof, at any time, with or without notice.

B. Dispute Resolution.

1. In the event of any dispute between TA, on the one hand, and any TA Staff Member, TA student or any other person, on the other hand, relating to this Conduct Policy (other than disputes regarding factual issues, with respect to which the findings, if any, of the Investigator shall be deemed conclusive and binding on all parties), all parties shall use good faith efforts to resolve such dispute; provided, that if such parties do not resolve such dispute within ten (10) days after any party notifies the other parties, in writing, of such party's intent to submit the dispute to arbitration pursuant hereto, such dispute shall be submitted by all parties to arbitration by Rabbi Shmuel Kamenetsky or his designee (the "Arbitrator") in accordance with such rules as may be established by the Arbitrator. The Arbitrator's decision in any such arbitration shall be binding and enforceable by a court of competent jurisdiction. Each party shall be responsible for its own fees, costs and expenses in connection with such arbitration, and each party shall be responsible for one-half of the Arbitrator's fees.

2. Subject to the preceding clause "VI.B.1," any suit involving any dispute arising under this Conduct Policy may only be brought in the United States District Court for the Northern District of the State of Maryland, or any State of Maryland court having jurisdiction over the subject matter. TA Staff members, TA students and other persons acknowledging acceptance of this Conduct Policy (in accordance with Section VI.E hereof) hereby (i) consent to such jurisdiction, and (ii) waive any and all rights which they may have to request a jury trial in any proceeding at law or in equity.

C. Interpretation. In the event of any conflict or inconsistency between this Conduct Policy and any other TA rules governing TA personnel and/or student policies, this Conduct Policy shall control.

D. Separability. Each provision of this Conduct Policy shall be considered separable, and if, for any reason, any provision hereof is determined to be invalid and contrary to any existing or future laws, such invalidity shall not impair the operation of (or affect) those provisions of this Conduct Policy which are valid.

E. Acknowledgment. TA reserves the right to require, from time to time, any and all TA Staff Members, TA students, parents of TA students and certain other persons to acknowledge, in writing, receipt of a copy of, and acceptance of all provisions of, this Conduct Policy.

F. Status.

1. Adopted by TA Executive Board on June 19, 2007.
2. Updated EXHIBIT B on July 11, 2008.
3. Amended by TA Executive Board on August 23, 2012.
4. Amended and Restated by TA Executive Board on November 5, 2013.
5. Updated EXHIBIT B on November 7, 2016.

TALMUDICAL ACADEMY OF BALTIMORE
SCHOOL CONDUCT POLICY AND BEHAVIORAL STANDARDS

EXHIBIT A

Definitions

“Abuse” means (i) in the case of conduct engaged in by a TA Staff Member or TA student, the conduct described as “Abuse” in Section II.A of this Conduct Policy, and (ii) in the case of conduct engaged in by any other person who has permanent or temporary care or custody or responsibility for supervision of a child, or any family member of a child, the same conduct described in the preceding clause (i) engaged in by any such other person.

“Behavioral Standards” means, collectively, the behavior prohibited in Section II.A of this Conduct Policy.

“Investigation” means the investigation of any Report, in accordance with Section V of this Conduct Policy.

“Mental Injury” means the observable, identifiable and substantial impairment of a child’s mental or psychological ability to function.

“Neglect” means (i) in the case of conduct engaged in by a TA Staff Member or TA student, the conduct described as “Neglect” in Section II.A of this Conduct Policy, and (ii) in the case of conduct engaged in by any other person who has permanent or temporary care or custody or responsibility for supervision of a child, the same conduct described in the preceding clause (i) engaged in by such other person.

“Report” means an oral or written report (with respect to any alleged violation of the Behavioral Standards) made by a TA Staff Member or TA student in accordance with Section III.B and/or IV.B of this Conduct Policy.

“TA Staff Member” means each full-time or part-time teacher, counselor, social worker, administrator, clerk, custodian or other employee of TA, and any independent contractor or volunteer engaged by TA to interact with TA students.

TALMUDICAL ACADEMY OF BALTIMORE
SCHOOL CONDUCT POLICY AND BEHAVIORAL STANDARDS

EXHIBIT B

Contact Information

Program	Principal	Phone	Email
High School Judaic	Rabbi G. Oppen	(410) 484-6600 x7309	goppen@talmudicalacademy.org
High School Secular	Rabbi S. Steinberg	(410) 484-6600 x7310	ssteinberg@talmudicalacademy.org
Middle School Judaic	Rabbi Y. Schwartz	(410) 484-6600 x7333	yschwartz@talmudicalacademy.org
Middle School Secular	Rabbi Y. Majeski	(410) 484-6600 x7324	ymajeski@talmudicalacademy.org
Elementary School Judaic	Rabbi N. Kahana	(410) 484-6600 x7319	nkahana@talmudicalacademy.org
Elementary School Secular	Mrs. S. Berzon	(410) 484-6600 x7431	sberzon@talmudicalacademy.org

Position	Name	Phone	Email
Elementary School Counselor	Rabbi N. Lowenthal	(410) 484-6600 x7322	nlowenthal@talmudicalacademy.org
Ombudsman	Mr. N. Adler	(410) 484-6600 x7377	ombudsman@talmudicalacademy.org
Chairman	Mr. P. Wertenteil	(410) 484-6600 x7426	alexwertenteil@gmail.com
Executive Director	Rabbi Y. Cohen	(410) 484-6600 x7343	ycohen@talmudicalacademy.org

EXHIBIT 58

Broadening Options and Opportunities for Students Today (BOOST) 2017-2018 Scholarship Award Summary

As of October 30, 2017

BOOST Scholarships Awarded and Accepted	Number of Students	Scholarship Amount for this Category	Total Value of Awards
Qualified for Free Meals, Attended Public School	680	\$ 4,400	\$ 2,992,000
Qualified for Reduced Meals, Attended Public School	210	\$ 3,400	\$ 714,000
Qualified for Free Meals, Attended Private School	1,394	\$ 1,400	\$ 1,951,600
Qualified for Free Meals, Type of Prior School is None	32	\$ 1,400	\$ 44,800
Qualified for Reduced Meals, Attended Private School	330	\$ 1,000	\$ 330,000
Total	2,646	--	\$ 6,032,400

Notes:

Per House Bill 150 and decisions of the BOOST Advisory Board, priority was given to renewal students, students who previously attended public schools, and students who qualify for Free Meals (versus Reduced Meals). Students with the lowest incomes are served first.

BOOST 2017-2018**Scholarship Award Detail**

As of October 30, 2017

Applications Received (with Duplicates and Drafts Eliminated): 5,790
 Income-Eligible Applicants: 4,531

	Number of Students	Scholarship Amount for this Category	Total Value of Renewals
RENEWALS - Awarded and Accepted			
Qualified for Free Meals, Attended Public School	257	\$ 4,400	\$ 1,130,800
Qualified for Reduced Meals, Attended Public School	85	\$ 3,400	\$ 289,000
Qualified for Free Meals, Attended Private School	1,023	\$ 1,400	\$ 1,432,200
Qualified for Reduced Meals, Attended Private School	330	\$ 1,000	\$ 330,000
Subtotal Renewals	1,695	--	\$ 3,182,000

	Number of Students	Scholarship Amount for this Category	Total Value of New Awards
NEW APPLICANTS - Awarded and Accepted			
Qualified for Free Meals, Attended Public School	423	\$ 4,400	\$ 1,861,200
Qualified for Reduced Meals, Attended Public School	125	\$ 3,400	\$ 425,000
Qualified for Free Meals, Attended Private School	371	\$ 1,400	\$ 519,400
Qualified for Free Meals, Type of Prior School is None	32	\$ 1,400	\$ 44,800
Qualified for Reduced Meals, Attended Private School	-	\$ 1,000	\$ -
Subtotal New	951	--	\$ 2,850,400

Total Awards Offered	2,865	\$ 6,894,000
Declined Renewal Awards	(19)	\$ (41,600)
Declined New Awards	(200)	\$ (820,000)
Total Awards Offered and Accepted as of Oct. 30, 2017	2,646	\$ 6,032,400

Appropriation for 2017-2018	\$ 5,500,000
Balance Remaining from 2016-2017 that was Carried Forward	\$ 586,897
Total Available for 2017-2018	\$ 6,086,897

Remaining Balance \$ **54,497**

Notes:

Per House Bill 150 and decisions of the BOOST Advisory Board, priority was given to renewal students, students who previously attended public schools, and students who qualify for Free Meals (versus Reduced Meals). Students with the lowest incomes are served first.

Renewal applicants who are still income eligible received an award based on their Free or Reduced Meal income status as indicated in the 2017-2018 application. The Public or Private designation for Renewal applicants is kept the same as it was in 2016-2017.

"Type of Prior School is None" includes homeschooled students.

As of the last round of awards on October 20, 2017, funds were fully awarded before scholarships could be granted to all eligible applicants in the category of "Qualified for Free Meals, Attended Private School." Likewise, no funds were available to grant scholarships to new eligible applicants in the category of "Qualified for Reduced Meals, Attended Private School."

Since the last round of awards was granted on October 20, 2017, some awards have been declined, resulting in a small remaining balance that is not awarded.

BOOST 2017-2018**Summary of Scholarships to be Paid as of Fall 2017**

RENEWALS - To be Paid as of Oct. 30, 2017	Number of Students	Scholarship Amount for this Category	Total Value of Renewals*
Qualified for Free Meals, Attended Public School	196	\$ 4,400	\$ 835,971
Qualified for Reduced Meals, Attended Public School	69	\$ 3,400	\$ 227,045
Qualified for Free Meals, Attended Private School	864	\$ 1,400	\$ 1,189,735
Qualified for Reduced Meals, Attended Private School	284	\$ 1,000	\$ 277,700
Subtotal Renewals	1,413	--	\$ 2,530,451

NEW APPLICANTS - To be Paid as of Oct. 30, 2017	Number of Students	Scholarship Amount for this Category	Total Value of New Awards*
Qualified for Free Meals, Attended Public School	315	\$ 4,400	\$ 1,347,370
Qualified for Reduced Meals, Attended Public School	101	\$ 3,400	\$ 339,285
Qualified for Free Meals, Attended Private School	200	\$ 1,400	\$ 275,375
Qualified for Free Meals, Type of Prior School is None	20	\$ 1,400	\$ 28,000
Qualified for Reduced Meals, Attended Private School	-	\$ 1,000	\$ -
Subtotal New	636	--	\$ 1,990,030

Total Awards to be Paid as of Oct. 30, 2017	2,049		\$ 4,520,481
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Notes:

The figures above represent scholarships that can be paid as of October 30, 2017. There are 597 scholarships that cannot be paid for one or more of these reasons in each case:

- The school did not agree to all requirements of the program;
- Enrollment of the student was not confirmed by the school;
- The school did not submit assessment results as required;
- The school did not complete the survey on the certification status of its teachers;
- The student received non-BOOST aid that covered the full cost of tuition, resulting in a reduction of the BOOST award to zero.

* In 92 cases, BOOST aid plus non-BOOST aid exceeded tuition, and the BOOST award was reduced to a partial award amount. Schools may not use BOOST funds as a substitute for other financial aid.

BOOST 2017-2018**Preliminary Data on Certified and NonCertified Teachers by Subject**

From Survey Data Gathered from Schools in Fall 2017

Certification Area	Number of Certified Teachers	Percentage of Certified Teachers	Number of Noncertified Teachers	Percentage of Noncertified Teachers	Total Certified and Noncertified Teachers
Elementary Education	961	68%	443	32%	1,404
Early Childhood	266	48%	286	52%	552
English	256	38%	409	62%	665
Reading - Language Arts	209	43%	275	57%	484
Foreign / World Languages	110	24%	353	76%	463
Mathematics	256	43%	343	57%	599
Science	212	37%	365	63%	577
Social Studies	222	39%	341	61%	563
The Arts	165	33%	337	67%	502
Total	2,657	46%	3,152	54%	5,809

Notes:

Teachers are not required to be certified to teach at nonpublic schools.

Survey responses were received from 157 schools.

MSDE is reviewing the data for possible inconsistencies in interpretation of and reporting on teacher certification.

BOOST Assessment Performance 2016-2017 Results for 2017-2018 Reporting

Background

The BOOST Assurances – or requirements – for participating schools in School Year 2017-2018 state:

- a) Eligible BOOST schools are those that will administer assessments to all students:
 - In math and reading- annually, in each of grades 3 through 8
 - In science, once in elementary school, and once in middle school
 - In biology, government, Algebra I, and English 10 in high school
 - And, to all students with disabilities, consistent with their Individualized Education Program (IEP).

Maryland law (House Bill 150, the Fiscal 2018 Budget Bill) states the following regarding assessment performance reporting:

“For nonpublic schools administering norm referenced assessments, the nonpublic schools shall provide to MSDE the results for all students receiving BOOST Program scholarships to whom assessments were administered.

For those nonpublic schools administering non-standardized assessments, the nonpublic schools shall provide to MSDE the results for all students receiving BOOST Program scholarships to whom assessments were administered and how students receiving BOOST Program scholarships performed in comparison to students who did not receive BOOST Program scholarships.

MSDE shall report these assessment results reported by nonpublic schools to the budget committees in an aggregate manner that does not violate student data privacy.”

By signing the BOOST Assurances for Participating Schools for School Year 2017-2018, participating nonpublic schools agreed to report assessment performance results to MSDE. In order to meet the December 15, 2017 reporting deadline, assessment performance results presented in this report are based on the prior academic year (2016-2017).

Methods

MSDE collected School Year 2016-2017 assessment performance data from nonpublic schools between July 31 and October 20, 2017.

The MSDE created two documents to facilitate this data collection.

1. Data collection Tool (Excel file)
 - The data collection tool was an Excel workbook which contained two spreadsheets. One spreadsheet was used to report assessment information for general education students and the second spreadsheet was used to report assessment information for special education students.
2. Data Collection Manual (PDF file)
 - The data collection manual was designed to provide instructions for completing and submitting the completed data collection tool.

Nonpublic schools submitted performance data to MSDE via MSDE’s online secure file transfer system.

Results

MSDE requested assessment performance data from the 158 nonpublic schools that participated in the BOOST program in School Year 2016-2017. Table 1 summarizes the responses from nonpublic schools. Tables 2 through 9 present results for 2016-2017 norm-referenced assessment performance and Tables 10 through 17 present data for 2016-2017 non-standardized assessment performance. Individual school-level data are presented in Appendix A. County-level data (based on the geographic location of the school) are reported in Appendix B.

The data presented in this report is self-reported by participating BOOST nonpublic schools and is not subject to a thorough verification and audit process by MSDE. These results should be interpreted with caution. The data presented here in aggregate do not reflect results of a common assessment. Each school was obligated to assess students, but the assessments administered and the determinations of proficiency were at the discretion of each individual school. Therefore, assessment results are not comparable across schools. Further, Maryland law requires MSDE to report results in a manner that does not violate student data privacy. An asterisk (*) in the tables indicates no students or fewer than 10 students are in the category.

Table 1. Summary of BOOST school assessment reporting (School Year 2016-2017)

Reporting Status	Count of Schools
Reported data to MSDE	138 ^a
Experiencing vendor delays in assessment data availability	3
Closed after SY 2016-2017	1
BOOST students in grades K-2 only; no reporting requirement	10
Did not report data to MSDE	4
Opted out of BOOST program	2
Grand Total	158

^a Two schools that existed as separate schools in School Year 2016-2017 merged at the end of the school year. Assessment data were reported to MSDE on behalf of the one new school.

Norm-Referenced Assessment Performance (Tables 2 through 9)

ENGLISH LANGUAGE ARTS

Table 2. English Language Arts Norm-Referenced Assessment Performance – General Education BOOST Students

	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	150	112	74.7%
Grade 4	168	128	76.2%
Grade 5	137	106	77.4%
Grade 6	143	104	72.7%
Grade 7	134	96	71.6%
Grade 8	112	82	73.2%
Grade 10	40	33	82.5%
Grand Total	884	661	74.8%

Table 3. English Language Arts Norm-Referenced Assessment Performance – BOOST Students with Disabilities

	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	15	8	53.3%
Grade 4	15	8	53.3%
Grade 5	10	6	60.0%
Grade 6	9	4	44.4%
Grade 7	10	5	50.0%
Grade 8	5	2	40.0%
Grade 10	4	4	100.0%
Grand Total	68	37	54.4%

MATHEMATICS**Table 4. Mathematics Norm-Referenced Assessment Performance – General Education BOOST Students**

	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	150	107	71.3%
Grade 4	163	100	61.3%
Grade 5	140	91	65.0%
Grade 6	140	94	67.1%
Grade 7	135	85	63.0%
Grade 8	118	77	65.3%
Algebra I	43	34	79.1%
Grand Total	889	588	66.1%

Table 5. Mathematics Norm-Referenced Assessment Performance – BOOST Students with Disabilities

	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	14	8	57.1%
Grade 4	15	9	60.0%
Grade 5	10	5	50.0%
Grade 6	8	4	50.0%
Grade 7	9	4	44.4%
Grade 8	5	1	20.0%
Algebra I	4	3	75.0%
Grand Total	65	34	52.3%

SCIENCE

Table 6. Science Norm-Referenced Assessment Performance –
General Education BOOST Students

	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	73	51	69.9%
Grade 4	42	25	59.5%
Grade 5	68	44	64.7%
Grade 6	35	24	68.6%
Grade 7	73	50	68.5%
Grade 8	66	48	72.7%
High School Biology	44	38	86.4%
Grand Total	401	280	69.8%

Table 7. Science Norm-Referenced Assessment Performance –
BOOST Students with Disabilities

	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	5	3	60.0%
Grade 4	3	3	100.0%
Grade 5	3	3	100.0%
Grade 6	4	3	75.0%
Grade 7	3	3	100.0%
Grade 8	3	2	66.7%
High School Biology	6	4	66.7%
Grand Total	27	21	77.8%

GOVERNMENT

Table 8. Government Norm-Referenced Assessment Performance –
General Education BOOST Students

	Number Assessed	Number Met/Proficient	Percent Met/Proficient
High School Government	24	18	75.0%
Grand Total	24	18	75.0%

Table 9. Government Norm-Referenced Assessment Performance –
BOOST Students with Disabilities

	Number Assessed	Number Met/Proficient	Percent Met/Proficient
High School Government	4	3	75.0%
Grand Total	4	3	75.0%

Non-Standardized Assessment Performance (Tables 10 through 17)

ENGLISH LANGUAGE ARTS

Table 10. English Language Arts Non-Standardized Assessment Performance – General Education

Row Labels	BOOST Students			Non-BOOST Students		
	Number Assessed	Number Met/Proficient	Percent Met/Proficient	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	13	7	53.8%	58	35	60.3%
Grade 4	20	10	50.0%	82	54	65.9%
Grade 5	10	7	70.0%	89	78	87.6%
Grade 6	15	14	93.3%	67	56	83.6%
Grade 7	15	11	73.3%	117	104	88.9%
Grade 8	18	18	100.0%	184	170	92.4%
Grade 10	74	71	95.9%	1467	1435	97.8%
Grand Total	165	138	83.6%	2064	1932	93.6%

Table 11. English Language Arts Non-Standardized Assessment Performance – Students with Disabilities

Row Labels	BOOST Students			Non-BOOST Students		
	Number Assessed	Number Met/Proficient	Percent Met/Proficient	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	1	1	100.0%	4	2	50.0%
Grade 4	2	2	100.0%	13	10	76.9%
Grade 5	1	1	100.0%	6	3	50.0%
Grade 6	1	1	100.0%	12	8	66.7%
Grade 7	NR	NR	NR	NR	NR	NR
Grade 8	1	1	100.0%	5	4	80.0%
Grade 10	NR	NR	NR	NR	NR	NR
Grand Total	6	6	100.0%	40	27	67.5%

Note: NR = no data reported

MATHEMATICS

Table 12. Mathematics Non-Standardized Assessment Performance – General Education

	BOOST Students			Non-BOOST Students		
	Number Assessed	Number Met/Proficient	Percent Met/Proficient	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	14	11	78.6%	59	50	84.7%
Grade 4	25	19	76.0%	106	99	93.4%
Grade 5	12	10	83.3%	81	69	85.2%
Grade 6	18	15	83.3%	108	99	91.7%
Grade 7	13	11	84.6%	93	71	76.3%
Grade 8	15	11	73.3%	104	84	80.8%
Algebra I	135	94	69.6%	1389	1155	83.2%
Grand Total	232	171	73.7%	1940	1627	83.9%

Table 13. Mathematics Non-Standardized Assessment Performance – Students with Disabilities

	BOOST Students			Non-BOOST Students		
	Number Assessed	Number Met/Proficient	Percent Met/Proficient	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	1	1	100.0%	4	3	75.0%
Grade 4	2	0	0.0%	13	9	69.2%
Grade 5	1	1	100.0%	6	5	83.3%
Grade 6	1	1	100.0%	12	8	66.7%
Grade 7	NR	NR	NR	NR	NR	NR
Grade 8	1	1	100.0%	5	4	80.0%
Algebra I	NR	NR	NR	NR	NR	NR
Grand Total	6	4	66.7%	40	29	72.5%

Note: NR = no data reported

SCIENCE

Table 14. Science Non-Standardized Assessment Performance – General Education

	BOOST Students			Non-BOOST Students		
	Number Assessed	Number Met/Proficient	Percent Met/Proficient	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	39	31	79.5%	239	210	87.9%
Grade 4	54	46	85.2%	119	113	95.0%
Grade 5	14	14	100.0%	117	111	94.9%
Grade 6	25	13	52.0%	122	76	62.3%
Grade 7	8	8	100.0%	62	55	88.7%
Grade 8	48	41	85.4%	149	140	94.0%
High School Biology	151	103	68.2%	1923	1418	73.7%
Grand Total	339	256	75.5%	2731	2123	77.7%

Table 15. Science Non-Standardized Assessment Performance – Students with Disabilities

	BOOST Students			Non-BOOST Students		
	Number Assessed	Number Met/Proficient	Percent Met/Proficient	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	5	4	80.0%	17	13	76.5%
Grade 4	5	2	40.0%	NR	NR	NR
Grade 5	NR	NR	NR	NR	NR	NR
Grade 6	1	0	0.0%	12	3	25.0%
Grade 7	NR	NR	NR	NR	NR	NR
Grade 8	2	1	50.0%	NR	NR	NR
High School Biology	5	5	100.0%	200	200	100.0%
Grand Total	18	12	66.7%	229	216	94.3%

Note: NR = no data reported

GOVERNMENT**Table 16. Government Non-Standardized Assessment Performance – General Education**

	BOOST Students			Non-BOOST Students		
	Number Assessed	Number Met/Proficient	Percent Met/Proficient	Number Assessed	Number Met/Proficient	Percent Met/Proficient
High School Government	102	92	90.2%	2296	1292	56.3%
Grand Total	102	92	90.2%	2296	1292	56.3%

Table 17. Government Non-Standardized Assessment Performance – Students with Disabilities

	BOOST Students			Non-BOOST Students		
	Number Assessed	Number Met/Proficient	Percent Met/Proficient	Number Assessed	Number Met/Proficient	Percent Met/Proficient
High School Government	NR	NR	NR	NR	NR	NR
Grand Total	NR	NR	NR	NR	NR	NR

Note: NR = no data reported

Appendix A
School-Level Results

School-Level Norm-Referenced Assessment Performance: BOOST Students (General Education and Students with Disabilities); All Subjects, All Grades

School	Number of Assessments **	Number Proficient/Met Standard	Percent Proficient/Met Standard
AL HUDA SCHOOL - COLLEGE PARK	183	72	39.3%
AL RAHMAH SCHOOL - BALTIMORE	64	*	*
ARCHBISHOP BORDERS SCHOOL - BALTIMORE	47	31	66.0%
ATHOLTON ADVENTIST ACADEMY - COLUMBIA	*	*	*
BAIS HAMEDRASH AND MESIVTA OF BALTIMORE - BALTIMORE	*	*	*
BAIS YAAKOV SCHOOL FOR GIRLS - BALTIMORE	214	203	94.9%
BETHEL CHRISTIAN ACADEMY - SAVAGE	18	15	83.3%
BISHOP MCNAMARA HIGH SCHOOL - FORESTVILLE	25	*	*
BISHOP WALSH MIDDLE HIGH SCHOOL - CUMBERLAND	26	17	65.4%
BNOS YISROEL OF BALTIMORE - BALTIMORE	118	109	92.4%
CALVARY CHRISTIAN ACADEMY - CRESAPTOWN	12	*	*
CARDINAL SHEHAN SCHOOL - BALTIMORE	85	43	50.6%
CARROLL LUTHERAN SCHOOL - WESTMINSTER	*	*	*
CATHEDRAL CHRISTIAN ACADEMY - BALTIMORE	72	52	72.2%
CENTER FOR CREATIVE LEARNING - BALTIMORE	*	*	*
CHABAD OF PARK HEIGHTS - BALTIMORE	35	29	82.9%
ELVATON CHRISTIAN ACADEMY - MILLERSVILLE	18	*	*
EMMANUEL LUTHERAN SCHOOL - BALTIMORE	*	*	*
FREDERICK ADVENTIST ACADEMY - FREDERICK	15	6	40.0%
GOOD SHEPHERD SCHOOL - PERRYVILLE	12	11	91.7%
GREATER YOUTH ACADEMY - BALTIMORE	28	11	39.3%
HIGHLAND PARK CHRISTIAN ACADEMY - LANDOVER	*	*	*
HIGHLAND VIEW ACADEMY - HAGERSTOWN	16	13	81.3%
HOLY ANGELS ELEMENTARY SCHOOL - BALTIMORE	61	35	57.4%
HOLY CROSS SCHOOL - GARRETT PARK	*	*	*
HOLY FAMILY SCHOOL - HILLCREST HEIGHTS	24	5	20.8%
HOLY REDEEMER SCHOOL - COLLEGE PARK	*	*	*
IMMACULATE CONCEPTION SCHOOL - TOWSON	*	*	*
IMMACULATE CONCEPTION SCHOOL - ELKTON	*	*	*

School	Number of Assessments **	Number Proficient/Met Standard	Percent Proficient/Met Standard
IMMACULATE HEART OF MARY SCHOOL - BALTIMORE	13	10	76.9%
INSTITUTE OF NOTRE DAME - BALTIMORE	*	*	*
KINGS CHRISTIAN ACADEMY - CALLAWAY	*	*	*
LITTLE FLOWER SCHOOL - GREAT MILLS	*	*	*
MARY OF NAZARETH ROMAN CATHOLIC SCHOOL - DARNSTOWN	14	12	85.7%
MARYVALE PREPARATORY SCHOOL - LUTHERVILLE	*	*	*
MELVIN J BERMAN HEBREW ACADEMY - ROCKVILLE	44	*	*
MERCY HIGH SCHOOL - BALTIMORE	*	*	*
MONSIGNOR SLADE REGIONAL CATHOLIC SCHOOL - GLEN BURNIE	13	11	84.6%
MOTHER OF GOD SCHOOL - GAITHERSBURG	12	11	91.7%
MOUNT AVIAT ACADEMY - CHILDS	*	*	*
MOUNT DE SALES ACADEMY - CATONSVILLE	*	*	*
MT. AETNA ADVENTIST SCHOOL - HAGERSTOWN	48	18	37.5%
MT. ST. JOSEPH HIGH SCHOOL - BALTIMORE	*	*	*
NEW HOPE ACADEMY - LANDOVER HILLS	*	*	*
OHR CHADASH ACADEMY - BALTIMORE	*	*	*
OLNEY ADVENTIST PREPARATORY SCHOOL - OLNEY	*	*	*
OUR LADY OF GOOD COUNSEL HIGH SCHOOL - OLNEY	*	*	*
OUR LADY OF HOPE ST LUKE SCHOOL - BALTIMORE	*	*	*
OUR LADY OF LOURDES SCHOOL - BETHESDA	*	*	*
OUR LADY OF MT. CARMEL SCHOOL - BALTIMORE	*	*	*
OUR LADY OF VICTORY SCHOOL - BALTIMORE	39	16	41.0%
PILGRIM CHRISTIAN DAY SCHOOL - BALTIMORE	*	*	*
RESURRECTION ST PAUL SCHOOL - ELLICOTT CITY	*	*	*
SACRED HEART SCHOOL - GLYNDON	*	*	*
ST. CASIMIR CATHOLIC SCHOOL - BALTIMORE	*	*	*
SCHOOL OF THE INCARNATION - GAMBRILLS	27	17	63.0%
SISTERS ACADEMY OF BALTIMORE - BALTIMORE	21	13	61.9%
ST. AGNES SCHOOL - BALTIMORE	23	11	47.8%

School	Number of Assessments **	Number Proficient/Met Standard	Percent Proficient/Met Standard
ST. AMBROSE SCHOOL - CHEVERLY	10	4	40.0%
ST. ANDREW APOSTLE SCHOOL - SILVER SPRING	*	*	*
ST. BERNADETTE SCHOOL - SILVER SPRING	11	5	45.5%
ST. CLEMENT MARY HOFBAUER SCHOOL - BALTIMORE	24	20	83.3%
ST. ELIZABETHS SCHOOL - ROCKVILLE	*	*	*
ST. FRANCIS DE SALES SCHOOL - SALISBURY	*	*	*
ST. FRANCIS INTERNATIONAL SCHOOL - SILVER SPRING	72	26	36.1%
ST. FRANCIS OF ASSISI SCHOOL - BALTIMORE	14	8	57.1%
ST. JAMES AND ST JOHN CAMPUS OF QUEEN OF PEACE SCHOOL - BALTIMORE	41	26	63.4%
ST. JANE DE CHANTAL SCHOOL - BETHESDA	*	*	*
ST. JANE FRANCES SCHOOL - PASADENA	*	*	*
ST. JEROMES ACADEMY - HYATTSVILLE	*	*	*
ST. JOHN REGIONAL CATHOLIC SCHOOL - FREDERICK	13	7	53.8%
ST. JOHN THE EVANGELIST SCHOOL - CLINTON	12	8	66.7%
ST. JOHN THE EVANGELIST SCHOOL - SILVER SPRING	*	*	*
ST. JOHN CATHOLIC SCHOOL - WESTMINSTER	38	34	89.5%
ST. JOHN'S CATHOLIC PREP - BUCKEYSTOWN	*	*	*
ST. JOSEPHS SCHOOL - BELTSVILLE	16	12	75.0%
ST. JUDE CATHOLIC SCHOOL - ROCKVILLE	29	15	51.7%
ST. LOUIS SCHOOL - CLARKSVILLE	*	*	*
ST. MARGARET SCHOOL - BEL AIR	10	9	90.0%
ST. MARK SCHOOL - BALTIMORE	13	5	38.5%
ST. MARTINS OF TOURS SCHOOL - GAITHERSBURG	34	16	47.1%
ST. MARYS SCHOOL OF PISCATAWAY - CLINTON	10	4	40.0%
ST. MARY OF THE ASSUMPTION SCHOOL - UPPER MARLBORO	*	*	*
ST. MARY OF THE MILLS SCHOOL - LAUREL	*	*	*
ST. MARYS SCHOOL - BRYANTOWN	*	*	*
ST. MARY SCHOOL - HAGERSTOWN	20	18	90.0%
ST. MARYS CATHOLIC SCHOOL - LANDOVER HILLS	50	34	68.0%
ST. MARYS SCHOOL - ROCKVILLE	*	*	*
ST. MARYS ELEMENTARY SCHOOL - ANNAPOLIS	*	*	*

School	Number of Assessments **	Number Proficient/Met Standard	Percent Proficient/Met Standard
SAINT MARY'S RYKEN - LEONARDTOWN	12	4	33.3%
ST. MATTHIAS APOSTLE SCHOOL - LANHAM	22	10	45.5%
ST. MICHAEL'S SCHOOL - RIDGE	31	16	51.6%
ST. MICHAEL THE ARCHANGEL SCHOOL - BALTIMORE	26	18	69.2%
ST. PATRICKS SCHOOL - ROCKVILLE	*	*	*
ST. PAULS LUTHERAN SCHOOL - GLEN BURNIE	*	*	*
ST. PETERS PAROCHIAL SCHOOL - OLNEY	*	*	*
ST. PETERS SCHOOL - WALDORF	*	*	*
ST. PETERS CHRISTIAN DAY SCHOOL - BALTIMORE	*	*	*
ST. PHILIP THE APOSTLE SCHOOL - CAMP SPRINGS	*	*	*
ST. PHILIP NERI SCHOOL - LINTHICUM	29	26	89.7%
ST. PIUS X REGIONAL SCHOOL - BOWIE	14	7	50.0%
ST. PIUS X SCHOOL - BALTIMORE	*	*	*
ST. RAPHAELS SCHOOL - ROCKVILLE	*	*	*
ST. STEPHEN SCHOOL - BRADSHAW	*	*	*
ST. URSULA SCHOOL - BALTIMORE	22	20	90.9%
TALMUDICAL ACADEMY OF BALTIMORE - BALTIMORE	152	133	87.5%
CATHOLIC HIGH SCHOOL OF BALTIMORE THE - BALTIMORE	*	*	*
TORAH SCHOOL OF GREATER WASHINGTON - SILVER SPRING	31	*	*
WOODSTREAM CHRISTIAN ACADEMY - MITCHELLVILLE	14	*	*
YESHIVA OF GREATER WASHINGTON - SILVER SPRING	*	*	*

'*' indicates no students or fewer than 10 students in category, or '*' indicates the percentage for the category is either ≤ 5 or ≥ 95 and the corresponding counts have been suppressed to protect student privacy.

** These figures represent assessment counts for all subjects (English Language Arts, Math, Science, and Government). These figures do not represent unique student counts; each student may contribute data for more than one assessment.

School-Level Non-Standardized Assessment Performance: BOOST and Non-BOOST Students (General Education and Students with Disabilities); All Subjects, All Grades

School	BOOST Students			Non-BOOST Students		
	Number of Assessments**	Number Proficient/ Met Standard	Percent Proficient/ Met Standard	Number of Assessments**	Number Proficient/ Met Standard	Percent Proficient/ Met Standard
AL HUDA SCHOOL - COLLEGE PARK	24	11	45.8%	69	49	71.0%
ALIM ACADEMY AKA MUSLIM COMMUNITY SCHOOL THE - POTOMAC	10	*	*	*	*	*
AL RAHMAH SCHOOL - BALTIMORE	*	*	*	*	*	*
ARCHBISHOP CURLEY HIGH SCHOOL - BALTIMORE	43	34	79.1%	561	477	85.0%
ARCHBISHOP SPALDING HIGH SCHOOL - SEVERN	*	*	*	*	*	*
BAIS YAAKOV SCHOOL FOR GIRLS - BALTIMORE	90	*	*	455	*	*
BALTIMORE SCHOOL OF INDEPENDENT LEARNERS - PIKESVILLE	17	14	82.4%	51	*	*
BISHOP MCNAMARA HIGH SCHOOL - FORESTVILLE	55	*	*	810	*	*
BISHOP WALSH MIDDLE HIGH SCHOOL - CUMBERLAND	*	*	*	*	*	*
BNOS YISROEL OF BALTIMORE - BALTIMORE	*	*	*	*	*	*
BROOKWOOD SCHOOL - KENSINGTON	*	*	*	*	*	*
CALVARY CHRISTIAN ACADEMY - CRESAPTOWN	*	*	*	*	*	*
CALVERT HALL COLLEGE HIGH SCHOOL - BALTIMORE	15	13	86.7%	703	650	92.5%
CHABAD OF PARK HEIGHTS - BALTIMORE	11	*	*	15	*	*
CRISTO REY JESUIT HIGH SCHOOL - BALTIMORE	82	26	31.7%	244	114	46.7%

School	BOOST Students			Non-BOOST Students		
	Number of Assessments**	Number Proficient/ Met Standard	Percent Proficient/ Met Standard	Number of Assessments**	Number Proficient/ Met Standard	Percent Proficient/ Met Standard
DEMATHA CATHOLIC HIGH SCHOOL - HYATTSVILLE	11	*	*	346	#	#
DON BOSCO CRISTO REY HIGH SCHOOL - TAKOMA PARK	23	*	*	349	*	*
ELIZABETH SETON HIGH SCHOOL - BLADENSBURG	22	13	59.1%	402	293	72.9%
EMMANUEL LUTHERAN SCHOOL - BALTIMORE	*	*	*	*	*	*
HOLY ANGELS ELEMENTARY SCHOOL - BALTIMORE	11	6	54.5%	*	*	*
HOLY CROSS SCHOOL - GARRETT PARK	*	*	*	*	*	*
HOLY FAMILY SCHOOL - HILLCREST HEIGHTS	*	*	*	*	*	*
HOLY REDEEMER SCHOOL - COLLEGE PARK	*	*	*	*	*	*
INSTITUTE OF NOTRE DAME - BALTIMORE	21	*	*	153	#	#
ISRAEL HENRY BEREN HIGH SCHOOL - BALTIMORE	10	8	80.0%	248	232	93.5%
LEO BERNSTEIN JEWISH ACADEMY OF FINE ARTS - SILVER SPRING	12	*	*	54	#	#
LEONARD HALL JUNIOR NAVAL ACADEMY INC - LEONARDTOWN	*	*	*	*	*	*
LITTLE FLOWER SCHOOL - GREAT MILLS	*	*	*	*	*	*
MARY OF NAZARETH ROMAN CATHOLIC SCHOOL - DARNSTOWN	*	*	*	*	*	*
MELVIN J BERMAN HEBREW ACADEMY - ROCKVILLE	15	*	*	216	#	#
MERCY HIGH SCHOOL - BALTIMORE	11	10	90.9%	151	*	*
MESIVTA NE'IMUS HATORAH - BALTIMORE	*	*	*	*	*	*

School	BOOST Students			Non-BOOST Students		
	Number of Assessments**	Number Proficient/ Met Standard	Percent Proficient/ Met Standard	Number of Assessments**	Number Proficient/ Met Standard	Percent Proficient/ Met Standard
MOTHER OF GOD SCHOOL - GAITHERSBURG	*	*	*	*	*	*
MT. ST. JOSEPH HIGH SCHOOL - BALTIMORE	13	*	*	1105	*	*
NOTRE DAME PREPARATORY SCHOOL – TOWSON	*	*	*	*	*	*
OUR LADY OF GOOD COUNSEL HIGH SCHOOL - OLNEY	*	*	*	*	*	*
OUR LADY OF MT. CARMEL SCHOOL - BALTIMORE	*	*	*	*	*	*
ST. AMBROSE SCHOOL - CHEVERLY	*	*	*	*	*	*
ST. BERNADETTE SCHOOL - SILVER SPRING	*	*	*	*	*	*
ST. ELIZABETHS SCHOOL - ROCKVILLE	*	*	*	*	*	*
ST. FRANCIS INTERNATIONAL SCHOOL - SILVER SPRING	14	7	50.0%	*	*	*
ST. JEROMES ACADEMY - HYATTSVILLE	*	*	*	*	*	*
ST. JOHN THE EVANGELIST SCHOOL - CLINTON	*	*	*	*	*	*
ST. JOSEPHS SCHOOL - BELTSVILLE	*	*	*	*	*	*
ST. JUDE CATHOLIC SCHOOL - ROCKVILLE	*	*	*	*	*	*
ST. MARIA GORETTI HIGH SCHOOL - HAGERSTOWN	*	*	*	*	*	*
ST. MARTINS OF TOURS SCHOOL - GAITHERSBURG	*	*	*	*	*	*
ST. MARTINS LUTHERAN CHURCH SCHOOL - ANNAPOLIS	*	*	*	*	*	*

School	BOOST Students			Non-BOOST Students		
	Number of Assessments**	Number Proficient/ Met Standard	Percent Proficient/ Met Standard	Number of Assessments**	Number Proficient/ Met Standard	Percent Proficient/ Met Standard
ST. MARYS SCHOOL OF PISCATAWAY - CLINTON	*	*	*	*	*	*
ST. MARY OF THE ASSUMPTION SCHOOL - UPPER MARLBORO	*	*	*	*	*	*
ST. MARY OF THE MILLS SCHOOL - LAUREL	*	*	*	*	*	*
ST. MARYS SCHOOL - BRYANTOWN	*	*	*	*	*	*
ST. MARYS CATHOLIC SCHOOL - LANDOVER HILLS	*	*	*	*	*	*
ST. MATTHIAS APOSTLE SCHOOL - LANHAM	*	*	*	*	*	*
ST. MICHAEL'S SCHOOL - RIDGE	*	*	*	*	*	*
ST. PHILIP THE APOSTLE SCHOOL - CAMP SPRINGS	*	*	*	*	*	*
ST. PIUS X REGIONAL SCHOOL - BOWIE	*	*	*	*	*	*
ST. VINCENT PALLOTTI HIGH SCHOOL - LAUREL	*	*	*	*	*	*
TALMUDICAL ACADEMY OF BALTIMORE - BALTIMORE	*	*	*	*	*	*
THE AVALON SCHOOL - GAITHERSBURG	*	*	*	*	*	*
TORAH INSTITUTE OF BALTIMORE - OWINGS MILLS	141	85	60.3%	712	500	70.2%
TORAH SCHOOL OF GREATER WASHINGTON - SILVER SPRING	35	*	*	278	*	*

School	BOOST Students			Non-BOOST Students		
	Number of Assessments**	Number Proficient/ Met Standard	Percent Proficient/ Met Standard	Number of Assessments**	Number Proficient/ Met Standard	Percent Proficient/ Met Standard
YESHIVA OF GREATER WASHINGTON - SILVER SPRING	49	*	*	290	*	*

'**' indicates no students or fewer than 10 students in category, or '*' indicates the percentage for the category is either ≤ 5 or ≥ 95 and the corresponding counts have been suppressed to protect student privacy.

'#' indicates masked performance of non-BOOST students due to suppression of BOOST student performance to protect student privacy.

** These figures represent assessment counts for all subjects (English Language Arts, Math, Science, and Government). These figures do not represent unique student counts; each student may contribute data for more than one assessment.

**Appendix B.
County-Level Results**

County-Level Norm-Referenced Assessment Performance: BOOST Students (General Education and Students with Disabilities); All Subjects, All Grades

	Number of Assessments**	Number Proficient/Met Standard	Percent Proficient/Met Standard
ALLEGANY	26	17	65.4%
ANNE ARUNDEL	105	90	85.7%
BALTIMORE CITY	548	379	69.2%
BALTIMORE COUNTY	661	549	83.1%
CALVERT	-	-	-
CAROLINE	-	-	-
CARROLL	47	43	91.5%
CECIL	18	15	83.3%
CHARLES	12	8	66.7%
DORCHESTER	-	-	-
FREDERICK	48	29	60.4%
GARRETT	-	-	-
HARFORD	10	9	90.0%
HOWARD	33	27	81.8%
KENT	-	-	-
MONTGOMERY	293	198	67.6%
PRINCE GEORGE'S	393	198	50.4%
QUEEN ANNE'S			
ST. MARY'S	53	28	52.8%
SOMERSET	-	-	-
TALBOT	-	-	-
WASHINGTON	84	49	58.3%
WICOMICO	*	*	*
WORCESTER	-	-	-

'*' indicates no students or fewer than 10 students in category, or '*' indicates the percentage for the category is either ≤ 5 or ≥ 95 and the corresponding counts have been suppressed to protect student privacy.

** These figures represent assessment counts for all subjects (English Language Arts, Math, Science, and Government). These figures do not represent unique student counts; each student may contribute data for more than one assessment.

County-Level Non-Standardized Assessment Performance: BOOST Students (General Education and Students with Disabilities); All Subjects, All Grades

	BOOST Students			Non-BOOST Students		
	Number of Assessments**	Number Met/Proficient	Percent Met/Proficient	Number of Assessments**	Number Met/Proficient	Percent Met/Proficient
ALLEGANY	*	*	*	73	#	#
ANNE ARUNDEL	11	9	81.8%	213	156	73.2%
BALTIMORE CITY	341	214	62.8%	3012	1459	48.4%
BALTIMORE COUNTY	153	141	92.2%	2470	2289	92.7%
CALVERT	-	-	-	-	-	-
CAROLINE	-	-	-	-	-	-
CARROLL	*	*	*	63	*	*
CECIL	-	-	-	-	-	-
CHARLES	*	*	*	*	*	*
DORCHESTER	-	-	-	-	-	-
FREDERICK	*	*	*	*	*	*
GARRETT	-	-	-	-	-	-
HARFORD	-	-	-	-	-	-
HOWARD	-	-	-	-	-	-
KENT	-	-	-	-	-	-
MONTGOMERY	190	177	93.2%	1654	*	*
PRINCE GEORGE'S	143	114	79.7%	1984	1788	90.1%
QUEEN ANNE'S	-	-	-	-	-	-
ST. MARY'S	*	*	*	*	*	*
SOMERSET	-	-	-	-	-	-
TALBOT	-	-	-	-	-	-
WASHINGTON	*	*	*	85	#	#

	BOOST Students			Non-BOOST Students		
	Number of Assessments**	Number Met/Proficient	Percent Met/Proficient	Number of Assessments**	Number Met/Proficient	Percent Met/Proficient
WICOMICO	-	-	-	-	-	-
WORCESTER	-	-	-	-	-	-

'*' indicates no students or fewer than 10 students in category, or '*' indicates the percentage for the category is either ≤5 or ≥95 and the corresponding counts have been suppressed to protect student privacy.

'#' indicates masked performance of non-BOOST students due to suppression of BOOST student performance to protect student privacy.

** These figures represent assessment counts for all subjects (English Language Arts, Math, Science, and Government). These figures do not represent unique student counts; each student may contribute data for more than one assessment.

BOOST 2017-2018**Scholarships Awarded and Accepted by School County Location and School Name**

As of October 30, 2017

Note:

In the data below, as of October 30, 2017, there are 597 scholarships at 47 schools that cannot be paid for one or more of these reasons in each case:

- The school did not agree to all requirements of the program;
- Enrollment of the student was not confirmed by the school;
- The school did not submit assessment results as required;
- The school did not complete the survey on the certification status of its teachers;
- The student received non-BOOST aid that covered the full cost of tuition, resulting in a reduction of the BOOST award to zero.

School County Location	School Name (per Enrollment Confirmation by the Schools)	Number of Students	Value of Awards	Percent of Total Award Amount
Allegheny County	BISHOP WALSH MIDDLE HIGH SCHOOL - CUMBERLAND	14	\$ 22,200	
	CALVARY CHRISTIAN ACADEMY - CRESAPTOWN	6	16,400	
	LIGHTHOUSE CHRISTIAN ACADEMY - CUMBERLAND	1	3,400	
Allegheny County Total		21	42,000	0.7%
Anne Arundel County	ALPERT FAMILY ALEPH BET JEWISH DAY SCHOOL - ANNAPOLIS	1	1,400	
	ARNOLD CHRISTIAN ACADEMY - ARNOLD	1	1,400	
	ELVATON CHRISTIAN ACADEMY - MILLERSVILLE	3	4,200	
	MONSIGNOR SLADE REGIONAL CATHOLIC SCHOOL - GLEN BURNIE	10	35,000	
	SCHOOL OF THE INCARNATION - GAMBRILLS	16	32,600	
	ST. JANE FRANCES SCHOOL - PASADENA	2	2,000	
	ST. JOHN THE EVANGELIST SCHOOL - SEVERNA PARK	2	2,400	
	ST. MARTINS LUTHERAN CHURCH SCHOOL - ANNAPOLIS	2	5,800	
	ST. MARYS ELEMENTARY SCHOOL - ANNAPOLIS	4	5,600	
	ST. PAULS LUTHERAN SCHOOL - GLEN BURNIE	3	4,200	
Anne Arundel County Total		64	154,800	2.6%
Baltimore City	ARCHBISHOP BORDERS SCHOOL - BALTIMORE	56	133,400	
	ARCHBISHOP CURLEY HIGH SCHOOL - BALTIMORE	32	89,800	
	BALTIMORE JUNIOR ACADEMY - BALTIMORE	13	27,200	
	BNOS YISROEL OF BALTIMORE - BALTIMORE	79	108,200	
	CARDINAL SHEHAN SCHOOL - BALTIMORE	77	212,800	
	CATHEDRAL CHRISTIAN ACADEMY - BALTIMORE	61	232,200	
	CATHOLIC HIGH SCHOOL OF BALTIMORE THE - BALTIMORE	7	20,800	
	CHABAD OF PARK HEIGHTS - BALTIMORE	53	72,200	
	CRISTO REY JESUIT HIGH SCHOOL - BALTIMORE	66	232,000	
	GREATER GRACE CHRISTIAN ACADEMY - BALTIMORE	1	1,400	
	GREATER YOUTH ACADEMY - BALTIMORE	10	14,000	
	HOLY ANGELS ELEMENTARY SCHOOL - BALTIMORE	66	166,600	
	INSTITUTE OF NOTRE DAME - BALTIMORE	24	52,200	
	JEWELS SCHOOL	2	5,800	
	MERCY HIGH SCHOOL - BALTIMORE	20	38,400	
	MOUNT PLEASANT CHRISTIAN SCHOOL - BALTIMORE	1	3,400	
	MT. ST. JOSEPH HIGH SCHOOL - BALTIMORE	21	67,200	
	OHR CHADASH ACADEMY - BALTIMORE	11	15,400	
	SCHOOL OF THE CATHEDRAL OF MARY OUR QUEEN - BALTIMORE	2	4,800	
	ST. CASIMIR CATHOLIC SCHOOL - BALTIMORE	4	10,600	
	ST. FRANCES ACADEMY - BALTIMORE	24	78,600	
ST. FRANCIS OF ASSISI SCHOOL - BALTIMORE	5	13,600		
ST. JAMES AND ST JOHN CAMPUS OF QUEEN OF PEACE SCHOOL - BALTIMORE	33	77,200		
UNSELD'S SCHOOL - BALTIMORE	4	7,600		
Baltimore City Total		672	1,685,400	27.9%
Baltimore County	AL RAHMAH SCHOOL - BALTIMORE	42	103,400	
	BAIS HAMEDRASH AND MESIVTA OF BALTIMORE - BALTIMORE	11	13,800	
	BAIS YAAKOV SCHOOL FOR GIRLS - BALTIMORE	210	296,200	
	BALTIMORE SCHOOL OF INDEPENDENT LEARNERS - PIKESVILLE	11	39,400	
	BALTIMORE TORAH SCHOOL - BALTIMORE	1	1,400	
	BALTIMORE WHITE MARSH ADVENTIST SCHOOL - ROSEDALE	4	7,400	
	CALVERT HALL COLLEGE HIGH SCHOOL - BALTIMORE	26	69,200	

School County Location	School Name (per Enrollment Confirmation by the Schools)	Number of Students	Value of Awards	Percent of Total Award Amount
	CAMBRIDGE SCHOOL - BALTIMORE	1	4,400	
	CONCORDIA PREPARATORY SCHOOL - TOWSON	3	10,200	
	DARCHEI NOAM MONTESSORI	7	9,000	
	EMMANUEL LUTHERAN SCHOOL - BALTIMORE	8	25,200	
	GLA ACADEMY "SCHOOL OF EXCELLENCE" - ROSEDALE	1	4,400	
	IMMACULATE HEART OF MARY SCHOOL - BALTIMORE	20	47,800	
	ISRAEL HENRY BEREN HIGH SCHOOL - BALTIMORE	17	23,400	
	LAMB OF GOD SCHOOL - BALTIMORE	3	10,200	
	MARYVALE PREPARATORY SCHOOL - LUTHERVILLE	1	1,000	
	MESIVTA NE'IMUS HATORAH - BALTIMORE	1	1,400	
	MOUNT DE SALES ACADEMY - CATONSVILLE	3	7,200	
	NOTRE DAME PREPARATORY SCHOOL - TOWSON	1	1,400	
	OUR LADY OF HOPE ST LUKE SCHOOL - BALTIMORE	6	10,400	
	OUR LADY OF MT. CARMEL SCHOOL - BALTIMORE	32	99,000	
	OUR LADY OF VICTORY SCHOOL - BALTIMORE	14	25,600	
	PERRY HALL CHRISTIAN SCHOOL - PERRY HALL	2	5,800	
	PILGRIM CHRISTIAN DAY SCHOOL - BALTIMORE	3	7,200	
	SACRED HEART SCHOOL - GLYNDON	13	44,400	
	SISTERS ACADEMY OF BALTIMORE - BALTIMORE	13	34,400	
	ST. AGNES SCHOOL - BALTIMORE	24	62,000	
	ST. JOHN THE EVANGELIST CATHOLIC SCHOOL - HYDES	2	2,000	
	ST. JOSEPH SCHOOL - BALTIMORE	5	13,000	
	ST. MARK SCHOOL - BALTIMORE	11	29,400	
	ST. MICHAEL - ST. CLEMENT SCHOOL	28	72,600	
	ST. PAUL LUTHERAN CHURCH AND SCHOOL - CATONSVILLE	3	7,200	
	ST. PETERS CHRISTIAN DAY SCHOOL - BALTIMORE	2	4,800	
	ST. PIUS X SCHOOL - BALTIMORE	4	14,600	
	ST. STEPHEN SCHOOL - BRADSHAW	5	7,000	
	ST. URSULA SCHOOL - BALTIMORE	17	36,400	
	TALMUDICAL ACADEMY OF BALTIMORE - BALTIMORE	85	113,600	
	TORAH INSTITUTE OF BALTIMORE - OWINGS MILLS	117	190,400	
	VICTORY DAY SCHOOL - REISTERSTOWN	1	1,400	
	YESIVAS TORAS SIMCHA - PIKESVILLE	5	7,000	
Baltimore County Total		763	1,464,600	24.3%
Carroll County	CARROLL LUTHERAN SCHOOL - WESTMINSTER	4	7,800	
	MONTESSORI SCHOOL OF WESTMINSTER - WESTMINSTER	2	2,400	
	ST. JOHN CATHOLIC SCHOOL - WESTMINSTER	14	22,800	
Carroll County Total		20	33,000	0.5%
Cecil County	GOOD SHEPHERD SCHOOL - PERRYVILLE	3	7,200	
	IMMACULATE CONCEPTION SCHOOL - ELKTON	5	16,000	
	MOUNT AVIAT ACADEMY - CHILDS	5	11,600	
	TOME SCHOOL - NORTH EAST	2	5,800	
Cecil County Total		15	40,600	0.7%
Charles County	ARCHBISHOP NEALE ELEMENTARY SCHOOL- LA PLATA	3	4,200	
	GRACE CHRISTIAN ACADEMY OF MARYLAND - WALDORF	11	42,400	
	ST. MARYS SCHOOL - BRYANTOWN	2	2,400	
	ST. PETERS SCHOOL - WALDORF	5	5,800	
Charles County Total		21	54,800	0.9%
Dorchester County	COUNTRYSIDE CHRISTIAN SCHOOL	11	43,400	
Dorchester County Total		11	43,400	0.7%
Frederick County	FREDERICK ADVENTIST ACADEMY - FREDERICK	8	23,200	
	LUCY SCHOOL - MIDDLETOWN	1	1,400	
	ST. JOHN REGIONAL CATHOLIC SCHOOL - FREDERICK	12	31,400	
	ST. JOHN'S CATHOLIC PREP - BUCKEYSTOWN	2	2,800	
Frederick County Total		23	58,800	1.0%
Harford County	JOHN CARROLL SCHOOL - BEL AIR	6	20,400	
	ST. JOAN OF ARC SCHOOL - ABERDEEN	5	21,000	
	ST. MARGARET SCHOOL - BEL AIR	5	8,400	
	TRINITY LUTHERAN SCHOOL - JOPPA	20	79,600	
Harford County Total		36	129,400	2.1%

School County Location	School Name (per Enrollment Confirmation by the Schools)	Number of Students	Value of Awards	Percent of Total Award Amount	
Howard County	ATHOLTON ADVENTIST ACADEMY - COLUMBIA	4	8,600		
	BETHEL CHRISTIAN ACADEMY - SAVAGE	20	60,600		
	CELEBRATION CHRISTIAN ACADEMY - COLUMBIA	1	4,400		
	COLUMBIA ACADEMY ELEMENTARY AND MIDDLE SCHOOL - COLUMBIA	3	12,200		
	OUR LADY OF PERPETUAL HELP SCHOOL - ELLICOTT CITY	1	3,400		
	RESURRECTION ST PAUL SCHOOL - ELLICOTT CITY	5	7,000		
	ST. LOUIS SCHOOL - CLARKSVILLE	3	13,200		
Howard County Total		37	109,400	1.8%	
Kent County	CHESTER RIVER ADVENTIST SCHOOL - CHESTERTOWN	1	1,400		
Kent County Total		1	1,400	0.0%	
Montgomery County	ALIM ACADEMY AKA MUSLIM COMMUNITY SCHOOL THE - POTOMAC	7	21,000		
	BROOKWOOD SCHOOL - KENSINGTON	2	5,800		
	DON BOSCO CRISTO REY HIGH SCHOOL - TAKOMA PARK	37	96,200		
	HOLY CROSS SCHOOL - GARRETT PARK	3	5,800		
	JOHN NEVINS ANDREWS SCHOOL - TAKOMA PARK	23	44,600		
	LEO BERNSTEIN JEWISH ACADEMY OF FINE ARTS - SILVER SPRING	9	14,200		
	MARY OF NAZARETH ROMAN CATHOLIC SCHOOL - DARNSTOWN	11	26,000		
	MELVIN J BERMAN HEBREW ACADEMY - ROCKVILLE	19	25,800		
	MOTHER OF GOD SCHOOL - GAITHERSBURG	7	17,800		
	OLNEY ADVENTIST PREPARATORY SCHOOL - OLNEY	2	4,800		
	OUR LADY OF GOOD COUNSEL HIGH SCHOOL - OLNEY	12	20,600		
	OUR LADY OF LOURDES SCHOOL - BETHESDA	6	8,400		
	SLIGO ADVENTIST SCHOOL - TAKOMA PARK	5	19,000		
	SPENCERVILLE ADVENTIST ACADEMY - SPENCERVILLE	6	19,400		
	ST. ANDREW APOSTLE SCHOOL - SILVER SPRING	3	10,200		
	ST. BERNADETTE SCHOOL - SILVER SPRING	8	20,200		
	ST. FRANCIS INTERNATIONAL SCHOOL - SILVER SPRING	67	164,800		
	ST. JOHN THE BAPTIST SCHOOL - SILVER SPRING	3	4,200		
	ST. JOHN THE EVANGELIST SCHOOL - SILVER SPRING	2	4,800		
	ST. JUDE CATHOLIC SCHOOL - ROCKVILLE	42	116,800		
	ST. MARTINS OF TOURS SCHOOL - GAITHERSBURG	20	44,000		
	ST. MARYS SCHOOL - ROCKVILLE	4	10,600		
	ST. PATRICKS SCHOOL - ROCKVILLE	1	1,400		
	ST. PETERS PAROCHIAL SCHOOL - OLNEY	5	13,000		
	ST. RAPHAELS SCHOOL - ROCKVILLE	3	4,200		
	TAKOMA ACADEMY - TAKOMA PARK	10	16,200		
	THE AVALON SCHOOL - GAITHERSBURG	8	20,200		
	TORAH SCHOOL OF GREATER WASHINGTON - SILVER SPRING	34	49,000		
	YESHIVA OF GREATER WASHINGTON - SILVER SPRING	27	37,400		
	Montgomery County Total		386	846,400	14.0%
	Prince George's County	AL HUDA SCHOOL - COLLEGE PARK	189	498,600	
		BISHOP MCNAMARA HIGH SCHOOL - FORESTVILLE	30	74,400	
		DEMATHA CATHOLIC HIGH SCHOOL - HYATTSVILLE	12	15,200	
ELIZABETH SETON HIGH SCHOOL - BLADENSBURG		21	44,000		
EXCELLENCE CHRISTIAN SCHOOL - UPPER MARLBORO		1	3,400		
FIRST BAPTIST SCHOOL OF LAUREL		7	30,800		
GEORGE E PETERS SDA ELEM SCHOOL - HYATTSVILLE		1	1,400		
HIGHLAND PARK CHRISTIAN ACADEMY - LANDOVER		6	13,600		
HOLY FAMILY SCHOOL - HILLCREST HEIGHTS		25	59,000		
HOLY REDEEMER SCHOOL - COLLEGE PARK		9	23,800		
NATIONAL CHRISTIAN ACADEMY - FT. WASHINGTON		3	7,200		
NEW HOPE ACADEMY - LANDOVER HILLS		4	13,600		
RIVERDALE BAPTIST SCHOOL - UPPER MARLBORO		3	10,200		
ST. AMBROSE SCHOOL - CHEVERLY		13	39,200		
ST. COLUMBA SCHOOL - OXON HILL		3	7,200		
ST. JEROMES ACADEMY - HYATTSVILLE		8	19,400		
ST. JOHN THE EVANGELIST SCHOOL - CLINTON		9	12,200		
ST. JOSEPHS SCHOOL - BELTSVILLE		14	24,200		
ST. MARY OF THE ASSUMPTION SCHOOL - UPPER MARLBORO		5	12,000		
ST. MARY OF THE MILLS SCHOOL - LAUREL	13	39,200			

School County Location	School Name (per Enrollment Confirmation by the Schools)	Number of Students	Value of Awards	Percent of Total Award Amount
	ST. MARYS CATHOLIC SCHOOL - LANDOVER HILLS	27	43,800	
	ST. MARYS SCHOOL OF PISCATAWAY - CLINTON	3	13,200	
	ST. MATTHIAS APOSTLE SCHOOL - LANHAM	14	22,600	
	ST. PHILIP THE APOSTLE SCHOOL - CAMP SPRINGS	5	7,000	
	ST. PIUS X REGIONAL SCHOOL - BOWIE	5	7,000	
	ST. VINCENT PALLOTTI HIGH SCHOOL - LAUREL	5	14,000	
	WASHINGTON UNITED CHRISTIAN ACADEMY - HYATTSVILLE	3	8,200	
	WOODSTREAM CHRISTIAN ACADEMY - MITCHELLVILLE	11	39,400	
Prince George's County Total		449	1,103,800	18.3%
St. Mary's County	KINGS CHRISTIAN ACADEMY - CALLAWAY	2	2,800	
	LEONARD HALL JUNIOR NAVAL ACADEMY INC - LEONARDTOWN	2	5,800	
	LITTLE FLOWER SCHOOL - GREAT MILLS	2	6,800	
	SAINT MARY'S RYKEN - LEONARDTOWN	6	14,400	
	ST. JOHNS SCHOOL - HOLLYWOOD	3	4,200	
	ST. MICHAEL'S SCHOOL - RIDGE	34	50,600	
St. Mary's County Total		49	84,600	1.4%
Talbot County	CHESAPEAKE CHRISTIAN SCHOOL - EASTON	4	15,600	
	SAINTS PETER AND PAUL HIGH SCHOOL - EASTON	8	18,200	
	ST PETER AND PAUL ELEMENTARY SCHOOL - EASTON	10	19,200	
Talbot County Total		22	53,000	0.9%
Washington County	GRACE ACADEMY - HAGERSTOWN	1	1,400	
	HIGHLAND VIEW ACADEMY - HAGERSTOWN	5	16,000	
	MT. AETNA ADVENTIST SCHOOL - HAGERSTOWN	6	16,400	
	ST. MARIA GORETTI HIGH SCHOOL - HAGERSTOWN	13	26,600	
	ST. MARY SCHOOL - HAGERSTOWN	11	20,600	
	TRUTH CHRISTIAN ACADEMY - HAGERSTOWN	3	4,200	
Washington County Total		39	85,200	1.4%
Wicomico County	ST. FRANCIS DE SALES SCHOOL - SALISBURY	4	5,600	
Wicomico County Total		4	5,600	0.1%
Worcester County	MOST BLESSED SACRAMENT CATHOLIC SCHOOL - OCEAN PINES	2	6,800	
Worcester County Total		2	6,800	0.1%
Selected School Not Confirmed		11	29,400	
Grand Total		2,646	\$ 6,032,400	
Total Number of Schools		180		

BOOST 2017-2018**Scholarships Awarded and Accepted by Student Grade Level**

As of October 30, 2017

2017-2018 Grade Level	Number of Students	Percent of Total Students		Value of Awards
Kindergarten	166	6.3%	\$	420,800
First	253	9.6%		632,600
Second	224	8.5%		499,800
Third	259	9.8%		594,000
Fourth	222	8.4%		475,800
Fifth	248	9.4%		521,200
Sixth	228	8.6%		574,200
Seventh	223	8.4%		494,400
Eighth	202	7.6%		382,200
Ninth	230	8.7%		655,000
Tenth	183	6.9%		440,400
Eleventh	113	4.3%		192,000
Twelfth	95	3.6%		150,000
Total	2,646		\$	6,032,400

BOOST 2017-2018**Scholarships Awarded and Accepted by School Name and Type of School Previously Attended**

As of October 30, 2017

Note:

In the data below, as of October 30, 2017, there are 597 scholarships at 47 schools that cannot be paid for one or more of these reasons in each case:

- The school did not agree to all requirements of the program;
- Enrollment of the student was not confirmed by the school;
- The school did not submit assessment results as required;
- The school did not complete the survey on the certification status of its teachers;
- The student received non-BOOST aid that covered the full cost of tuition, resulting in a reduction of the BOOST award to zero.

School County Location	School Name (per Enrollment Confirmation by the Schools)	Number of Students			Total
		Attended Public School	Attended Private School	Type of Prior School is None (Home-schooled)	
Allegany County	BISHOP WALSH MIDDLE HIGH SCHOOL - CUMBERLAND	2	12		14
	CALVARY CHRISTIAN ACADEMY - CRESAPTOWN	4	2		6
	LIGHTHOUSE CHRISTIAN ACADEMY - CUMBERLAND	1			1
Allegany County Total		7	14		21
Anne Arundel County	ALPERT FAMILY ALEPH BET JEWISH DAY SCHOOL - ANNAPOLIS		1		1
	ARNOLD CHRISTIAN ACADEMY - ARNOLD		1		1
	ELVATON CHRISTIAN ACADEMY - MILLERSVILLE		1	2	3
	MONSIGNOR SLADE REGIONAL CATHOLIC SCHOOL - GLEN BURNIE	7	3		10
	SCHOOL OF THE INCARNATION - GAMBRILLS	6	9	1	16
	ST. JANE FRANCES SCHOOL - PASADENA		2		2
	ST. JOHN THE EVANGELIST SCHOOL - SEVERNA PARK		2		2
	ST. MARTINS LUTHERAN CHURCH SCHOOL - ANNAPOLIS	1	1		2
	ST. MARYS ELEMENTARY SCHOOL - ANNAPOLIS		4		4
	ST. PAULS LUTHERAN SCHOOL - GLEN BURNIE		3		3
	ST. PHILIP NERI SCHOOL - LINTHICUM	12	8		20
Anne Arundel County Total		26	35	3	64
Baltimore City	ARCHBISHOP BORDERS SCHOOL - BALTIMORE	20	36		56
	ARCHBISHOP CURLEY HIGH SCHOOL - BALTIMORE	18	14		32
	BALTIMORE JUNIOR ACADEMY - BALTIMORE	3	10		13
	BNOS YISROEL OF BALTIMORE - BALTIMORE		79		79
	CARDINAL SHEHAN SCHOOL - BALTIMORE	38	36	3	77
	CATHEDRAL CHRISTIAN ACADEMY - BALTIMORE	52	9		61
	CATHOLIC HIGH SCHOOL OF BALTIMORE THE - BALTIMORE	4	3		7
	CHABAD OF PARK HEIGHTS - BALTIMORE		51	2	53
	CRISTO REY JESUIT HIGH SCHOOL - BALTIMORE	49	17		66
	GREATER GRACE CHRISTIAN ACADEMY - BALTIMORE		1		1
	GREATER YOUTH ACADEMY - BALTIMORE		10		10
	HOLY ANGELS ELEMENTARY SCHOOL - BALTIMORE	28	37	1	66
	INSTITUTE OF NOTRE DAME - BALTIMORE	7	17		24
	JEWELS SCHOOL	1	1		2
	MERCY HIGH SCHOOL - BALTIMORE	5	15		20
	MOUNT PLEASANT CHRISTIAN SCHOOL	1			1
	MT. ST. JOSEPH HIGH SCHOOL - BALTIMORE	14	7		21
	OHR CHADASH ACADEMY - BALTIMORE		11		11
	SCHOOL OF THE CATHEDRAL OF MARY OUR QUEEN - BALTIMORE	1	1		2
	ST. CASIMIR CATHOLIC SCHOOL - BALTIMORE	2	2		4
	ST. FRANCES ACADEMY - BALTIMORE	17	7		24

School County Location	School Name (per Enrollment Confirmation by the Schools)	Number of Students			Total
		Attended Public School	Attended Private School	Type of Prior School is None (Home-schooled)	
	ST. FRANCIS OF ASSISI SCHOOL - BALTIMORE	3	2		5
	ST. JAMES AND ST JOHN CAMPUS OF QUEEN OF PEACE SCHOOL	12	21		33
	UNSELD'S SCHOOL - BALTIMORE	1	3		4
Baltimore City Total		276	390	6	672
Baltimore County	AL RAHMAH SCHOOL - BALTIMORE	15	25	2	42
	BAIS HAMEDRASH AND MESIVTA OF BALTIMORE - BALTIMORE		11		11
	BAIS YAAKOV SCHOOL FOR GIRLS - BALTIMORE	8	198	4	210
	BALTIMORE SCHOOL OF INDEPENDENT LEARNERS - PIKESVILLE	8	3		11
	BALTIMORE TORAH SCHOOL - BALTIMORE		1		1
	BALTIMORE WHITE MARSH ADVENTIST SCHOOL - ROSEDALE	1	3		4
	CALVERT HALL COLLEGE HIGH SCHOOL - BALTIMORE	12	14		26
	CAMBRIDGE SCHOOL - BALTIMORE	1			1
	CONCORDIA PREPARATORY SCHOOL - TOWSON	2	1		3
	DARCHEI NOAM MONTESSORI		7		7
	EMMANUEL LUTHERAN SCHOOL - BALTIMORE	5	3		8
	GLA ACADEMY "SCHOOL OF EXCELLENCE" - ROSEDALE	1			1
	IMMACULATE HEART OF MARY SCHOOL - BALTIMORE	7	12	1	20
	ISRAEL HENRY BEREN HIGH SCHOOL - BALTIMORE		17		17
	LAMB OF GOD SCHOOL - BALTIMORE	2	1		3
	MARYVALE PREPARATORY SCHOOL - LUTHERVILLE		1		1
	MESIVTA NE'IMUS HATORAH - BALTIMORE		1		1
	MOUNT DE SALES ACADEMY - CATONSVILLE	1	2		3
	NOTRE DAME PREPARATORY SCHOOL - TOWSON		1		1
	OUR LADY OF HOPE ST LUKE SCHOOL - BALTIMORE	1	5		6
	OUR LADY OF MT. CARMEL SCHOOL - BALTIMORE	20	12		32
	OUR LADY OF VICTORY SCHOOL - BALTIMORE	3	11		14
	PERRY HALL CHRISTIAN SCHOOL - PERRY HALL	1	1		2
	PILGRIM CHRISTIAN DAY SCHOOL - BALTIMORE	1	2		3
	SACRED HEART SCHOOL - GLYNDON	10	3		13
	SISTERS ACADEMY OF BALTIMORE - BALTIMORE	6	7		13
	ST. AGNES SCHOOL - BALTIMORE	11	13		24
	ST. JOHN THE EVANGELIST CATHOLIC SCHOOL - HYDES		2		2
	ST. JOSEPH SCHOOL - BALTIMORE	3	2		5
	ST. MARK SCHOOL - BALTIMORE	5	6		11
	St. Michael-St. Clement School	13	15		28
	ST. PAUL LUTHERAN CHURCH AND SCHOOL - CATONSVILLE	1	2		3
	ST. PETERS CHRISTIAN DAY SCHOOL - BALTIMORE	1	1		2
	ST. PIUS X SCHOOL - BALTIMORE	3		1	4
	ST. STEPHEN SCHOOL - BRADSHAW		5		5
	ST. URSULA SCHOOL - BALTIMORE	5	12		17
	TALMUDICAL ACADEMY OF BALTIMORE - BALTIMORE	1	83	1	85
	TORAH INSTITUTE OF BALTIMORE - OWINGS MILLS	11	105	1	117
	VICTORY DAY SCHOOL - REISTERSTOWN		1		1
	YESIVAS TORAS SIMCHA - PIKESVILLE		5		5
Baltimore County Total		159	594	10	763
Carroll County	CARROLL LUTHERAN SCHOOL - WESTMINSTER	1	3		4
	MONTESSORI SCHOOL OF WESTMINSTER - WESTMINSTER		2		2
	ST. JOHN CATHOLIC SCHOOL - WESTMINSTER	3	11		14
Carroll County Total		4	16		20
Cecil County	GOOD SHEPHERD SCHOOL - PERRYVILLE	1	2		3
	IMMACULATE CONCEPTION SCHOOL - ELKTON	3	2		5

School County Location	School Name (per Enrollment Confirmation by the Schools)	Number of Students			Total
		Attended Public School	Attended Private School	Type of Prior School is None (Home-schooled)	
	MOUNT AVIAT ACADEMY - CHILDS	2	3		5
	TOME SCHOOL - NORTH EAST	1	1		2
Cecil County Total		7	8		15
Charles County	ARCHBISHOP NEALE ELEMENTARY SCHOOL- LA PLATA		3		3
	GRACE CHRISTIAN ACADEMY OF MARYLAND - WALDORF	9	2		11
	ST. MARYS SCHOOL - BRYANTOWN		2		2
	ST. PETERS SCHOOL - WALDORF		5		5
Charles County Total		9	12		21
Dorchester County	COUNTRYSIDE CHRISTIAN SCHOOL	10		1	11
Dorchester County Total		10		1	11
Frederick County	FREDERICK ADVENTIST ACADEMY - FREDERICK	5	3		8
	LUCY SCHOOL - MIDDLETOWN		1		1
	ST. JOHN REGIONAL CATHOLIC SCHOOL - FREDERICK	5	7		12
	ST. JOHN'S CATHOLIC PREP - BUCKEYSTOWN		2		2
Frederick County Total		10	13		23
Harford County	JOHN CARROLL SCHOOL - BEL AIR	4	2		6
	ST. JOAN OF ARC SCHOOL - ABERDEEN	5			5
	ST. MARGARET SCHOOL - BEL AIR	1	4		5
	TRINITY LUTHERAN SCHOOL - JOPPA	18	2		20
Harford County Total		28	8		36
Howard County	ATHOLTON ADVENTIST ACADEMY - COLUMBIA	1	3		4
	BETHEL CHRISTIAN ACADEMY - SAVAGE	13	7		20
	CELEBRATION CHRISTIAN ACADEMY - COLUMBIA	1			1
	COLUMBIA ACADEMY ELEMENTARY AND MIDDLE SCHOOL - COLUMBIA	3			3
	OUR LADY OF PERPETUAL HELP SCHOOL - ELLICOTT CITY	1			1
	RESURRECTION ST PAUL SCHOOL - ELLICOTT CITY		5		5
	ST. LOUIS SCHOOL - CLARKSVILLE	3			3
Howard County Total		22	15		37
Kent County	CHESTER RIVER ADVENTIST SCHOOL - CHESTERTOWN		1		1
Kent County Total			1		1
Montgomery County	ALIM ACADEMY AKA MUSLIM COMMUNITY SCHOOL THE - POTOMAC	4	2	1	7
	BROOKWOOD SCHOOL - KENSINGTON	1	1		2
	DON BOSCO CRISTO REY HIGH SCHOOL - TAKOMA PARK	18	19		37
	HOLY CROSS SCHOOL - GARRETT PARK	1	2		3
	JOHN NEVINS ANDREWS SCHOOL - TAKOMA PARK	5	18		23
	LEO BERNSTEIN JEWISH ACADEMY OF FINE ARTS - SILVER SPRING	1	8		9
	MARY OF NAZARETH ROMAN CATHOLIC SCHOOL - DARNSTOWN	4	7		11
	MELVIN J BERMAN HEBREW ACADEMY - ROCKVILLE		19		19
	MOTHER OF GOD SCHOOL - GAITHERSBURG	3	4		7
	OLNEY ADVENTIST PREPARATORY SCHOOL - OLNEY	1	1		2
	OUR LADY OF GOOD COUNSEL HIGH SCHOOL - OLNEY	2	10		12
	OUR LADY OF LOURDES SCHOOL - BETHESDA	1	5		6
	SLIGO ADVENTIST SCHOOL - TAKOMA PARK	4	1		5
	SPENCERVILLE ADVENTIST ACADEMY - SPENCERVILLE	4	2		6
	ST. ANDREW APOSTLE SCHOOL - SILVER SPRING	2	1		3
	ST. BERNADETTE SCHOOL - SILVER SPRING	3	5		8
	ST. FRANCIS INTERNATIONAL SCHOOL - SILVER SPRING	29	38		67
	ST. JOHN THE BAPTIST SCHOOL - SILVER SPRING		3		3
	ST. JOHN THE EVANGELIST SCHOOL - SILVER SPRING	1	1		2
	ST. JUDE CATHOLIC SCHOOL - ROCKVILLE	21	20	1	42
	ST. MARTINS OF TOURS SCHOOL - GAITHERSBURG	6	14		20

School County Location	School Name (per Enrollment Confirmation by the Schools)	Number of Students			Total
		Attended Public School	Attended Private School	Type of Prior School is None (Home-schooled)	
	ST. MARYS SCHOOL - ROCKVILLE	2	2		4
	ST. PATRICKS SCHOOL - ROCKVILLE		1		1
	ST. PETERS PAROCHIAL SCHOOL - OLNEY	2	3		5
	ST. RAPHAELS SCHOOL - ROCKVILLE		2	1	3
	TAKOMA ACADEMY - TAKOMA PARK	1	9		10
	THE AVALON SCHOOL - GAITHERSBURG	4	4		8
	TORAH SCHOOL OF GREATER WASHINGTON - SILVER SPRING	1	32	1	34
	YESHIVA OF GREATER WASHINGTON - SILVER SPRING		27		27
Montgomery County Total		121	261	4	386
Prince George's County	AL HUDA SCHOOL - COLLEGE PARK	82	106	1	189
	BISHOP MCNAMARA HIGH SCHOOL - FORESTVILLE	13	17		30
	DEMATHA CATHOLIC HIGH SCHOOL - HYATTSVILLE		12		12
	ELIZABETH SETON HIGH SCHOOL - BLADENSBURG	6	15		21
	EXCELLENCE CHRISTIAN SCHOOL - UPPER MARLBORO	1			1
	FIRST BAPTIST SCHOOL OF LAUREL	7			7
	GEORGE E PETERS SDA ELEM SCHOOL - HYATTSVILLE		1		1
	HIGHLAND PARK CHRISTIAN ACADEMY - LANDOVER	2	4		6
	HOLY FAMILY SCHOOL - HILLCREST HEIGHTS	9	15	1	25
	HOLY REDEEMER SCHOOL - COLLEGE PARK	5	3	1	9
	NATIONAL CHRISTIAN ACADEMY - FT. WASHINGTON	1	2		3
	NEW HOPE ACADEMY - LANDOVER HILLS	4			4
	RIVERDALE BAPTIST SCHOOL - UPPER MARLBORO	2	1		3
	ST. AMBROSE SCHOOL - CHEVERLY	8	4	1	13
	ST. COLUMBA SCHOOL - OXON HILL	1	2		3
	ST. JEROMES ACADEMY - HYATTSVILLE	3	5		8
	ST. JOHN THE EVANGELIST SCHOOL - CLINTON		7	2	9
	ST. JOSEPHS SCHOOL - BELTSVILLE	2	12		14
	ST. MARY OF THE ASSUMPTION SCHOOL - UPPER MARLBORO	2	3		5
	ST. MARY OF THE MILLS SCHOOL - LAUREL	7	5	1	13
	ST. MARYS CATHOLIC SCHOOL - LANDOVER HILLS	3	24		27
	ST. MARYS SCHOOL OF PISCATAWAY - CLINTON	3			3
	ST. MATTHIAS APOSTLE SCHOOL - LANHAM	3	11		14
	ST. PHILIP THE APOSTLE SCHOOL - CAMP SPRINGS		5		5
	ST. PIUS X REGIONAL SCHOOL - BOWIE		5		5
	ST. VINCENT PALLOTTI HIGH SCHOOL - LAUREL	3	2		5
	WASHINGTON UNITED CHRISTIAN ACADEMY - HYATTSVILLE	2		1	3
	WOODSTREAM CHRISTIAN ACADEMY - MITCHELLVILLE	8	3		11
Prince George's County Total		177	264	8	449
St. Mary's County	KINGS CHRISTIAN ACADEMY - CALLAWAY		2		2
	LEONARD HALL JUNIOR NAVAL ACADEMY INC - LEONARDTOWN	1	1		2
	LITTLE FLOWER SCHOOL - GREAT MILLS	2			2
	SAINT MARY'S RYKEN - LEONARDTOWN	2	4		6
	ST. JOHNS SCHOOL - HOLLYWOOD		3		3
	ST. MICHAEL'S SCHOOL - RIDGE	1	33		34
St. Mary's County Total		6	43		49
Talbot County	CHESAPEAKE CHRISTIAN SCHOOL - EASTON	4			4
	SAINTS PETER AND PAUL HIGH SCHOOL - EASTON	3	5		8
	ST PETER AND PAUL ELEMENTARY SCHOOL - EASTON	2	8		10
Talbot County Total		9	13		22
Washington County	GRACE ACADEMY - HAGERSTOWN		1		1
	HIGHLAND VIEW ACADEMY - HAGERSTOWN	3	2		5

School County Location	School Name (per Enrollment Confirmation by the Schools)	Number of Students			Total
		Attended Public School	Attended Private School	Type of Prior School is None (Home-schooled)	
	MT. AETNA ADVENTIST SCHOOL - HAGERSTOWN	3	3		6
	ST. MARIA GORETTI HIGH SCHOOL - HAGERSTOWN	4	9		13
	ST. MARY SCHOOL - HAGERSTOWN	2	9		11
	TRUTH CHRISTIAN ACADEMY - HAGERSTOWN		3		3
Washington County Total		12	27		39
Wicomico County	ST. FRANCIS DE SALES SCHOOL - SALISBURY		4		4
Wicomico County Total			4		4
Worcester County	MOST BLESSED SACRAMENT CATHOLIC SCHOOL - OCEAN PINES	2			2
Worcester County Total		2			2
Selected School Not Confirmed		5	6		11
Grand Total		890	1,724	32	2,646
Total Number of Schools					180

BOOST 2017-2018**Scholarships Awarded and Accepted - Student Financial Aid Data**

As reported by nonpublic schools in the student enrollment confirmation process

As of October 30, 2017

Financial Aid Data for Students Attending the Same Nonpublic School in 2016-2017 as in 2017-2018

Count of students who attended the same school in 2016-2017 as in 2017-2018 (based on reporting for 2,283 of 2,646 student awardees)	1,662
Count of students who attended the same school in 2016-2017 as in 2017-2018 and received non-BOOST financial aid for 2016-2017	1,425
Average amount of 2016-2017 non-BOOST aid received by students who attended the same school in 2016-2017 as in 2017-2018	\$ 4,315
Count of students who attended the same school in 2016-2017 as in 2017-2018 and received financial aid for 2017-2018	1,364
Average amount of 2017-2018 non-BOOST aid received by students who attended the same school in 2016-2017 as in 2017-2018	\$ 4,535

**Type of 2017-2018 non-BOOST financial aid received by students who attended
the same school in 2016-2017 as in 2017-2018**

Merit based aid from other organization	2
Merit based aid from selected nonpublic school	20
Need based aid from other organization	302
Need based aid from other organization, and Merit based aid from selected nonpublic school	1
Need based aid from selected nonpublic school	768
Need based aid from selected nonpublic school, and Merit based aid from other organization	3
Need based aid from selected nonpublic school, and Merit based aid from selected nonpublic school	24
Need based aid from selected nonpublic school, and Need based aid from other organization	236
Need based aid from selected nonpublic school, and Need based aid from other organization, and Merit based aid from selected nonpublic school	8
Total	1,364

Note: As of October 30, 2017, data on student financial aid had been reported by nonpublic schools for 2,283 of 2,646 student awardees.

BOOST 2017-2018**Scholarships Awarded and Accepted by Household Income**

As of October 30, 2017

Average Household Income	\$ 25,123
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Based on self-reported data from 1040 tax forms
or other income documentation

Average Household Income by Student Category	Average Income
Qualified for Free Meals, Attended Public School	\$ 18,375
Qualified for Reduced Meals, Attended Public School	\$ 36,684
Qualified for Free Meals, Attended Private School	\$ 22,003
Qualified for Free Meals, Type of Prior School is None (homeschooled)	\$ 13,789
Qualified for Reduced Meals, Attended Private School (funds were fully awarded before this category could be granted awards)	\$ 46,010

BOOST 2017-2018

As of October 30, 2017

Scholarships Awarded and Accepted by Student Race

As of October 30, 2017

Race of Student	Number of Students	Percent of Total Students	Value of Awards
American Indian or Alaska Native	9	0.3%	\$ 24,200
Asian	61	2.3%	155,800
Black or African American	1,065	40.2%	2,917,800
Hispanic/Latino	360	13.6%	909,600
Native Hawaiian or other Pacific Islander	12	0.5%	19,000
Two or more races	158	6.0%	389,000
White	981	37.1%	1,617,000
Total	2,646		\$ 6,032,400

Scholarships Awarded and Accepted by English Language Learner and Special Education Status

As reported by nonpublic schools in the student enrollment confirmation process

As of October 30, 2017

	Yes	No	Not Determined
Student is an English Language Learner	744	1,514	25
Student is a special education student	85	2,123	75

Note: As of October 30, 2017, data on the status of awardees related to English Language Learner and special education status had been reported for 2,283 of 2,646 student awardees.

BOOST 2017-2018**Scholarships Awarded and Accepted by Applicant County of Residence**

As of October 30, 2017

Applicant County of Residence	Number of Students	Value of Awards	Percent of Total Award Amount
Allegany County	21	\$ 42,000	0.7%
Anne Arundel County	78	174,000	2.9%
Baltimore City	907	2,059,800	34.1%
Baltimore County	528	1,115,000	18.5%
Calvert County	7	18,800	0.3%
Caroline County	4	17,600	0.3%
Carroll County	26	51,400	0.9%
Cecil County	12	39,400	0.7%
Charles County	24	63,400	1.1%
Dorchester County	20	66,200	1.1%
Frederick County	29	66,400	1.1%
Garrett County	--	--	--
Harford County	48	150,800	2.5%
Howard County	37	113,600	1.9%
Kent County	1	1,400	0.0%
Montgomery County	420	939,000	15.6%
Prince George's County	392	942,800	15.6%
Queen Anne's	--	--	--
St. Mary's County	44	74,200	1.2%
Somerset County	--	--	--
Talbot County	7	9,800	0.2%
Washington County	33	71,600	1.2%
Wicomico County	4	5,600	0.1%
Worcester County	4	9,600	0.2%
Total	2,646	\$ 6,032,400	

BOOST 2017-2018**Declined Scholarship Awards**

As of October 30, 2017

<u>Declined Scholarships - Renewal or New</u>	<u>2017-2018 Award Category*</u>	<u>Number of Students</u>	<u>Award Amount</u>	<u>Value of Awards</u>
Renewal - Free Public in 2016-17	Free-Public	2	\$ 4,400	\$ 8,800
Renewal - Free Public in 2016-17	Reduced-Public	3	\$ 3,400	\$ 10,200
Renewal - Reduced Public in 2016-17	Free-Public	1	\$ 4,400	\$ 4,400
Renewal - Free Private in 2016-17	Free-Private	12	\$ 1,400	\$ 16,800
Renewal - Reduced Private in 2016-17	Free-Private	1	\$ 1,400	\$ 1,400
Subtotal Renewal Awardees		19		\$ 41,600
New in 2017-18	Free-Public	154	\$ 4,400	\$ 677,600
New in 2017-18	Reduced-Public	39	\$ 3,400	\$ 132,600
New in 2017-18	Free-Private	6	\$ 1,400	\$ 8,400
New in 2017-18	Type of Prior School is None	1	\$ 1,400	\$ 1,400
Subtotal New Awardees		200		\$ 820,000
Total		219	-	\$ 861,600

Reasons for Declining:

The web portal for gathering "Accept" or "Decline" responses from awardee parents did not function as intended. Therefore, data on reasons for declining was not systematically collected.

Following are the top reasons that parents cited anecdotally in their emails to MSDE to decline an award:

- Student will remain in a public school / Student was not accepted into the selected BOOST school.
- Cost of the nonpublic school was a concern.
- Parent decided to send the student to a nonpublic school that does not participate in BOOST.

Other reasons cited were:

- Award notification was received too close to the start of the school year.
- The selected school decided to not participate in BOOST.

Notes:

Renewal applicants who are still income eligible received an award based on their Free or Reduced Meal income status as indicated in the 2017-2018 application. The Public or Private School designation for Renewal applicants is kept the same as it was in 2016-2017.

***Category Descriptions:**

Free-Public = Qualified for Free Meals, attended Public school.

Reduced-Public = Qualified for Reduced Price Meals, attended Public school.

Free-Private = Qualified for Free Meals, attended Private school.

Reduced-Private = Qualified for Reduced Price Meals, attended Private school.

Type of Prior School is None includes homeschooled students.

BOOST Status of 2016-2017 Awardees

As of October 30, 2017

	Number of Students
2016-2017 Awardees	2,408
2017-2018 Status:	
Eligible and Awarded	1,719
2017-2018 application was not received	384
Ineligible household income for 2017-2018	171
2017-2018 application was incomplete	134
Total	2,408

BOOST 2016-2017 Awardees who Returned to Public School:

An electronic survey was used to attempt to determine the number of 2016-2017 awardees who are attending public school in 2017-2018, and their reasons for returning to public schools.

The survey was sent to 403 parent awardees from 2016-2017 who were not awarded a 2017-2018 BOOST Scholarship and who were not excluded due to ineligible household income as stated in the 2017-2018 application. Some parents had more than one student awardee in 2016-2017.

The survey received 87 parent responses. The responses included data on 121 students, 19 of whom have returned to public schools, according to the parents.

Survey Responses: For students in a public school in 2017-2018, indicate the primary reason why the student is not in BOOST:

	Number of Responses
Private school cost / insufficient financial aid	7
Transportation to private school was a problem	4
Missed the BOOST application deadline	3
Private school was not a good fit for the child	3
Student graduated	2
Student is at a non-BOOST private school	-
Our household moved	-
Total	19

EXHIBIT 59

Broadening Options and Opportunities for Students Today (BOOST) 2018-2019 Scholarship Award Summary

as of December 30, 2018

BOOST Scholarships Awarded and Accepted	Number of Students	Scholarship Amount for this Category	Total Value of Awards
Qualified for Free Meals, Attended Public School	556	\$ 4,400	\$ 2,446,400
Qualified for Reduced Meals, Attended Public School	266	\$ 3,400	\$ 904,400
Qualified for Free Meals, Attended Private School	1,503	\$ 1,400	\$ 2,104,200
Qualified for Reduced Meals, Attended Private School	744	\$ 1,000	\$ 744,000
Qualified for Free Meals, Type of Prior School is None	80	\$ 1,400	\$ 112,000
Qualified for Reduced Meals, Type of Prior School is None	19	\$ 1,000	\$ 19,000
Sub Total	3,168	--	\$ 6,330,000
Adjusted Award - Special Education	156	\$ 1,000	\$ 156,000
Total Scholarship Value			\$ 6,486,000

Notes:

Per House Bill 150 and decisions of the BOOST Advisory Board, priority was given to renewal students, students who previously attended public schools, and students who qualify for Free Meals (versus Reduced Meals). Students with the lowest incomes are served first. Special Education Students identified by the nonpublic school receive a \$1,000 award adjustment.

BOOST 2018-2019**Scholarship Award Detail**

As of December 30, 2018

Applications Received (with Duplicates and Drafts Eliminated): 4,959
 Income-Eligible Applicants: 3,613
 RENEWALS - To be Paid as of Dec. 30, 2018

	Number of Students	Scholarship Amount for this Category	Total Value of Renewals
RENEWALS - Awarded and Accepted			
Qualified for Free Meals, Attended Public School	321	\$ 4,400	\$ 1,412,400
Qualified for Reduced Meals, Attended Public School	139	\$ 3,400	\$ 472,600
Qualified for Free Meals, Attended Private School	773	\$ 1,400	\$ 1,082,200
Qualified for Reduced Meals, Attended Private School	291	\$ 1,000	\$ 291,000
Qualified for Free Meals, Type of Prior School is None	12	\$ 1,400	\$ 16,800
Qualified for Reduced Meals, Type of Prior School is None	4	\$ 1,000	\$ 4,000
Subtotal Renewals	1,540	--	\$ 3,279,000

	Number of Students	Scholarship Amount for this Category	Total Value of New Awards
NEW APPLICANTS - Awarded and Accepted			
Qualified for Free Meals, Attended Public School	235	\$ 4,400	\$ 1,034,000
Qualified for Reduced Meals, Attended Public School	127	\$ 3,400	\$ 431,800
Qualified for Free Meals, Attended Private School	730	\$ 1,400	\$ 1,022,000
Qualified for Reduced Meals, Attended Private School	453	\$ 1,000	\$ 453,000
Qualified for Free Meals, Type of Prior School is None	68	\$ 1,400	\$ 95,200
Qualified for Reduced Meals, Type of Prior School is None	15	\$ 1,000	\$ 15,000
Subtotal New	1,628	--	\$ 3,051,000

Total Awards Offered	3,381		6,941,800
Declined Renewal Awards*	(51)		\$ (142,600)
Declined New Awards*	(162)		\$ (469,200)
Total Awards Offered and Accepted as of December 30, 2018	3,168		\$ 6,330,000

Special Education Student Award Adjustment **\$ 156,000**

Appropriation for 2018-2019		\$ 7,000,000
Balance Remaining from 2017-2018 that was Carried Forward		\$ 442,052
Total Available for 2018-2019		\$ 7,442,052

Remaining Balance **\$ 956,052**

* Applicants either formally declined the award, chose to stay enrolled in a non-participating school or are not currently enrolled in the selected BOOST participating school.

Notes:

Per Senate Bill 187 and decisions of the BOOST Advisory Board, priority was given to renewal students, students who previously attended public schools, and students who qualify for Free Meals (versus Reduced Meals). Students with the lowest incomes are served first.

Renewal applicants who are still income eligible received an award based on their Free or Reduced Meal income status as indicated in the 2018-2019 application. The Public or Private designation for Renewal applicants is kept the same as it was in the year first the student applied for the BOOST scholarship.

"Type of Prior School is None" includes homeschooled students.

BOOST 2018-2019**Summary of Scholarships to be Paid as of Fall 2018**

RENEWALS - To be Paid as of Dec. 30, 2018	Number of Students	Scholarship Amount for this Category	Actual Value of Renewals*
Qualified for Free Meals, Attended Public School	318	\$ 4,400	\$ 1,415,469
Qualified for Reduced Meals, Attended Public School	130	\$ 3,400	\$ 448,900
Qualified for Free Meals, Attended Private School	766	\$ 1,400	\$ 1,087,951
Qualified for Reduced Meals, Attended Private School	289	\$ 1,000	\$ 294,450
Qualified for Free Meals, Type of Prior School is None	12	\$ 1,400	\$ 16,800
Qualified for Reduced Meals, Type of Prior School is None	4	\$ 1,000	\$ 4,000
Subtotal Renewals	1,519	--	\$ 3,267,570

NEW APPLICANTS - To be Paid as of Dec. 30, 2018	Number of Students	Scholarship Amount for this Category	Actual Value of New Awards*
Qualified for Free Meals, Attended Public School	235	\$ 4,400	\$ 1,026,676
Qualified for Reduced Meals, Attended Public School	127	\$ 3,400	\$ 433,920
Qualified for Free Meals, Attended Private School	725	\$ 1,400	\$ 1,026,713
Qualified for Reduced Meals, Attended Private School	447	\$ 1,000	\$ 459,820
Qualified for Free Meals, Type of Prior School is None	68	\$ 1,400	\$ 93,350
Qualified for Reduced Meals, Type of Prior School is None	15	\$ 1,000	\$ 16,000
Subtotal New	1,617	--	\$ 3,056,479
Total Awards to be Paid as of Oct. 30, 2017	3,136		\$ 6,324,049

* Amount includes adjustments for special education students as well as reductions in cases where the BOOST aid plus non-BOOST aid exceeded tuition. Schools may not use BOOST funds as a substitute for other financial aid.

Notes:

The figures above represent scholarships that can be paid as of December 30, 2018. There are 32 scholarships that cannot be paid for one or more of these reasons in each case:

- Enrollment of the student was not confirmed by the school;
- The school did not submit assessment results as required;
- The school did not complete the survey on the certification status of its teachers;

BOOST 2018-2019**Preliminary Data on Certified and NonCertified Teachers by Subject**

From Survey Data Gathered from Schools in Fall 2017

Certification Area	Number of Certified Teachers	Percentage of Certified Teachers	Number of Noncertified Teachers	Percentage of Noncertified Teachers	Total Certified and Noncertified Teachers
Elementary Education	1041	67%	512	33%	1,553
Early Childhood	253	58%	186	42%	439
English	434	52%	404	48%	838
Reading - Language Arts	491	56%	389	44%	880
Foreign / World Languages	129	35%	241	65%	370
Mathematics	578	51%	548	49%	1,126
Science	449	47%	504	53%	953
Social Studies	452	49%	474	51%	926
The Arts	173	41%	252	59%	425
Total	4,000	53%	3,510	47%	7,510

Notes:

Teachers are not required to be certified to teach at nonpublic schools.
 Survey responses were received from 170 schools.

BOOST Assessment Performance 2017-2018 Results

Background

BOOST Assurances for Participating Schools, School Year 2017-2018 included:

- a) Eligible BOOST schools are those that will administer assessments to all students:
 - a. In math and reading- annually, in each of grades 3 through 8
 - b. In science, once in elementary school, and once in middle school
 - c. In biology, government, Algebra I, and English 10 in high school
 - d. And, to all students with disabilities, consistent with their Individualized Education Program (IEP)

Maryland law (House Bill 150; the Fiscal 2018 Budget Bill) states the following regarding assessment performance reporting:

“For nonpublic schools administering norm referenced assessments, the nonpublic schools shall provide to MSDE the results for all students receiving BOOST Program scholarships to whom assessments were administered.

For those nonpublic schools administering non–standardized assessments, the nonpublic schools shall provide to MSDE the results for all students receiving BOOST Program scholarships to whom assessments were administered and how students receiving BOOST Program scholarships performed in comparison to students who did not receive BOOST Program scholarships.

MSDE shall report these assessment results reported by nonpublic schools to the budget committees in an aggregate manner that does not violate student data privacy.”

By signing the BOOST Assurances for Participating Schools, School Year 2017-2018, participating nonpublic schools agreed to report assessment performance results to the MSDE. In order to meet the December 15, 2018 reporting deadline, assessment performance results presented in this report are based on the prior academic year (2017-2018).

Methods

The MSDE collected SY 2017-2018 assessment performance data from nonpublic schools between July 31 and November 16, 2018.

The MSDE created a secure online application in which schools could enter the requested assessment performance data. A Data Collection Manual (PDF file) was also created, which provided instructions for completing and submitting the completed data collection.

Results

The MSDE requested assessment performance data from the 161 nonpublic schools that participated in the BOOST program for in SY 2017-2018. Table 1 summarizes the responses from nonpublic schools. Tables 2 through 9 present results for 2017-2018 norm-referenced assessment performance and Tables 10 through 17 present data for 2017-2018 non-standardized assessment performance. Individual school-

level data are presented in Appendix A. County-level data (based on the geographic location of the school) are reported in Appendix B.

The data presented in this report is self-reported by participating BOOST nonpublic schools and is not subject to a thorough verification and audit process by the MSDE. These results should be interpreted with caution. The data presented here in aggregate do not reflect results of a common assessment. Each school was obligated to assess students, but the assessments administered and the determinations of proficiency were at the discretion of each individual school. Therefore, assessment results are not comparable across schools. Further, Maryland law requires the MSDE to report results in a manner that does not violate student data privacy. A '*' indicates no students or fewer than 10 students in the category.

Table 1. Summary of BOOST school assessment reporting (2017-2018)

Reporting Status	Count of Schools
Reported data to MSDE	136
BOOST students in grades K-2 only; no reporting requirement	12
No BOOST students in 2017-18	15
Did not report data to MSDE	13
Grand Total	176

Norm-Referenced Assessment Performance (Tables 2 through 9)

ENGLISH LANGUAGE ARTS

Table 2. English Language Arts Norm-Referenced Assessment Performance – General Education BOOST Students

	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	208	142	68.3%
Grade 4	172	130	75.6%
Grade 5	190	131	68.9%
Grade 6	165	114	69.1%
Grade 7	172	109	63.4%
Grade 8	120	88	73.3%
Grade 10	63	27	42.9%
Grand Total	1090	741	68.0%

Table 3. English Language Arts Norm-Referenced Assessment Performance – BOOST Students with Disabilities

	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	14	4	68.3%
Grade 4	13	7	53.8%
Grade 5	5	4	80.0%
Grade 6	6	3	50.0%

Grade 7	13	8	61.5%
Grade 8	7	0	0.0%
Grade 10	NR	NR	NR
Grand Total	58	26	44.9%

Note: NR = no data reported

MATHEMATICS

Table 4. Mathematics Norm-Referenced Assessment Performance – General Education BOOST Students

	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	200	125	62.5%
Grade 4	152	115	75.7%
Grade 5	172	107	62.2%
Grade 6	165	101	61.2%
Grade 7	162	95	58.6%
Grade 8	120	88	73.3%
Algebra I	83	32	38.6%
Grand Total	1054	663	62.9%

Table 5. Mathematics Norm-Referenced Assessment Performance – BOOST Students with Disabilities

	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	13	4	30.8%
Grade 4	13	7	53.8%
Grade 5	5	3	60.0%
Grade 6	6	2	33.3%
Grade 7	13	5	38.5%
Grade 8	7	1	14.3%
Algebra I	NR	NR	NR
Grand Total	57	22	38.6%

Note: NR = no data reported

SCIENCE

Table 6. Science Norm-Referenced Assessment Performance –General Education BOOST Students

	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	51	25	49.0%
Grade 4	22	12	54.5%
Grade 5	54	40	74.1%
Grade 6	15	8	53.3%

Grade 7	46	21	45.7%
Grade 8	41	33	80.5%
High School Biology	18	14	77.8%
Grand Total	247	280	61.9%

Table 7. Science Norm-Referenced Assessment Performance –BOOST Students with Disabilities

	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	4	0	0.0%
Grade 4	3	2	66.7%
Grade 5	<i>NR</i>	<i>NR</i>	<i>NR</i>
Grade 6	<i>NR</i>	<i>NR</i>	<i>NR</i>
Grade 7	5	4	80.0%
Grade 8	1	0	0.0%
High School Biology	<i>NR</i>	<i>NR</i>	<i>NR</i>
Grand Total	13	6	46.2%

Note: NR = no data reported

GOVERNMENT

Table 8. Government Norm-Referenced Assessment Performance –General Education BOOST Students

	Number Assessed	Number Met/Proficient	Percent Met/Proficient
High School Government	14	13	92.9%
Grand Total	14	13	92.9%

Table 9. Government Norm-Referenced Assessment Performance –BOOST Students with Disabilities

	Number Assessed	Number Met/Proficient	Percent Met/Proficient
High School Government	<i>NR</i>	<i>NR</i>	<i>NR</i>
Grand Total	<i>NR</i>	<i>NR</i>	<i>NR</i>

Note: NR = no data reported

Non-Standardized Assessment Performance (Tables 10 through 17)

ENGLISH LANGUAGE ARTS

Table 10. English Language Arts Non-Standardized Assessment Performance – General Education

Row Labels	BOOST Students			Non-BOOST Students		
	Number Assessed	Number Met/Proficient	Percent Met/Proficient	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	2	2	100.0%	1	0	0.0%
Grade 4	5	5	100.0%	11	10	90.9%
Grade 5	1	1	100.0%	5	5	100.0%
Grade 6	3	2	66.7%	6	5	83.3%
Grade 7	8	8	100.0%	62	55	88.7%
Grade 8	19	16	84.2%	284	270	95.1%
Grade 10	121	91	75.2%	1760	1541	87.6%
Grand Total	159	125	78.6%	2129	1886	88.6%

Table 11. English Language Arts Non-Standardized Assessment Performance – Students with Disabilities

Row Labels	BOOST Students			Non-BOOST Students		
	Number Assessed	Number Met/Proficient	Percent Met/Proficient	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	NR	NR	NR	NR	NR	NR
Grade 4	NR	NR	NR	NR	NR	NR
Grade 5	NR	NR	NR	NR	NR	NR
Grade 6	NR	NR	NR	NR	NR	NR
Grade 7	NR	NR	NR	NR	NR	NR
Grade 8	1	0	0.0%	NR	NR	NR
Grade 10	NR	NR	NR	NR	NR	NR
Grand Total	1	0	0.0%	NR	NR	NR

Note: NR = no data reported

MATHEMATICS

Table 12. Mathematics Non-Standardized Assessment Performance – General Education

	BOOST Students			Non-BOOST Students		
	Number Assessed	Number Met/Proficient	Percent Met/Proficient	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	2	2	100.0%	1	0	0.0%
Grade 4	23	20	87.0%	105	95	90.5%
Grade 5	19	13	68.4%	58	49	84.5%
Grade 6	11	10	90.9%	55	54	98.2%
Grade 7	15	14	93.3%	100	84	84.0%
Grade 8	19	16	84.2%	275	256	93.1%
Algebra I	161	112	69.6%	1503	1242	82.6%
Grand Total	232	171	74.8%	2097	1780	84.9%

Table 13. Mathematics Non-Standardized Assessment Performance – Students with Disabilities

	BOOST Students			Non-BOOST Students		
	Number Assessed	Number Met/Proficient	Percent Met/Proficient	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	NR	NR	NR	NR	NR	NR
Grade 4	NR	NR	NR	NR	NR	NR
Grade 5	NR	NR	NR	NR	NR	NR
Grade 6	NR	NR	NR	NR	NR	NR
Grade 7	NR	NR	NR	NR	NR	NR
Grade 8	1	1	100.0%	NR	NR	NR
Algebra I	NR	NR	NR	14	11	78.6%
Grand Total	1	1	100.0%	14	11	78.6%

Note: NR = no data reported

SCIENCE

Table 14. Science Non-Standardized Assessment Performance – General Education

	BOOST Students			Non-BOOST Students		
	Number Assessed	Number Met/Proficient	Percent Met/Proficient	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	32	32	100.0%	169	166	98.2%
Grade 4	32	14	43.8%	652	299	45.9%
Grade 5	10	3	30.0%	51	26	51.0%
Grade 6	16	11	68.8%	93	51	54.8%
Grade 7	17	9	52.9%	114	82	71.9%
Grade 8	67	32	47.8%	978	519	53.1%
High School Biology	212	188	88.7%	2271	2046	90.1%
Grand Total	386	289	74.9%	4328	3189	73.7%

Table 15. Science Non-Standardized Assessment Performance – Students with Disabilities

	BOOST Students			Non-BOOST Students		
	Number Assessed	Number Met/Proficient	Percent Met/Proficient	Number Assessed	Number Met/Proficient	Percent Met/Proficient
Grade 3	NR	NR	NR	NR	NR	NR
Grade 4	6	1	16.7%	26	3	11.5%
Grade 5	NR	NR	NR	NR	NR	NR
Grade 6	NR	NR	NR	NR	NR	NR
Grade 7	NR	NR	NR	NR	NR	NR
Grade 8	3	0	0.0%	26	3	11.5%
High School Biology	NR	NR	NR	NR	NR	NR
Grand Total	9	1	11.1%	52	6	11.5%

Note: NR = no data reported

GOVERNMENT

Table 16. Government Non-Standardized Assessment Performance – General Education

	BOOST Students			Non-BOOST Students		
	Number Assessed	Number Met/Proficient	Percent Met/Proficient	Number Assessed	Number Met/Proficient	Percent Met/Proficient
High School Government	90	83	92.2%	1962	1770	90.2%
Grand Total	90	83	92.2%	1962	1770	90.2%

Table 17. Government Non-Standardized Assessment Performance – Students with Disabilities

	BOOST Students			Non-BOOST Students		
	Number Assessed	Number Met/Proficient	Percent Met/Proficient	Number Assessed	Number Met/Proficient	Percent Met/Proficient
High School Government	NR	NR	NR	NR	NR	NR
Grand Total	NR	NR	NR	NR	NR	NR

Note: NR = no data reported

Appendix A
School-Level Results

School-Level Norm-Referenced Assessment Performance: BOOST Students (General Education and Students with Disabilities); All Subjects, All Grades			
School	Number of Assessments	Number Proficient/Met Standard	Percent Proficient/Met Standard
AL RAHMAH SCHOOL - BALTIMORE	62	*	*
ALIM ACADEMY AKA MUSLIM COMMUNITY SCHOOL THE - POTOMAC	12	8	66.7%
ARCHBISHOP BORDERS SCHOOL - BALTIMORE	54	19	35.2%
ARCHBISHOP NEALE ELEMENTARY SCHOOL- LA PLATA	*	*	*
ARCHBISHOP SPALDING HIGH SCHOOL - SEVERN	11	*	*
BAIS YAAKOV SCHOOL FOR GIRLS - BALTIMORE	216	*	*
BISHOP WALSH MIDDLE HIGH SCHOOL - CUMBERLAND	15	*	*
BNOS YISROEL OF BALTIMORE - BALTIMORE	86	*	*
CALVARY CHRISTIAN ACADEMY - CRESAPTOWN	*	*	*
CARDINAL SHEHAN SCHOOL - BALTIMORE	70	36	51.4%
CARROLL LUTHERAN SCHOOL - WESTMINSTER	*	*	*
CATHEDRAL CHRISTIAN ACADEMY - BALTIMORE	124	74	59.7%
CATHOLIC HIGH SCHOOL OF BALTIMORE THE - BALTIMORE	*	*	*
CHABAD OF PARK HEIGHTS - BALTIMORE	39	21	53.8%
CHESAPEAKE CHRISTIAN SCHOOL - EASTON	*	*	*
COLUMBIA ACADEMY ELEMENTARY AND MIDDLE SCHOOL - COLUMBIA	*	*	*

COUNTRYSIDE CHRISTIAN SCHOOL - CAMBRIDGE	*	*	*
DEMATHA CATHOLIC HIGH SCHOOL - HYATTSVILLE	*	*	*
ELVATON CHRISTIAN ACADEMY - MILLERSVILLE	*	*	*
EMMANUEL LUTHERAN SCHOOL - BALTIMORE	12	*	*
FIRST BAPTIST SCHOOL OF LAUREL - LAUREL	9	*	*
GOOD SHEPHERD SCHOOL - PERRYVILLE	*	*	*
GREATER GRACE CHRISTIAN ACADEMY - BALTIMORE	20	*	*
GREATER YOUTH ACADEMY - BALTIMORE	18	8	44.4%
HIGHLAND PARK CHRISTIAN ACADEMY - LANDOVER	*	*	*
HOLY ANGELS ELEMENTARY SCHOOL - BALTIMORE	101	25	24.8%
HOLY CROSS SCHOOL - GARRETT PARK	*	*	*
HOLY FAMILY SCHOOL - HILLCREST HEIGHTS	24	11	45.8%
HOLY REDEEMER SCHOOL - COLLEGE PARK	12	*	*
IMMACULATE CONCEPTION SCHOOL - TOWSON	10	*	*
IMMACULATE HEART OF MARY SCHOOL - BALTIMORE	45	22	48.9%
KINGS CHRISTIAN ACADEMY - CALLAWAY	*	*	*
LEO BERNSTEIN JEWISH ACADEMY OF FINE ARTS - SILVER SPRING	*	*	*
LITTLE FLOWER SCHOOL - GREAT MILLS	*	*	*
MARY OF NAZARETH ROMAN CATHOLIC SCHOOL - DARNSTOWN	18	13	72.2%
MERCY HIGH SCHOOL - BALTIMORE	26	7	26.9%
MONSIGNOR SLADE REGIONAL CATHOLIC SCHOOL - GLEN BURNIE	13	6	46.2%
MOST BLESSED SACRAMENT CATHOLIC SCHOOL - OCEAN PINES	*	*	*

MOTHER OF GOD SCHOOL - GAITHERSBURG	14	12	85.7%
MOUNT AVIAT ACADEMY - CHILDS	*	*	*
MOUNT PLEASANT CHRISTIAN SCHOOL	*	*	*
NATIONAL CHRISTIAN ACADEMY - FT. WASHINGTON	*	*	*
NEW HOPE ACADEMY - LANDOVER HILLS	*	*	*
NOTRE DAME PREPARATORY SCHOOL - TOWSON	*	*	*
OHR CHADASH ACADEMY - BALTIMORE	14	12	85.7%
OLNEY ADVENTIST PREPARATORY SCHOOL - OLNEY	*	*	*
OUR LADY OF GOOD COUNSEL HIGH SCHOOL - OLNEY	*	*	*
OUR LADY OF HOPE ST LUKE SCHOOL - BALTIMORE	10	7	70.0%
OUR LADY OF LOURDES SCHOOL - BETHESDA	*	*	*
OUR LADY OF MT. CARMEL SCHOOL - BALTIMORE	38	12	31.6%
OUR LADY OF PERPETUAL HELP SCHOOL - ELLICOTT CITY	*	*	*
OUR LADY OF VICTORY SCHOOL - BALTIMORE	21	6	28.6%
RESURRECTION ST PAUL SCHOOL - ELLICOTT CITY	*	*	*
SACRED HEART SCHOOL - GLYNDON	23	8	34.8%
SAINT MARY'S RYKEN - LEONARDTOWN	16	10	62.5%
SCHOOL OF THE CATHEDRAL OF MARY OUR QUEEN - BALTIMORE	*	*	*
SCHOOL OF THE INCARNATION - GAMBRILLS	28	20	71.4%
SISTERS ACADEMY OF BALTIMORE - BALTIMORE	38	29	76.3%
ST PETER AND PAUL ELEMENTARY SCHOOL - EASTON	15	8	53.3%
ST. AGNES SCHOOL - BALTIMORE	10	5	50.0%
ST. AMBROSE SCHOOL - CHEVERLY	26	15	57.7%

ST. ANDREW APOSTLE SCHOOL - SILVER SPRING	*	*	*
ST. AUGUSTINE SCHOOL - ELKRIDGE	*	*	*
ST. BERNADETTE SCHOOL - SILVER SPRING	12	7	58.3%
ST. CASIMIR CATHOLIC SCHOOL - BALTIMORE	12	*	*
ST. COLUMBA SCHOOL - OXON HILL	*	*	*
ST. FRANCES ACADEMY - BALTIMORE	24	*	*
ST. FRANCIS DE SALES SCHOOL - SALISBURY	*	*	*
ST. FRANCIS INTERNATIONAL SCHOOL - SILVER SPRING	96	48	50.0%
ST. FRANCIS OF ASSISI SCHOOL - BALTIMORE	*	*	*
ST. JAMES AND ST JOHN CAMPUS OF QUEEN OF PEACE SCHOOL - BALTIMORE	55	46	83.6%
ST. JANE DE CHANTAL SCHOOL - BETHESDA	*	*	*
ST. JANE FRANCES SCHOOL - PASADENA	*	*	*
ST. JEROMES ACADEMY - HYATTSVILLE	16	*	*
ST. JOAN OF ARC SCHOOL - ABERDEEN	*	*	*
ST. JOHN CATHOLIC SCHOOL - WESTMINSTER	31	27	87.1%
ST. JOHN REGIONAL CATHOLIC SCHOOL - FREDERICK	17	15	88.2%
ST. JOHN THE BAPTIST SCHOOL - SILVER SPRING	*	*	*
ST. JOHN THE EVANGELIST CATHOLIC SCHOOL - HYDES	*	*	*
ST. JOHN THE EVANGELIST SCHOOL - CLINTON	*	*	*
ST. JOHN THE EVANGELIST SCHOOL - SEVERNA PARK	*	*	*
ST. JOHN THE EVANGELIST SCHOOL - SILVER SPRING	*	*	*
ST. JOHNS SCHOOL - HOLLYWOOD	*	*	*
ST. JOSEPH SCHOOL - BALTIMORE	41	18	43.9%
ST. JOSEPHS SCHOOL - BELTSVILLE	20	*	*

ST. JUDE CATHOLIC SCHOOL - ROCKVILLE	54	26	48.1%
ST. LOUIS SCHOOL - CLARKSVILLE	*	*	*
ST. MARGARET SCHOOL - BEL AIR	*	*	*
ST. MARK SCHOOL - BALTIMORE	14	7	50.0%
ST. MARTINS LUTHERAN CHURCH SCHOOL - ANNAPOLIS	*	*	*
ST. MARTINS OF TOURS SCHOOL - GAITHERSBURG	32	18	56.3%
ST. MARY OF THE ASSUMPTION SCHOOL - UPPER MARLBORO	10	6	60.0%
ST. MARY OF THE MILLS SCHOOL - LAUREL	16	*	*
ST. MARY SCHOOL - HAGERSTOWN	20	18	90.0%
ST. MARYS CATHOLIC SCHOOL - LANDOVER HILLS	46	25	54.3%
ST. MARYS ELEMENTARY SCHOOL - ANNAPOLIS	*	*	*
ST. MARYS HIGH SCHOOL - ANNAPOLIS	*	*	*
ST. MARYS SCHOOL - BRYANTOWN	*	*	*
ST. MARYS SCHOOL OF PISCATAWAY - CLINTON	*	*	*
ST. MATTHIAS APOSTLE SCHOOL - LANHAM	24	10	41.7%
ST. MICHAEL THE ARCHANGEL SCHOOL - BALTIMORE	26	17	65.4%
ST. MICHAEL'S SCHOOL - RIDGE	46	37	80.4%
ST. PATRICKS SCHOOL - ROCKVILLE	*	*	*
ST. PAUL LUTHERAN CHURCH AND SCHOOL - CATONSVILLE	*	*	*
ST. PAULS LUTHERAN SCHOOL - GLEN BURNIE	*	*	*
ST. PETERS CHRISTIAN DAY SCHOOL - BALTIMORE	12	*	*
ST. PETERS PAROCHIAL SCHOOL - OLNEY	*	*	*
ST. PETERS SCHOOL - WALDORF	*	*	*
ST. PHILIP NERI SCHOOL - LINTHICUM	39	28	71.8%
ST. PHILIP THE APOSTLE SCHOOL - CAMP SPRINGS	*	*	*

ST. PIUS X REGIONAL SCHOOL - BOWIE	14	9	64.3%
ST. RAPHAELS SCHOOL - ROCKVILLE	*	*	*
ST. STEPHEN SCHOOL - BRADSHAW	30	20	66.7%
ST. URSULA SCHOOL - BALTIMORE	30	23	76.7%
TALMUDICAL ACADEMY OF BALTIMORE - BALTIMORE	155	120	77.4%
TOME SCHOOL - NORTH EAST	*	*	*
TORAH INSTITUTE OF BALTIMORE - OWINGS MILLS	82	52	63.4%
TORAH SCHOOL OF GREATER WASHINGTON - SILVER SPRING	35	*	*
WASHINGTON UNITED CHRISTIAN ACADEMY - HYATTSVILLE	*	*	*
YESHIVA OF GREATER WASHINGTON - SILVER SPRING	*	*	*

'*' indicates no students or fewer than 10 students in category, or '*' indicates the percentage for the category is either ≤ 5 or ≥ 95 and the corresponding counts have been suppressed, or '*' indicates complimentary suppression to minimize disclosure of sensitive data.

School-Level Non-Standardized Assessment Performance: BOOST and Non-BOOST Students (General Education and Students with Disabilities); All Subjects, All Grades						
School	BOOST Students			Non-BOOST Students		
	Number of Assessments	Number Proficient/Met Standard	Percent Proficient/Met Standard	Number of Assessments	Number of Proficient/Met Standard	Percent Proficient/Met Standard
AL RAHMAH SCHOOL - BALTIMORE	24	*	*	*	*	*
ARCHBISHOP CURLEY HIGH SCHOOL - BALTIMORE	39	*	*	539	*	*
ARCHBISHOP NEALE ELEMENTARY SCHOOL- LA PLATA	*	*	*	*	*	*
BAIS HAMEDRASH AND MESIVTA OF BALTIMORE - BALTIMORE	*	*	*	*	*	*
BAIS YAAKOV SCHOOL FOR GIRLS - BALTIMORE	103	*	*	595	*	*
BALTIMORE SCHOOL OF INDEPENDENT LEARNERS - PIKESVILLE	38	35	92.1%	73	62	84.9%
BALTIMORE TORAH SCHOOL - BALTIMORE	*	*	*	*	*	*
BISHOP MCNAMARA HIGH SCHOOL - FORESTVILLE	57	*	*	1023	*	*
BROOKWOOD SCHOOL - KENSINGTON	*	*	*	*	*	*
CALVERT HALL COLLEGE HIGH SCHOOL - BALTIMORE	30	27	90.0%	862	711	82.5%

CARROLL LUTHERAN SCHOOL - WESTMINSTER	*	*	*	*	*	*
CATHOLIC HIGH SCHOOL OF BALTIMORE THE - BALTIMORE	*	*	*	*	*	*
CRISTO REY JESUIT HIGH SCHOOL - BALTIMORE	97	60	61.9%	174	94	54.0%
DEMATHA CATHOLIC HIGH SCHOOL - HYATTSVILLE	*	*	*	*	*	*
DON BOSCO CRISTO REY HIGH SCHOOL - TAKOMA PARK	60	12	20.0%	315	78	24.8%
ELIZABETH SETON HIGH SCHOOL - BLADENSBURG	22	*	*	407	369	90.7%
GLA ACADEMY "SCHOOL OF EXCELLENCE" - ROSEDALE	*	*	*	*	*	*
HOLY CROSS SCHOOL - GARRETT PARK	*	*	*	*	*	*
HOLY FAMILY SCHOOL - HILLCREST HEIGHTS	*	*	*	*	*	*
HOLY REDEEMER SCHOOL - COLLEGE PARK	*	*	*	*	*	*
INSTITUTE OF NOTRE DAME - BALTIMORE	22	*	*	152	*	*
ISRAEL HENRY BEREN HIGH SCHOOL - BALTIMORE	25	21	84.0%	224	201	89.7%
LEO BERNSTEIN JEWISH ACADEMY OF FINE ARTS - SILVER SPRING	*	*	*	*	*	*

LEONARD HALL JUNIOR NAVAL ACADEMY INC - LEONARDTOWN	*	*	*	*	*	*
MARY OF NAZARETH ROMAN CATHOLIC SCHOOL - DARNSTOWN	*	*	*	*	*	*
MERCY HIGH SCHOOL - BALTIMORE	12	9	75.0%	156	*	*
MESIVTA NE'IMUS HATORAH - BALTIMORE	*	*	*	*	*	*
MOTHER OF GOD SCHOOL - GAITHERSBURG	*	*	*	*	*	*
MOUNT DE SALES ACADEMY - CATONSVILLE	*	*	*	*	*	*
MT. ST. JOSEPH HIGH SCHOOL - BALTIMORE	28	26	92.9%	971	874	90.0%
OUR LADY OF GOOD COUNSEL HIGH SCHOOL - OLNEY	*	*	*	*	*	*
OUR LADY OF MT. CARMEL SCHOOL - BALTIMORE	*	*	*	*	*	*
ST. AMBROSE SCHOOL - CHEVERLY	*	*	*	*	*	*
ST. BERNADETTE SCHOOL - SILVER SPRING	*	*	*	*	*	*
ST. COLUMBA SCHOOL - OXON HILL	*	*	*	*	*	*
ST. FRANCES ACADEMY - BALTIMORE	22	*	*	52	47	90.4%

ST. FRANCIS DE SALES SCHOOL - SALISBURY	*	*	*	*	*	*
ST. FRANCIS INTERNATIONAL SCHOOL - SILVER SPRING	13	*	*	*	*	*
ST. JEROMES ACADEMY - HYATTSVILLE	*	*	*	*	*	*
ST. JOHN THE BAPTIST SCHOOL - SILVER SPRING	*	*	*	*	*	*
ST. JOHN THE EVANGELIST SCHOOL - CLINTON	*	*	*	*	*	*
ST. JOHNS SCHOOL - HOLLYWOOD	*	*	*	*	*	*
ST. JOSEPHS SCHOOL - BELTSVILLE	*	*	*	*	*	*
ST. JUDE CATHOLIC SCHOOL - ROCKVILLE	*	*	*	*	*	*
ST. MARIA GORETTI HIGH SCHOOL - HAGERSTOWN	*	*	*	*	*	*
ST. MARTINS OF TOURS SCHOOL - GAITHERSBURG	*	*	*	*	*	*
ST. MARY OF THE ASSUMPTION SCHOOL - UPPER MARLBORO	*	*	*	*	*	*
ST. MARY OF THE MILLS SCHOOL - LAUREL	*	*	*	*	*	*
ST. MARYS CATHOLIC SCHOOL - LANDOVER HILLS	*	*	*	*	*	*

ST. MARYS HIGH SCHOOL - ANNAPOLIS	*	*	*	*	*	*
ST. MARYS SCHOOL - BRYANTOWN	*	*	*	*	*	*
ST. MARYS SCHOOL OF PISCATAWAY - CLINTON	*	*	*	*	*	*
ST. MATTHIAS APOSTLE SCHOOL - LANHAM	*	*	*	*	*	*
ST. MICHAEL'S SCHOOL - RIDGE	*	*	*	*	*	*
ST. PETERS PAROCHIAL SCHOOL - OLNEY	*	*	*	*	*	*
ST. PETERS SCHOOL - WALDORF	*	*	*	*	*	*
ST. PIUS X REGIONAL SCHOOL - BOWIE	*	*	*	*	*	*
ST. VINCENT PALLOTTI HIGH SCHOOL - LAUREL	*	*	*	*	*	*
TALMUDICAL ACADEMY OF BALTIMORE - BALTIMORE	20	*	*	592	*	*
THE AVALON SCHOOL - GAITHERSBURG	12	*	*	139	121	87.1%
TORAH INSTITUTE OF BALTIMORE - OWINGS MILLS	55	36	65.5%	314	272	86.6%
TORAH SCHOOL OF GREATER WASHINGTON - SILVER SPRING	25	*	*	170	*	*

YESHIVA OF GREATER WASHINGTON - SILVER SPRING	47	*	*	354	306	86.4%
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'*' indicates no students or fewer than 10 students in category, or '*' indicates the percentage for the category is either ≤ 5 or ≥ 95 and the corresponding counts have been suppressed.

**Appendix B.
County-Level Results**

County-Level Norm-Referenced Assessment Performance: BOOST Students (General Education and Students with Disabilities); All Subjects, All Grades

	Number of Assessments	Number Proficient/Met Standard	Percent Proficient/Met Standard
ALLEGANY	21	*	*
ANNE ARUNDEL	122	94	77.0%
BALTIMORE CITY	662	359	54.2%
BALTIMORE COUNTY	885	586	66.2%
CARROLL	34	30	88.2%
CECIL	15	8	53.3%
CHARLES	24	12	50.0%
DORCHESTER	*	*	*
FREDERICK	17	15	88.2%
HARFORD	12	9	75.0%
HOWARD	14	13	92.9%
MONTGOMERY	338	219	64.8%
PRINCE GEORGE'S	270	160	59.3%
ST. MARY'S	73	55	75.3%
TALBOT	16	8	50.0%
WASHINGTON	20	18	90.0%
WICOMICO	*	*	*
WORCESTER	*	*	*

'*' indicates no students or fewer than 10 students in category, or '*' indicates the percentage for the category is either ≤ 5 or ≥ 95 and the corresponding counts have been suppressed.

County-Level Non-Standardized Assessment Performance: BOOST Students (General Education and Students with Disabilities); All Subjects, All Grades

	BOOST Students			Non-BOOST Students		
	Number of Assessments	Number Met/Proficient	Percent Met/Proficient	Number of Assessments	Number Met/Proficient	Percent Met/Proficient
ANNE ARUNDEL	*	*	*	244	#	#
BALTIMORE CITY	224	181	80.8%	2114	1927	91.2%
BALTIMORE COUNTY	322	265	82.3%	3443	2968	86.2%
CARROLL	*	*	*	24	#	#
CHARLES	*	*	*	216	#	#
MONTGOMERY	193	116	60.1%	2039	1473	72.2%
PRINCE GEORGE'S	122	102	83.6%	2336	1825	78.1%
ST. MARY'S	12	5	41.7%	90	63	70.0%
WASHINGTON	*	*	*	68	#	#
WICOMICO	*	*	*	30	#	#

'*' indicates no students or fewer than 10 students in category, or '*' indicates the percentage for the category is either ≤ 5 or ≥ 95 and the corresponding counts have been suppressed.

'#' indicates masked performance of non-BOOST students due to suppression of BOOST student performance.

BOOST 2018-2019**Scholarships Awarded and Accepted by School County Location and School Name**

as of December 30, 2018

Note:

In the data below, as of December 30, 2018, there are 32 scholarships that cannot be paid for one or more of these reasons in each case:

- Enrollment of the student was not confirmed by the school;
- The school did not submit assessment results as required;
- The school did not complete the survey on the certification status of its teachers;
- The student received non-BOOST aid that covered the full cost of tuition, resulting in a reduction of the BOOST award to zero.

School County Location	School Name (per Enrollment Confirmation by the Schools)	Number of Students	Actual Value of Awards	Percent of Total Award Amount
Allegany County	BISHOP WALSH MIDDLE HIGH SCHOOL - CUMBERLAND	21	42,800	
	CALVARY CHRISTIAN ACADEMY - CRESAPTOWN	14	23,200	
Allegany County Total		35	66,000	1.04%
Anne Arundel County	ARCHBISHOP SPALDING HIGH SCHOOL - SEVERN	9	14,800	
	ARUNDEL CHRISTIAN SCHOOL - HANOVER	6	12,200	
	ELVATON CHRISTIAN ACADEMY - MILLERSVILLE	8	18,800	
	MONSIGNOR SLADE REGIONAL CATHOLIC SCHOOL - GLEN BURNIE	17	32,000	
	SCHOOL OF THE INCARNATION - GAMBRILLS	20	37,400	
	ST. JANE FRANCES SCHOOL - PASADENA	4	5,200	
	ST. JOHN THE EVANGELIST SCHOOL - SEVERNA PARK	2	2,800	
	ST. MARTINS LUTHERAN CHURCH SCHOOL - ANNAPOLIS	2	5,800	
	ST. MARYS ELEMENTARY SCHOOL - ANNAPOLIS	2	6,800	
	ST. PAULS LUTHERAN SCHOOL - GLEN BURNIE	3	3,800	
	ST. PHILIP NERI SCHOOL - LINTHICUM	40	111,000	
Anne Arundel County Total		113	250,600	3.96%
Baltimore City	ARCHBISHOP BORDERS SCHOOL - BALTIMORE	82	195,800	
	ARCHBISHOP CURLEY HIGH SCHOOL - BALTIMORE	45	93,200	
	BALTIMORE JUNIOR ACADEMY - BALTIMORE	16	25,400	
	BALTIMORE TORAH SCHOOL - BALTIMORE	3	4,200	
	BNOS YISROEL OF BALTIMORE - BALTIMORE	115	152,600	
	CARDINAL SHEHAN SCHOOL - BALTIMORE	92	224,800	
	CATHEDRAL CHRISTIAN ACADEMY - BALTIMORE	53	195,000	
	CATHOLIC HIGH SCHOOL OF BALTIMORE THE - BALTIMORE	13	26,000	
	CENTER FOR CREATIVE LEARNING THE - BALTIMORE	6	13,000	
	CHABAD OF PARK HEIGHTS - BALTIMORE	104	145,000	
	CRISTO REY JESUIT HIGH SCHOOL - BALTIMORE	77	240,400	
	GREATER GRACE CHRISTIAN ACADEMY - BALTIMORE	13	29,400	
	GREATER YOUTH ACADEMY - BALTIMORE	11	17,000	
	INSTITUTE OF NOTRE DAME - BALTIMORE	29	70,800	
	JEWELS SCHOOL - BALTIMORE	8	18,400	
	MERCY HIGH SCHOOL - BALTIMORE	25	49,600	
	MT. ST. JOSEPH HIGH SCHOOL - BALTIMORE	19	47,600	
	OHR CHADASH ACADEMY - BALTIMORE	18	28,000	
	SCHOOL OF THE CATHEDRAL OF MARY OUR QUEEN - BALTIMORE	2	7,800	
	ST. CASIMIR CATHOLIC SCHOOL - BALTIMORE	7	15,400	
	ST. FRANCES ACADEMY - BALTIMORE	50	144,400	
	ST. FRANCIS OF ASSISI SCHOOL - BALTIMORE	12	24,000	
	ST. JAMES AND ST JOHN CAMPUS OF QUEEN OF PEACE SCHOOL - BALTIMORE	37	69,800	
	THE COMMUNITY SCHOOL - BALTIMORE	2	2,800	
	UNSELD'S SCHOOL - BALTIMORE	3	5,400	
	CHEDER D'KAHAL CHASSIDIM - BALTIMORE CITY	3	4,200	
	MESIVTA KESSER TORAH - BALTIMORE CITY	1	1,400	
Baltimore City Total		846	1,851,400	29.25%
Baltimore County	AL RAHMAH SCHOOL - BALTIMORE	43	106,600	
	BAIS HAMEDRASH AND MESIVTA OF BALTIMORE - BALTIMORE	15	19,400	
	BAIS YAAKOV SCHOOL FOR GIRLS - BALTIMORE	285	381,200	
	BALTIMORE SCHOOL OF INDEPENDENT LEARNERS - PIKESVILLE	12	28,800	
	CALVERT HALL COLLEGE HIGH SCHOOL - BALTIMORE	30	67,000	
	CAMBRIDGE SCHOOL - BALTIMORE	5	11,600	
	DARCHEI NOAM MONTESSORI - OWINGS MILLS	17	25,600	
	EMMANUEL LUTHERAN SCHOOL - BALTIMORE	14	31,200	

School County Location	School Name (per Enrollment Confirmation by the Schools)	Number of Students	Actual Value of Awards	Percent of Total Award Amount
	GLA ACADEMY "SCHOOL OF EXCELLENCE" - ROSEDALE	9	21,200	
	HOLY ANGELS ELEMENTARY SCHOOL - BALTIMORE	77	202,200	
	IMMACULATE CONCEPTION SCHOOL - TOWSON	4	4,800	
	IMMACULATE HEART OF MARY SCHOOL - BALTIMORE	19	47,800	
	ISRAEL HENRY BEREN HIGH SCHOOL - BALTIMORE	28	39,400	
	KRIEGER SCHECHTER DAY SCHOOL - PIKESVILLE	3	4,200	
	MESIVTA NE'IMUS HATORAH - BALTIMORE	2	2,400	
	MOUNT DE SALES ACADEMY - CATONSVILLE	7	14,600	
	MOUNT PLEASANT CHRISTIAN SCHOOL	1	1,400	
	OUR LADY OF HOPE ST LUKE SCHOOL - BALTIMORE	18	30,200	
	OUR LADY OF MT. CARMEL SCHOOL - BALTIMORE	46	103,400	
	OUR LADY OF VICTORY SCHOOL - BALTIMORE	23	60,200	
	PILGRIM CHRISTIAN DAY SCHOOL - BALTIMORE	9	18,800	
	SACRED HEART SCHOOL - GLYNDON	29	62,600	
	SISTERS ACADEMY OF BALTIMORE - BALTIMORE	17	57,400	
	ST. AGNES SCHOOL - BALTIMORE	23	52,600	
	ST. JOHN THE EVANGELIST CATHOLIC SCHOOL - HYDES	4	4,000	
	ST. JOSEPH SCHOOL - BALTIMORE	6	11,000	
	ST. MARK SCHOOL - BALTIMORE	19	44,600	
	ST. MICHAEL - ST. CLEMENT SCHOOL - BALTIMORE	24	64,200	
	ST. PAUL LUTHERAN CHURCH AND SCHOOL - CATONSVILLE	4	8,600	
	ST. PETERS CHRISTIAN DAY SCHOOL - BALTIMORE	2	2,400	
	ST. PIUS X SCHOOL - BALTIMORE	2	2,800	
	ST. STEPHEN SCHOOL - BRADSHAW	9	12,600	
	ST. URSULA SCHOOL - BALTIMORE	26	40,000	
	TALMUDICAL ACADEMY OF BALTIMORE - BALTIMORE	133	165,600	
	TORAH INSTITUTE OF BALTIMORE - OWINGS MILLS	186	273,800	
	YESIVAS TORAS SIMCHA - PIKESVILLE	14	18,800	
Baltimore County Total		1,165	2,043,000	32.27%
Calvert County	CARDINAL HICKEY ACADEMY - OWINGS	2	2,800	
Calvert County Total		2	2,800	0.04%
Carroll County	CARROLL LUTHERAN SCHOOL - WESTMINSTER	2	2,000	
	ST. JOHN CATHOLIC SCHOOL - WESTMINSTER	14	20,600	
Carroll County Total		16	22,600	0.36%
Cecil County	GOOD SHEPHERD SCHOOL - PERRYVILLE	6	14,400	
	MOUNT AVIAT ACADEMY - CHILDS	4	10,200	
	TOME SCHOOL - NORTH EAST	5	15,000	
Cecil County Total		15	39,600	0.63%
Charles County	ARCHBISHOP NEALE ELEMENTARY SCHOOL- LA PLATA	3	4,200	
	GRACE LUTHERAN SCHOOL - LA PLATA	2	8,800	
	IMMACULATE CONCEPTION SCHOOL - ELKTON	5	18,000	
	ST. PETERS SCHOOL - WALDORF	12	27,200	
Charles County Total		22	58,200	0.92%
Dorchester County	COUNTRYSIDE CHRISTIAN SCHOOL - CAMBRIDGE	11	30,400	
Dorchester County Total		11	30,400	0.48%
Frederick County	MOTHER SETON SCHOOL - EMMITSBURG	4	9,800	
	ST. JOHN REGIONAL CATHOLIC SCHOOL - FREDERICK	14	34,400	
	ST. JOHN'S CATHOLIC PREP - BUCKEYSTOWN	3	4,200	
Frederick County Total		21	48,400	0.76%
Harford County	JOHN CARROLL SCHOOL - BEL AIR	5	15,000	
	ST. JOAN OF ARC SCHOOL - ABERDEEN	12	30,400	
	ST. MARGARET SCHOOL - BEL AIR	8	14,600	
	TRINITY LUTHERAN SCHOOL - JOPPA	18	50,600	
Harford County Total		44	115,000	1.82%
Howard County	COLUMBIA ACADEMY ELEMENTARY AND MIDDLE SCHOOL - COLUMBIA	3	9,800	
	OUR LADY OF PERPETUAL HELP SCHOOL - ELLICOTT CITY	1	1,000	
	RESURRECTION ST PAUL SCHOOL - ELLICOTT CITY	4	5,600	
	ST. AUGUSTINE SCHOOL - ELKRIDGE	3	8,200	
	ST. LOUIS SCHOOL - CLARKSVILLE	3	13,200	
Howard County Total		14	37,800	0.60%

School County Location	School Name (per Enrollment Confirmation by the Schools)	Number of Students	Actual Value of Awards	Percent of Total Award Amount
Montgomery County	ALIM ACADEMY AKA MUSLIM COMMUNITY SCHOOL THE - POTOMAC	4	4,800	
	BROKEWOOD SCHOOL - KENSINGTON	4	7,800	
	DON BOSCO CRISTO REY HIGH SCHOOL - TAKOMA PARK	51	112,400	
	HOLY CROSS SCHOOL - GARRETT PARK	3	5,400	
	HOLY REDEEMER SCHOOL - KENSINGTON	1	4,400	
	LEO BERNSTEIN JEWISH ACADEMY OF FINE ARTS - SILVER SPRING	6	8,400	
	MARY OF NAZARETH ROMAN CATHOLIC SCHOOL - DARNSTOWN	12	23,800	
	MOTHER OF GOD SCHOOL - GAITHERSBURG	12	24,200	
	OLNEY ADVENTIST PREPARATORY SCHOOL - OLNEY	3	7,200	
	OUR LADY OF GOOD COUNSEL HIGH SCHOOL - OLNEY	16	28,400	
	OUR LADY OF LOURDES SCHOOL - BETHESDA	5	5,000	
	ST. ANDREW APOSTLE SCHOOL - SILVER SPRING	14	48,600	
	ST. BERNADETTE SCHOOL - SILVER SPRING	10	25,600	
	ST. FRANCIS INTERNATIONAL SCHOOL - SILVER SPRING	104	199,600	
	ST. JOHN THE BAPTIST SCHOOL - SILVER SPRING	2	2,000	
	ST. JOHN THE EVANGELIST SCHOOL - SILVER SPRING	4	10,600	
	ST. JUDE CATHOLIC SCHOOL - ROCKVILLE	39	102,200	
	ST. MARTINS OF TOURS SCHOOL - GAITHERSBURG	33	84,800	
	ST. MARYS SCHOOL - ROCKVILLE	4	8,200	
	ST. PETERS PAROCHIAL SCHOOL - OLNEY	13	21,800	
	ST. RAPHAELS SCHOOL - ROCKVILLE	5	5,800	
	THE AVALON SCHOOL - GAITHERSBURG	9	21,200	
TORAH SCHOOL OF GREATER WASHINGTON - SILVER SPRING	47	59,800		
WASHINGTON CHRISTIAN ACADEMY - OLNEY	7	20,400		
YESHIVA OF GREATER WASHINGTON - SILVER SPRING	28	36,000		
Montgomery County Total		436	878,400	13.88%
Prince George's County	BISHOP MCNAMARA HIGH SCHOOL - FORESTVILLE	26	52,400	
	DEMATHA CATHOLIC HIGH SCHOOL - HYATTSVILLE	16	21,600	
	ELIZABETH SETON HIGH SCHOOL - BLADENSBURG	28	56,600	
	FIRST BAPTIST SCHOOL OF LAUREL - LAUREL	6	15,000	
	GEORGE E PETERS SDA ELEM SCHOOL - HYATTSVILLE	1	1,000	
	HIGHLAND PARK CHRISTIAN ACADEMY - LANDOVER	13	23,600	
	HOLY FAMILY SCHOOL - HILLCREST HEIGHTS	32	75,400	
	HOLY REDEEMER SCHOOL - COLLEGE PARK	16	34,000	
	NATIONAL CHRISTIAN ACADEMY - FT. WASHINGTON	8	24,400	
	NEW HOPE ACADEMY - LANDOVER HILLS	1	3,400	
	ST. AMBROSE SCHOOL - CHEVERLY	16	48,600	
	ST. COLUMBA SCHOOL - OXON HILL	8	12,000	
	ST. JEROMES ACADEMY - HYATTSVILLE	21	39,200	
	ST. JOHN THE EVANGELIST SCHOOL - CLINTON	11	13,400	
	ST. JOSEPHS SCHOOL - BELTSVILLE	16	32,600	
	ST. MARY OF THE ASSUMPTION SCHOOL - UPPER MARLBORO	3	3,800	
	ST. MARY OF THE MILLS SCHOOL - LAUREL	18	48,600	
	ST. MARYS CATHOLIC SCHOOL - LANDOVER HILLS	26	43,600	
	ST. MARYS SCHOOL OF PISCATAWAY - CLINTON	4	8,800	
	ST. MATTHIAS APOSTLE SCHOOL - LANHAM	19	43,800	
	ST. PHILIP THE APOSTLE SCHOOL - CAMP SPRINGS	4	5,200	
	ST. PIUS X REGIONAL SCHOOL - BOWIE	10	15,000	
ST. VINCENT PALLOTTI HIGH SCHOOL - LAUREL	7	15,400		
WASHINGTON UNITED CHRISTIAN ACADEMY - HYATTSVILLE	2	5,800		
Prince George's County Total		312	643,200	10.16%
Somerset County	LEONARD HALL JUNIOR NAVAL ACADEMY INC - LEONARDTOWN	2	8,800	
Somerset County Total		2	8,800	0.14%
St. Mary's County	KINGS CHRISTIAN ACADEMY - CALLAWAY	11	17,600	
	LITTLE FLOWER SCHOOL - GREAT MILLS	4	9,200	
	SAINT MARY'S RYKEN - LEONARDTOWN	9	19,000	
	ST. JOHNS SCHOOL - HOLLYWOOD	2	2,800	
	ST. MICHAEL'S SCHOOL - RIDGE	17	22,600	
St. Mary's County Total		43	71,200	1.12%

School County Location	School Name (per Enrollment Confirmation by the Schools)	Number of Students	Actual Value of Awards	Percent of Total Award Amount
Talbot County	CHESAPEAKE CHRISTIAN SCHOOL - EASTON	7	24,800	
	ST PETER AND PAUL ELEMENTARY SCHOOL - EASTON	13	34,600	
	ST PETER AND PAUL HIGH SCHOOL - EASTON	5	12,200	
Talbot County Total		25	71,600	1.13%
Washington County	ST. MARIA GORETTI HIGH SCHOOL - HAGERSTOWN	13	26,800	
	ST. MARY SCHOOL - HAGERSTOWN	16	39,000	
	TRUTH CHRISTIAN ACADEMY - HAGERSTOWN	13	20,400	
	BROADFORDING CHRISTIAN ACADEMY - HAGERSTOWN	1	4,400	
Washington County Total		43	90,600	1.43%
Wicomico County	ST. FRANCIS DE SALES SCHOOL - SALISBURY	4	4,800	
Wicomico County Total		4	4,800	0.08%
Grand Total		3,168	6,330,000	

BOOST 2018-2019**Scholarships Awarded and Accepted by Student Grade Level**

as of December 30, 2018

2017-2018 Grade Level	Number of Students	Percent of Total Students	Total Value of Awards
Kindergarten	320	10.1%	502,600
First	288	9.1%	583,400
Second	290	9.2%	593,200
Third	240	7.6%	491,800
Fourth	297	9.4%	610,200
Fifth	262	8.3%	523,000
Sixth	292	9.2%	627,000
Seventh	226	7.1%	455,200
Eighth	228	7.2%	446,600
Ninth	257	8.1%	573,000
Tenth	193	6.1%	422,600
Eleventh	171	5.4%	347,400
Twelfth	104	3.3%	154,000
Total	3,168		\$ 6,330,000

BOOST 2018-2019**Scholarships Awarded and Accepted by School Name and Type of School Previously Attended**

as of December 30, 2018

Note:

In the data below, as of December 30, 2018, there are 33 scholarships that cannot be paid for one or more of these reasons in each case:

- Enrollment of the student was not confirmed by the school;
- The school did not submit assessment results as required;
- The school did not complete the survey on the certification status of its teachers;
- The student received non-BOOST aid that covered the full cost of tuition, resulting in a reduction of the BOOST award to zero.

School County Location	School Name (per Enrollment Confirmation by the Schools)	Number of Students			Total
		Attended Public School	Attended Private School	Type of Prior School is None (Home-schooled)	
Allegheny County	BISHOP WALSH MIDDLE HIGH SCHOOL - CUMBERLAND	4	17		21
	CALVARY CHRISTIAN ACADEMY - CRESAPTOWN		14		14
Allegheny County Total		4	31		35
Anne Arundel County	ARCHBISHOP SPALDING HIGH SCHOOL - SEVERN		9		9
	ARUNDEL CHRISTIAN SCHOOL - HANOVER	1	5		6
	ELVATON CHRISTIAN ACADEMY - MILLERSVILLE	3	4	1	8
	MONSIGNOR SLADE REGIONAL CATHOLIC SCHOOL - GLEN BURNIE		16	1	17
	SCHOOL OF THE INCARNATION - GAMBRILLS	1	18	1	20
	ST. JANE FRANCES SCHOOL - PASADENA		4		4
	ST. JOHN THE EVANGELIST SCHOOL - SEVERNA PARK	1	1		2
	ST. MARTINS LUTHERAN CHURCH SCHOOL - ANNAPOLIS		2		2
	ST. MARYS ELEMENTARY SCHOOL - ANNAPOLIS	2			2
	ST. PAULS LUTHERAN SCHOOL - GLEN BURNIE		3		3
ST. PHILIP NERI SCHOOL - LINTHICUM	14	24	2	40	
Anne Arundel County Total		22	86	5	113
Baltimore City	ARCHBISHOP BORDERS SCHOOL - BALTIMORE	17	64		81
	ARCHBISHOP CURLEY HIGH SCHOOL - BALTIMORE	3	42		45
	BALTIMORE JUNIOR ACADEMY - BALTIMORE	1	15		16
	BALTIMORE TORAH SCHOOL - BALTIMORE		3		3
	BNOS YISROEL OF BALTIMORE - BALTIMORE	1	110	4	115
	CARDINAL SHEHAN SCHOOL - BALTIMORE	19	71	3	93
	CATHEDRAL CHRISTIAN ACADEMY - BALTIMORE	7	43	3	53
	CATHOLIC HIGH SCHOOL OF BALTIMORE THE - BALTIMORE		13		13
	CENTER FOR CREATIVE LEARNING THE - BALTIMORE	2	3		5
	CHABAD OF PARK HEIGHTS - BALTIMORE	1	102	1	104
	CHEDER D'KAHAL CHASSIDIM BALTIMORE CITY		3		3
	CRISTO REY JESUIT HIGH SCHOOL - BALTIMORE	23	54		77
	EMMANUEL LUTHERAN SCHOOL - BALTIMORE		1		1
	GREATER GRACE CHRISTIAN ACADEMY - BALTIMORE	5	7	1	13
	GREATER YOUTH ACADEMY - BALTIMORE	1	9	1	11
	INSTITUTE OF NOTRE DAME - BALTIMORE	6	23		29
	JEWELS SCHOOL - BALTIMORE	2	5	1	8
	MERCY HIGH SCHOOL - BALTIMORE	2	23		25
	MESIVTA KESSER TORAH BALTIMORE CITY		1		1
	MT. ST. JOSEPH HIGH SCHOOL - BALTIMORE	1	18		19
	OHR CHADASH ACADEMY - BALTIMORE	2	15	1	18
SCHOOL OF THE CATHEDRAL OF MARY OUR QUEEN - BALTIMORE	1	1		2	
ST. CASIMIR CATHOLIC SCHOOL - BALTIMORE	1	5	1	7	

School County Location	School Name (per Enrollment Confirmation by the Schools)	Number of Students			Total
		Attended Public School	Attended Private School	Type of Prior School is None (Home-schooled)	
	ST. FRANCES ACADEMY - BALTIMORE	17	33		50
	ST. FRANCIS OF ASSISI SCHOOL - BALTIMORE	6	6		12
	ST. JAMES AND ST JOHN CAMPUS OF QUEEN OF PEACE SCHOOL - B/	2	35		37
	THE COMMUNITY SCHOOL - BALTIMORE		2		2
	UNSELDS SCHOOL - BALTIMORE		3		3
Baltimore City Total		120	710	16	846
Baltimore County	AL RAHMAH SCHOOL - BALTIMORE	6	37		43
	BAIS HAMEDRASH AND MESIVTA OF BALTIMORE - BALTIMORE		15		15
	BAIS YAAKOV SCHOOL FOR GIRLS - BALTIMORE	2	264	19	285
	BALTIMORE SCHOOL OF INDEPENDENT LEARNERS - PIKESVILLE		11	1	12
	CALVERT HALL COLLEGE HIGH SCHOOL - BALTIMORE	5	25		30
	CAMBRIDGE SCHOOL - BALTIMORE	1	4		5
	CARDINAL SHEHAN SCHOOL - BALTIMORE		1		1
	DARCHEI NOAM MONTESSORI - OWINGS MILLS	1	14	2	17
	EMMANUEL LUTHERAN SCHOOL - BALTIMORE	2	11		13
	GLA ACADEMY "SCHOOL OF EXCELLENCE" - ROSEDALE	1	7	1	9
	HOLY ANGELS ELEMENTARY SCHOOL - BALTIMORE	23	54		77
	IMMACULATE CONCEPTION SCHOOL - TOWSON		4		4
	IMMACULATE HEART OF MARY SCHOOL - BALTIMORE	3	16		19
	ISRAEL HENRY BEREN HIGH SCHOOL - BALTIMORE	1	27		28
	KRIEGER SCHECHTER DAY SCHOOL - PIKESVILLE		3		3
	MESIVTA NE'IMUS HATORAH - BALTIMORE		2		2
	MOUNT DE SALES ACADEMY - CATONSVILLE		7		7
	MOUNT PLEASANT CHRISTIAN SCHOOL		1		1
	OUR LADY OF HOPE ST LUKE SCHOOL - BALTIMORE	1	14	3	18
	OUR LADY OF MT. CARMEL SCHOOL - BALTIMORE	13	33		46
	OUR LADY OF VICTORY SCHOOL - BALTIMORE	10	14		24
	PILGRIM CHRISTIAN DAY SCHOOL - BALTIMORE	2	7		9
	SACRED HEART SCHOOL - GLYNDON	2	27		29
	SISTERS ACADEMY OF BALTIMORE - BALTIMORE	7	8	2	17
	ST. AGNES SCHOOL - BALTIMORE	5	19		24
	ST. JOHN THE EVANGELIST CATHOLIC SCHOOL - HYDES		4		4
	ST. JOSEPH SCHOOL - BALTIMORE		5	1	6
	ST. MARK SCHOOL - BALTIMORE	4	14		18
	ST. MICHAEL - ST. CLEMENT SCHOOL - BALTIMORE	4	19		23
	ST. PAUL LUTHERAN CHURCH AND SCHOOL - CATONSVILLE		2	2	4
	ST. PETERS CHRISTIAN DAY SCHOOL - BALTIMORE	1	1		2
	ST. PIUS X SCHOOL - BALTIMORE		1	1	2
	ST. STEPHEN SCHOOL - BRADSHAW		9		9
	ST. URSULA SCHOOL - BALTIMORE	2	23	1	26
	TALMUDICAL ACADEMY OF BALTIMORE - BALTIMORE	2	127	4	133
	TORAH INSTITUTE OF BALTIMORE - OWINGS MILLS	1	179	6	186
	YESIVAS TORAS SIMCHA - PIKESVILLE		14		14
Baltimore County Total		99	1,023	43	1,165
Calvert County	CARDINAL HICKEY ACADEMY - OWINGS		2		2
Calvert County Total			2		2
Carroll County	CARROLL LUTHERAN SCHOOL - WESTMINSTER		2		2
	ST. JOHN CATHOLIC SCHOOL - WESTMINSTER		13	1	14
Carroll County Total			15	1	16

School County Location	School Name (per Enrollment Confirmation by the Schools)	Number of Students			Total
		Attended Public School	Attended Private School	Type of Prior School is None (Home-schooled)	
Cecil County	GOOD SHEPHERD SCHOOL - PERRYVILLE	1	5		6
	MOUNT AVIAT ACADEMY - CHILDS		4		4
	TOME SCHOOL - NORTH EAST	2	3		5
Cecil County Total		3	12		15
Charles County	ARCHBISHOP NEALE ELEMENTARY SCHOOL- LA PLATA		3		3
	GRACE LUTHERAN SCHOOL - LA PLATA		2		2
	IMMACULATE CONCEPTION SCHOOL - ELKTON	1	4		5
	ST. PETERS SCHOOL - WALDORF	4	8		12
Charles County Total		5	17		22
Dorchester County	COUNTRYSIDE CHRISTIAN SCHOOL - CAMBRIDGE	3	4	4	11
Dorchester County Total		3	4	4	11
Frederick County	MOTHER SETON SCHOOL - EMMITSBURG	2	2		4
	ST. JOHN REGIONAL CATHOLIC SCHOOL - FREDERICK	3	11		14
	ST. JOHN'S CATHOLIC PREP - BUCKEYSTOWN		3		3
Frederick County Total		5	16		21
Harford County	JOHN CARROLL SCHOOL - BEL AIR	2	3		5
	ST. JOAN OF ARC SCHOOL - ABERDEEN	3	9		12
	ST. MARGARET SCHOOL - BEL AIR	2	5	1	8
	TRINITY LUTHERAN SCHOOL - JOPPA	1	17		18
Harford County Total		8	34	1	43
Howard County	COLUMBIA ACADEMY ELEMENTARY AND MIDDLE SCHOOL - COLUMBIA		2	1	3
	OUR LADY OF PERPETUAL HELP SCHOOL - ELLICOTT CITY		1		1
	RESURRECTION ST PAUL SCHOOL - ELLICOTT CITY		4		4
	ST. AUGUSTINE SCHOOL - ELKRIDGE	1	2		3
	ST. LOUIS SCHOOL - CLARKSVILLE		3		3
Howard County Total		1	12	1	14
Montgomery County	ALIM ACADEMY AKA MUSLIM COMMUNITY SCHOOL THE - POTOMAC		4		4
	BROOKWOOD SCHOOL - KENSINGTON		4		4
	DON BOSCO CRISTO REY HIGH SCHOOL - TAKOMA PARK	10	41		51
	HOLY CROSS SCHOOL - GARRETT PARK		3		3
	HOLY REDEEMER SCHOOL - KENSINGTON	1			1
	LEO BERNSTEIN JEWISH ACADEMY OF FINE ARTS - SILVER SPRING		6		6
	MARY OF NAZARETH ROMAN CATHOLIC SCHOOL - DARNSTOWN		12		12
	MOTHER OF GOD SCHOOL - GAITHERSBURG	2	10		12
	OLNEY ADVENTIST PREPARATORY SCHOOL - OLNEY		3		3
	OUR LADY OF GOOD COUNSEL HIGH SCHOOL - OLNEY	1	15		16
	OUR LADY OF LOURDES SCHOOL - BETHESDA		5		5
	ST. ANDREW APOSTLE SCHOOL - SILVER SPRING	8	6		14
	ST. BERNADETTE SCHOOL - SILVER SPRING	2	8		10
	ST. FRANCIS INTERNATIONAL SCHOOL - SILVER SPRING	12	91	1	104
	ST. JOHN THE BAPTIST SCHOOL - SILVER SPRING		2		2
	ST. JOHN THE EVANGELIST SCHOOL - SILVER SPRING	1	3		4
	ST. JUDE CATHOLIC SCHOOL - ROCKVILLE	3	35	1	39
	ST. MARTINS OF TOURS SCHOOL - GAITHERSBURG	8	23	2	33
	ST. MARYS SCHOOL - ROCKVILLE		4		4
	ST. PETERS PAROCHIAL SCHOOL - OLNEY		13		13
ST. RAPHAELS SCHOOL - ROCKVILLE		5		5	
THE AVALON SCHOOL - GAITHERSBURG		9		9	

School County Location	School Name (per Enrollment Confirmation by the Schools)	Number of Students			Total
		Attended Public School	Attended Private School	Type of Prior School is None (Home-schooled)	
	TORAH SCHOOL OF GREATER WASHINGTON - SILVER SPRING		44	3	47
	WASHINGTON CHRISTIAN ACADEMY - OLNEY	5	2		7
	YESHIVA OF GREATER WASHINGTON - SILVER SPRING		28		28
Montgomery County Total		53	376	7	436
Prince George's County	BISHOP MCNAMARA HIGH SCHOOL - FORESTVILLE	4	22		26
	DEMATHA CATHOLIC HIGH SCHOOL - HYATTSVILLE		15	1	16
	ELIZABETH SETON HIGH SCHOOL - BLADENSBURG	2	26		28
	FIRST BAPTIST SCHOOL OF LAUREL - LAUREL	2	4		6
	GEORGE E PETERS SDA ELEM SCHOOL - HYATTSVILLE		1		1
	HIGHLAND PARK CHRISTIAN ACADEMY - LANDOVER	1	12		13
	HOLY FAMILY SCHOOL - HILLCREST HEIGHTS	14	17	1	32
	HOLY REDEEMER SCHOOL - COLLEGE PARK		15	1	16
	NATIONAL CHRISTIAN ACADEMY - FT. WASHINGTON	4	4		8
	NEW HOPE ACADEMY - LANDOVER HILLS		1		1
	ST. AMBROSE SCHOOL - CHEVERLY	3	12	1	16
	ST. COLUMBA SCHOOL - OXON HILL		7	1	8
	ST. JEROMES ACADEMY - HYATTSVILLE	4	15	2	21
	ST. JOHN THE EVANGELIST SCHOOL - CLINTON		9	2	11
	ST. JOSEPHS SCHOOL - BELTSVILLE	4	12		16
	ST. MARY OF THE ASSUMPTION SCHOOL - UPPER MARLBORO		3		3
	ST. MARY OF THE MILLS SCHOOL - LAUREL	5	13		18
	ST. MARYS CATHOLIC SCHOOL - LANDOVER HILLS	2	21	3	26
	ST. MARYS SCHOOL OF PISCATAWAY - CLINTON	2	2		4
	ST. MATTHIAS APOSTLE SCHOOL - LANHAM	2	17		19
	ST. PHILIP THE APOSTLE SCHOOL - CAMP SPRINGS		4		4
	ST. PIUS X REGIONAL SCHOOL - BOWIE	1	8	1	10
	ST. VINCENT PALLOTTI HIGH SCHOOL - LAUREL	1	6		7
	WASHINGTON CHRISTIAN ACADEMY - OLNEY	1	1		2
Prince George's County Total		52	247	13	312
Somerset County	LEONARD HALL JUNIOR NAVAL ACADEMY INC - LEONARDTOWN	1	1		2
Somerset County Total		1	1		2
St. Mary's County	KINGS CHRISTIAN ACADEMY - CALLAWAY	1	10		11
	LITTLE FLOWER SCHOOL - GREAT MILLS		4		4
	SAINT MARY'S RYKEN - LEONARDTOWN	2	7		9
	ST. JOHNS SCHOOL - HOLLYWOOD		2		2
	ST. MICHAEL'S SCHOOL - RIDGE		17		17
St. Mary's County Total		3	40		43
Talbot County	CHESAPEAKE CHRISTIAN SCHOOL - EASTON	3	4		7
	ST PETER AND PAUL ELEMENTARY SCHOOL - EASTON	2	11		13
	ST PETER AND PAUL HIGH SCHOOL - EASTON	1	4		5
Talbot County Total		6	19		25
Washington County	BROADFORDING CHRISTIAN ACADEMY - HAGERSTOWN		1		1
	ST. MARIA GORETTI HIGH SCHOOL - HAGERSTOWN	2	11		13
	ST. MARY SCHOOL - HAGERSTOWN	2	14		16
	TRUTH CHRISTIAN ACADEMY - HAGERSTOWN	2	10	1	13
Washington County Total		6	36	1	43
Wicomico County	ST. FRANCIS DE SALES SCHOOL - SALISBURY		4		4
Wicomico County Total			4		4
Grand Total		391	2,685	92	3,168

Total Number of Schools

164

BOOST 2018-2019**Scholarships Awarded and Accepted - Student Financial Aid Data**

As reported by nonpublic schools in the student enrollment confirmation process
as of December 30, 2018

Financial Aid Data for Students Attending the Same Nonpublic School in 2017-2018 as in 2018-2019

Count of students who attended the same school 2017-2018 as in 2018-2019	1,410
Count of students who attended the same school in 2017-2018 as in 2018-2019 and received non-BOOST financial aid for 2017-2018	1,222
Average amount of 2017-2018 non-BOOST aid received by students who attended the same school in 2017-2018 as in 2018-2019	\$ 5,189
Count of students who attended the same school in 2017-2018 as in 2018-2019 and received financial aid for 2018-2019	1,228
Average amount of 2017-2018 non-BOOST aid received by students who attended the same school in 2017-2018 as in 2018-2019	\$ 5,475

Type of 2018-2019 non-BOOST financial aid received by students who attended the same school in 2017-2018 as in 2018-2019

Merit based aid from other organization	0
Merit based aid from selected nonpublic school	7
Need based aid from other organization	205
Need based aid from selected nonpublic school	732
Need based aid from other organization, and Merit based aid from selected nonpublic school	1
Need based aid from other organization, and Merit based aid from other organization	1
Need based aid from selected nonpublic school, and Merit based aid from selected nonpublic school	41
Need based aid from selected nonpublic school, and Need based aid from other organization	197
Need based aid from selected nonpublic school, and Merit based aid from selected nonpublic school	15
Need based aid from selected nonpublic school, and Need based aid from other organization, and Merit based aid from other organization	4
Need based aid from selected nonpublic school, and Need based aid from other organization, and Merit based aid from selected nonpublic school, and Merit based aid from other organization	1
Type of Financial Aid not identified	24
Total	1,228

BOOST 2018-2019**Scholarships Awarded and Accepted by Household Income**

as of December 30, 2018

Average Household Income	\$ 30,059
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Based on self-reported data from 1040 tax forms
or other income documentation

Average Household Income by Student Category	Average Income
Qualified for Free Meals, Attended Public School	\$ 18,580
Qualified for Reduced Meals, Attended Public School	\$ 36,717
Qualified for Free Meals, Attended Private School	\$ 25,561
Qualified for Reduced Meals, Attended Private School	\$ 45,714
Qualified for Free Meals, Type of Prior School is None (homeschooled)	\$ 24,204
Qualified for Reduced Meals, Type of Prior School is None (Homeschooled)	\$ 40,745

BOOST 2018-2019

as of December 30, 2018

Scholarships Awarded and Accepted by Student Race

Race of Student	Number of Students	Percent of Total Students	Value of Awards
American Indian or Alaska Native	17	0.5%	36,800
Asian	74	2.3%	136,800
Black or African American	1,009	31.8%	2,480,200
Hispanic/Latino	505	15.9%	1,183,400
Native Hawaiian or other Pacific Islander	5	0.2%	11,600
Two or more races	181	5.7%	394,800
White	1,377	43.5%	2,086,400
Total	3,168		\$ 6,330,000

Scholarships Awarded and Accepted by English Language Learner and Special Education StatusAs reported by nonpublic schools in the student enrollment confirmation process
as of December 30, 2018

	Yes	No	Not Determined
Student is an English Language Learner	1,014	2,046	108
Student is a special education student	156	2,884	128

BOOST 2018-2019**Scholarships Awarded and Accepted by Applicant County of Residence**

as of December 30, 2018

Applicant County of Residence	Number of Students	Value of Awards	Percent of Total Award Amount
Allegany County	34	64,600	1.0%
Anne Arundel County	121	253,200	4.0%
Baltimore City	1,286	2,504,400	39.6%
Baltimore County	658	1,279,800	20.2%
Calvert County	2	2,800	0.0%
Caroline County	5	15,200	0.2%
Carroll County	21	29,600	0.5%
Cecil County	20	54,200	0.9%
Charles County	23	47,400	0.7%
Dorchester County	22	60,000	0.9%
Frederick County	30	65,800	1.0%
Garrett County			--
Harford County	67	153,200	2.4%
Howard County	20	48,400	0.8%
Kent County			0.0%
Montgomery County	380	744,200	11.8%
Prince George's County	388	822,000	13.0%
Queen Anne's			--
St. Mary's County	37	61,600	1.0%
Somerset County	1	1,000	--
Talbot County	8	25,400	0.4%
Washington County	40	87,600	1.4%
Wicomico County	5	9,600	0.2%
Worcester County	-	-	0.0%
Total	3,168	\$ 6,330,000	

BOOST 2018-2019**Declined Scholarship Awards**

as of December 30, 2018

	<u>Number of</u> <u>Students</u>	<u>Award</u> <u>Amount</u>	<u>Value of</u> <u>Awards</u>
Declined Scholarships - Renewal or New			
Free Public	19	\$ 4,400	\$ 83,600
Free Private	16	\$ 1,400	\$ 22,400
Reduced Public	10	\$ 3,400	\$ 34,000
Reduced Private	7	\$ 1,000	\$ 7,000
Subtotal Renewal Awardees	52		\$ 147,000
Free Public	65	\$ 4,400	\$ 286,000
Free Private	41	\$ 1,400	\$ 57,400
Reduced Public	28	\$ 3,400	\$ 95,200
Reduced Private	15	\$ 1,000	\$ 15,000
Free - Type of Prior School is None	9	\$ 1,400	\$ 12,600
Reduced - Type of Prior School is None	3	\$ 1,000	\$ 3,000
Subtotal New Awardees	161		\$ 469,200
Total	213	-	\$ 616,200

Reasons for Declining:

Following are the top reasons that parents cited anecdotally in their emails to MSDE to decline an award:

- Student was accepted at a public charter school
- Student was not accepted into the selected BOOST school/Nonpublic School no longer participating
- Cost is too high, even with BOOST Scholarship
- Parent decided to send the student to a nonpublic school that does not participate in BOOST.

Notes:

Renewal applicants who are still income eligible received an award based on their Free or Reduced Meal income status as indicated in the 2018-2019 application. The Public or Private School designation for Renewal applicants is kept the same as it was in 2016-2017.

***Category Descriptions:**

Free-Public = Qualified for Free Meals, attended Public school.

Reduced-Public = Qualified for Reduced Price Meals, attended Public school.

Free-Private = Qualified for Free Meals, attended Private school.

Reduced-Private = Qualified for Reduced Price Meals, attended Private school.

Type of Prior School is None includes homeschooled students.

BOOST 2018-2019**Prior Year Program Participants**

as of December 30, 2018

2017-18 Parents/Guardians Surveyed	193
Responses	99
Response Rate	51%

Reasons for Not Participating in 2018-2019	<u>Number of Students</u>	<u>Percent of Total</u>
Missed Deadline to Apply	26	26.3%
Did not respond	22	22.2%
School no longer participating	17	17.2%
Graduated	14	14.1%
Cost/Insufficient financial aid	6	6.1%
Private school was not a good fit for the child	4	4.0%
School does not participate	4	4.0%
Applied through the school, did not receive		
Year 2 information	3	3.0%
No longer eligible	2	2.0%
Moved out of state	1	1.0%

Note: Not all 2017-2018 scholarship recipients who are not participating in 2018-2019 are attending public school.

BOOST 2018-2019**Withdrawal Expulsion Data - 2017-2018 School Year**

as of December 30, 2018

<u>School</u>	<u># Students</u>	<u># of Days In School</u>
AL RAHMAH SCHOOL	3	131
ARCHBISHOP CURLEY	1	1
Archbishop Neale School	1	124
Arundel Christian School	1	8
Bishop McNamara High School	1	133
Bishop Walsh School	2	211
Cardinal Shehan School	3	131
Cathedral Christian Academy	3	<i>Not provided</i>
Chabad of Park Heights - Baltimore	1	68
Chesapeake Christian School	1	1
Countryside Christian School	3	244
Cristo Rey Jesuit High School	6	1092
Darchei Noam Montessori	2	180
DeMatha Catholic High School	3	540
Eliizabeth Seton High School	1	124
First Baptist School of Laurel	2	344
Holy Family School	1	124
Leo Bernstein Jewish Academy of Fine Arts	1	97
Monsignor Slade Catholic School	1	189
Mother Seton School	2	360
Mount de Sales Academy - Catonsville	1	<i>Not provided</i>
Our Lady of Mount Carmel School	4	172
Our Lady of Victory	1	<i>Not provided</i>
Sisters Academy of Baltimore	2	174
St Agnes School	1	30
St Jerome Academy	2	360
St Maria Goretti High Schhol	1	44
St Mary of the Assumption School	1	22
St Philip Neri	1	12
St. John the Evangelist - SEVERNA PARK	1	80
St. Mark School	1	39
St. Mary's Ryken High School	1	<i>Not provided</i>
St. Michael-St. Clement School	3	<i>Not provided</i>
St. Philip Neri School	2	146
St. Philip the Apostle Catholic school	1	<i>Not provided</i>
The Avalon School	1	31
Torah School of Greater Washington	2	52
Trinity Lutheran Christian School	1	56
Yeshiva of Greater Washington	1	115

Total Number of Schools Responded 159**Number Schools with Students in Report** 39**Total Number of Students** 61**Average Days in School** 89

<u>Reasons for Withdrawal</u>	<u># of Students*</u>
Household moved	15
Private school cost /insufficient financial aid	12
Private school was not a good fit for the child	24
Student health related withdrawal	1
Transportation to private school was a problem	10
Behavioral Issues	6
No reason provided	1

* multiple reasons entered for some students

EXHIBIT 60

 **Matthew D. Gallagher Retweeted**



Rev Grey @RevGrey · Mar 15 ...

Offering prayers and condolences to all my LGBTQ friends and colleagues who get pummeled by the church Catholic on a daily basis and especially are feeling it today.

God Loves You. Jesus Loves You. It will be set right. You will be among the saints.

**Exhibit
132**

 2

 9

 68



EXHIBIT 61



Student Handbook

Girls Division

— 2019-2020 —

YESHIVA OF GREATER WASHINGTON – TIFERES GEDALIAH

YESHIVA OF GREATER WASHINGTON – TIFERES GEDALIAH
◆ GIRLS DIVISION ◆

Dear Talmida,

Welcome to a new year at the Yeshiva of Greater Washington – Tiferes Gedaliah.

This handbook is written for you, and it outlines the central components of our program and the expectations that we have for our students. These have been developed with a single intention: to provide you with an environment conducive to spiritual growth, academic achievement, and personal development. We want you to thrive.

Ain Anachnu Maspikim l'hodos lecha Hashem! It is a great zechus to be involved in your chinuch, and we look forward to working with you this year. Together we have an opportunity to enhance kavod Shamayim, kavod atzmi, and kavod haadam. May HKB”H bless all of our efforts on His behalf and may we be zoche to a year of learning, simcha, and growth.

Rabbi Katz and Mrs. Cortell

תמיד, בכל יום ובכל עת ובכל שעה *Theme for 5780*

We recite these words in birchas hamazon as an expression of our thanks to Hashem for the sustenance and bounty He provides us. In a broader sense, they remind us of the value and significance of every moment - of Hashem's constant presence and hashgacha, of the minute-by-minute gifts He extends to us, and of our ability to sanctify each day through our choices and actions.

We would like to highlight two values that inform the policies in this handbook and shape culture and practice at YGW - every moment of every day.

כל כבודה בת מלך פנימה

Our school is a place of kedusha - a space devoted to limud HaTorah; the study of Hashem's world; the development of the mind and heart; to gemilus chasadim and the building of community. Every student contributes to and benefits from this atmosphere, and we expect our students to conduct themselves with kavod haTorah and kavod haBriyos. This is shown when students:

- conduct themselves in a way that makes a kiddush Hashem, inside and outside the building.
- treat all people with the respect and sensitivity befitting of an eved Hashem.
- stand for an adult when he/she enters the room.
- honor their teachers through speech and action.
- act with awareness of their classmates' needs.
- attend classes and school programs on time.
- actively listen when others speak.
- show respect for school property and places of learning.

מן הכח אל הפועל

Hakadosh Baruch Hu gifted you with great potential, and these years of middle and high school are a time when you will engage in an intensive process of self-discovery and self-development.

Research shows that students who believe that their abilities can be developed through dedication and hard work are more likely to engage in the learning process - to embrace challenges, learn from others and from their own mistakes, accept feedback, demonstrate academic resilience, and enjoy learning. Their belief becomes a self-fulfilling prophecy; because they believe they can, they do.

We will frequently remind you of this - that mindset matters, that you are capable, that challenge is good, that practice and hard work are necessary, that consistency is key, that growth is incremental, and that all of this is worthwhile because you are, day in and day out, building your future self.

Yeshiva of Greater Washington – Tiferes Gedaliah
Educational Leadership and Faculty

Rav Aharon Lopiansky
Rabbi Yitzchak Merkin
Rabbi Zev Katz
Mrs. Yael Cortell
Mrs. Chana Biberfeld
Mrs. Aliza Hollander
Mrs. Sima Jacoby
Mrs. Arona Hes
Mrs. Rachie Reingold
Dr. Leora Hellman

Mrs. Esther Schwarz
Mrs. Chana Biberfeld
Mrs. Nechama Zakem
Mrs. Rivka Frank
Mrs. Devorah Saltzman
Mrs. Sara Malka Winter
Mrs. Arona Hes

Limudei Kodesh

Mrs. Rivka Frank
Mrs. Orit Herzberg
Mrs. Sima Jacoby
Mrs. Rachie Reingold
Mrs. Atara Rosenbaum
Rabbi Dovid Rosenbaum
Mrs. Devorah Saltzman
Mrs. Esther Schwarz
Mrs. Michal Segelman
Mrs. Esther Teitelbaum
Rabbi Zvi Teitelbaum
Mrs. Sara Malka Winter
Mrs. Nechama Zakem

Math and Science

Ms. Perel Atlas
Mrs. Chana Biberfeld
Mrs. Shera Gaisin
Mrs. Arona Hes
Mr. Gabriel Izsak
Mrs. Michal Segelman
Mrs. Devora Rivka Shafran
Dr. Avigayil Shudofsky

Rosh HaYeshiva
Headmaster
Menahel
General Studies Principal
Director of Educational Support Services
School Guidance Counselor
College Guidance Counselor
Seminary Guidance Counselor
Limudei Kodesh Curriculum Coordinator
Mathematics Education Consultant

Head Mechaneches
7G Mechaneches, MS Coordinator
8G Mechaneches
9G Mechaneches
10G Mechaneches
11G Mechaneches, Production Advisor
12G Mechaneches, Student Council Advisor

Humanities

Mrs. Yael Cortell
Mrs. Sara Elikan
Mr. John Jamele
Mrs. Meghan Jacquot
Mr. Wif Petersberger
Mrs. Esther Schwarz
Mrs. Pamela Wolfe

Ivrit

Mrs. Sara Hyatt
Mrs. Ruthie Rider
Mrs. Dorit Weinberg

Educational Support

Mrs. Chana Biberfeld, Director for ESS
Mrs. Shera Gaisin
Mrs. Dina Kramer
Mrs. Rachel Shields

Physical Education

Mrs. Shulamis Hanik

Academic Program
2019-2020 Course Offerings

7th Grade	Sefer Bamidbar Sefer Shmuel B 39 Melachos of Shabbos Jewish History Beur Tefilah	Ivrit 7 English 7 Global Studies I Introduction to Life Science and Chemistry Pre-Algebra Physical Education
8th Grade	Sefer Shmos Sefer Melachim A Hamitzvos Jewish History Beur Tefilah	Ivrit 8 English 8 Global Studies II Engineering Algebra I Physical Education
9th Grade	Sefer Shmos Neviim Achronim Sefer Melachim B Hilchos Brachos Machashavas Yisrael Parshas Hashavua	Ivrit 9 English 9 US History I Physics Geometry Physical Education
10th Grade	Sefer Bereishis Neviim Achronim Jewish History Hilchos Shabbos I Parshas Hashavua	Ivrit 10 American Literature US History II, AP US History Chemistry Algebra II Physical Education
11th Grade	Sefer Bereishis Sifrei Yehoshua and Shoftim Hilchos Shabbos II Machashavas Yisrael Parshas Hashavua	Ivrit 11 Language and Composition, AP Language European History, AP European History Algebra II, Pre-Calculus, AP Calculus Physics, AP Physics Physical Education
12th Grade	Sefer Bereishis Sefer Koheles Sefer Tehillim Jewish Life Cycle Parshas Hashavua Halacha Da Ma L'hashiv	World Literature, AP Literature European History, AP European History Pre-Calculus, AP Calculus CIJE Tech HS Engineering AP Psychology Personal Finance

High School Graduation Requirements

YGW students must meet the following requirements for graduation unless exceptions are approved by the administration in response to individual student needs and in accordance with state guidelines.

Limudei Kodesh

Chumash	4 credits
Navi	4 credits
Halacha	2 credits
Parsha	2 credits
Additional Limudei Kodesh Course	2 credits

General Studies

English	4 credits
Math	4 credits
History	4 credits
Science	4 credits
Ivrit	3 credits

Academic and Personal Support

The teachers and staff at YGW are here to help you succeed and develop your potential, both academically and personally. If you feel that you need additional academic support in one or more subjects, please speak first to your teacher. If the concern persists, you may wish to speak with your Mechaneches or with Mrs. Biberfeld, director of Educational Support Services.

It is normal to struggle at times with stress and with personal issues, and often it is helpful to talk with an adult who can provide support and guidance. Your Mechaneches is a good resource, as are other teachers with whom you feel a personal connection. Mrs. Hollander, the YGW guidance counselor, is in school every day, and is a highly experienced social worker. Rabbi Katz and Mrs. Cortell also welcome the opportunity to speak with you about any academic, personal, or social issues you may wish to discuss.

Tracking

We believe that there are educational benefits to both homogeneously and heterogeneously grouped learning experiences, and we offer students a balanced program of tracked and untracked classes. Seventh, eighth, and ninth grade classes are tracked for Math and, if there is need, for Ivrit. Beginning in tenth grade, we offer tracking in most subjects, and placement decisions are made based on input from students, their parents, and their teachers. At the end of the school year, each rising tenth, eleventh, and twelfth grader will meet with an administrator or counselor to reflect on the past year's growth and learning, set academic goals for the coming school year, and develop a schedule that best meets her academic needs.

Advanced Placement (AP) Courses

Advanced Placement courses offer students an opportunity for students to pursue college-level studies while still in high school and to potentially receive college credit. YGW offers AP courses this year in English Language and Composition, Physics, Psychology, Statistics, United States Government, and United States History.

The AP exams are scheduled by the College Board, usually at the beginning of May. There is a fee, currently \$92 per AP exam. The College Board provides fee waivers for students whose families qualify on the basis of financial need. For further information, contact Mrs. Jacoby, our college guidance counselor.

WAU Courses

Another way that upperclassmen can earn college credit is by successfully completing courses whose curricula have been approved by Washington Adventist University. WAU is a Maryland accredited institution that has been partnering with YGW for over 20 years and whose credits are accepted by all Maryland universities and many out of state colleges. Students in these classes dual register and receive a transcript from WAU at the end of the year. A list of courses, application forms, and fees will be available in October.

Elective Courses

Our elective program runs on a trimester system, and we offer elective courses during the fall and spring trimesters. Certain courses have limited enrollment, but students are guaranteed placement in one of their top three choices.

The winter trimester of electives focuses on performance arts, culminating in our annual student production. Under the leadership of Mrs. Sara Malka Winter and the junior class, students work together to create an original musical performance involving drama, dance, band, choir, scenery, and tech. It is an opportunity for student leadership, collaboration, innovation, and artistic development.

Drop/Add Procedure

Students who wish to add and/or drop a course should submit a Drop/Add Form to the relevant administrator: Rabbi Katz for Limudei Kodesh and Mrs. Cortell for General Studies classes.

Students may drop or add a course during the first twenty school days. A course dropped later may be designated as a “withdrawal” on transcripts. Although a two-semester course may be dropped after the first semester, the first semester grade will appear on the transcript.

Grading

YGW courses run on a semester system, with grades reported and credits assessed in January and June. Class work, projects, exams, homework, class participation and attendance all contribute to a student’s grade. In courses where a cumulative exam is given, the score on that exam accounts for up to 20% of the semester grade.

A grade of 60 or higher is considered a passing grade. A student who fails a course will not receive course credit toward graduation for that course and may be required to make it up in the summer, either in summer school or via school-approved summer work.

YGW reports both un-weighted and weighted grades to colleges and seminaries. Un-weighted numeric grades for each course are recorded on the student’s transcript, as is a weighted grade point average (GPA) on a 4.0 scale. In calculating the GPA, Honors and AP grades are weighted higher by a factor of 0.5.

Tests

We appreciate the demands of a dual-curriculum program and want to set you up for success. To ensure that you have the time and energy to prepare effectively for tests and major assessments, you can expect to have no more than one (middle school) or two (high school) tests or test equivalents (e.g. a research project, major essay, or presentation) a day. There are also certain “No Test” days blocked out on the school calendar, either before or after a yom tov or a major school event. Tests and other major assignments will be recorded on the testing calendars, which are hung near the student lockers.

Cumulative Exams

A week of cumulative exams is scheduled in January and June. These exams count for up to 20% of the semester grade. Students who miss an exam can make it up on the scheduled exam makeup day. A student who misses more than one exam, either due to illness or other extenuating circumstances, should make arrangements with Rabbi Katz or Mrs. Cortell.

Integrity and Honesty

While we strive to develop your academic potential, we are always working with you to develop your character. *Chosamo shel Hakadosh Baruch Hu Emes*: honesty and truth will always be more important than attaining a good grade, and it is in this spirit that we create rules and regulations around cheating, to help you develop this middah and support you in making good choices.

We consider any form of cheating or plagiarism to be a serious breach of our school's ethical standards. Cheating includes sharing answers with another student, copying another student's work, bringing notes or other unauthorized materials to an exam, and any other behavior that violates the rules and/or compromises the fairness of an assessment.

Plagiarism entails presenting someone else's work as one's own. This includes:

- a. Copying someone else's homework, essay, or paper.
- b. Copying material from any source (including a book or Internet site) without citation.
- c. Using someone else's words without quotation marks, whether a classmate's or a published author's.
- d. Using someone else's ideas in a paper without giving that source credit.

A student who cheats on an assessment or turns in plagiarized work will earn a zero on the assessment and an incident report will be recorded in the student's file. A second offense will result in a more severe consequence. Repeated incidents may result in dismissal from YGW.

Student Attendance

Your presence in our yeshiva matters. Your regular engagement in class contributes to your academic success and enhances the learning experience of your classmates. The following policies are intended to encourage attendance and punctuality so that learning and achievement may be maximized for you and your peers.

Late Arrival

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

The front office keeps track of attendance at davening. The first and second time that a student is late, she will receive a note from the office making her aware of the infraction. Should this happen a third time, she will be required to stay for an after-school detention and pay a \$10 detention supervision fee. If the pattern persists, we will schedule a meeting with the student and her parents to discuss next steps.

Absence

You or your parents should notify the school office at extension 1500 by 9:00 a.m. if you are unavoidably absent or late to school. If you arrive at school after the first period class has begun, sign in at the office before reporting to class.

Please be in touch with Rabbi Katz or Mrs. Cortell in advance of a planned absence so that we can notify your teachers of your plans and ensure that you have the information and support you need to make up missed instruction.

Please make every possible effort to schedule non-emergency medical and dental appointments for non-school days, and to avoid scheduling family vacations when school is in session. Excessive absence affects your learning and academic progress.

A student who skips class without a legitimate excuse will receive a reduction of two percentage points in her quarter grade.

Academic Residency Requirement

High school students who miss 10% of any class - regardless if the absences are excused or unexcused - are required to make up instructional time to earn academic credit. This can be done through online educational programs and/or school-arranged tutoring, and the student's family is responsible for the cost of the extra instruction. The only exceptions will be for documented, extended, or ongoing medical circumstances.

Make-up Work and Make-up Exams

It is your responsibility to find out what work has been missed during absences, including exams, quizzes, homework assignments, class work, and class notes.

Make-up exams are proctored on Mondays and Wednesdays during lunch. You are responsible to make up missed exams within one week of returning to school after an absence. After one week, a student may lose the opportunity to make up an exam and receive a grade of zero. In the event of an extended absence involving numerous missed exams, quizzes and assignments, middle school students are encouraged to meet with Mrs. Biberfeld, and high school students with Rabbi Katz or Mrs. Cortell, to create a schedule for making up missed work.

Early Dismissal

Students may leave the campus once a parent or guardian has called the school office and left a message explaining the reason for early departure. Students must sign out at the front desk before leaving the premises.

Leaving Campus

Students in grades 7-11 are required to remain on campus during the school day. Permission may be granted in certain instances from Rabbi Katz or Mrs. Cortell.

Seniors may leave campus during lunchtime provided that they sign out at the front desk and return on time for fifth period. They can walk in groups of two or more to the following places: Goldberg's Bagel Shop, Snider's Supermarket, Seminary Plaza Shopping Center, and Montgomery Hills Park. Students must have permission from Rabbi Katz or Mrs. Cortell to (1) go to any place not listed above, (2) drive during school hours, or (3) leave campus at any time other than lunch. Students who disregard any of these conditions may lose the privilege of leaving campus.

School Closings, Late Openings, and Early Dismissals

At times, emergencies such as severe weather, power failures, or other dangerous conditions disrupt YGW operations, requiring us to cancel school. We formulate an independent policy on school closings, delayed openings, and early dismissals, and will inform you of unanticipated schedule changes via the emergency notification system. For weather-related issues you may also check the school website.

Student Life

The Navi tells us .הגיד לך אדם, מה טוב; ומה ה' דורש ממך, כי אם עשות משפט ואהבת תהוה, והצנע לכת, עם אלקיך. As a student in the Yeshiva and as a Bas Yisrael, you are an integral representative of K'lal Yisrael, and you embody what it means to walk in the ways of Hashem. The Torah has given us a clear code of conduct that helps us define and refine the way we develop ourselves and interact with others. These guidelines are at the core of the following section and will help us, together, to create an environment that will allow you and all of us to grow in our Avodas Hashem.

Tefillah

Davening creates a framework for our day by focusing our thoughts on our relationship with Hashem. Attendance is required at Shacharis, which begins in the Davening Room at 8:30 every morning. In an effort to create an atmosphere of seriousness and kedusha, we assign seating and ask that you bring only a siddur and materials needed for davening into the room. Our 12th grade Student Council leaders coordinate chazaniot for special occasions and divrei Torah following davening that enrich the davening experience for all.

We encourage students to daven mincha in the afternoon, and we have an extended afternoon break so that there is enough time to daven and eat a snack or chat with friends. There is a designated classroom for davening mincha on each floor.

Middos and Derech Eretz

In keeping with the principle that “*Derech erez kadma l’Torah*,” we seek to create a learning community characterized by warmth, trust and respect. We take pride in the way our students treat and support each other - with sensitivity, inclusiveness, and kindness. Bullying or harassment is rare in our school community and will not be tolerated.

Interactions between students and teachers should reflect a high level of respect and courtesy. We ask that our students stand when a teacher enters the room and address teachers respectfully at all times. Please do not enter the teachers’ lounge except with express permission.

Offensive and aggressive speech and writing is not acceptable in any venue, inside school or off campus, and may result in disciplinary action.

Hallway Conduct

If you need to take a short break during class time, please be respectful of the teachers and students whose classes are in progress and conduct yourself quietly and with decorum in the hallway.

Students who are excused from a course can work in one of the quiet work rooms designated for this purpose. They may not spend the time in the hallways or other school spaces.

Co-curricular Activities

YGW offers a menu of co-curricular activities that extend the classroom chinuch and offer opportunities for students to engage in chesed and community service, forge meaningful friendships, cultivate organizational and leadership skills, and develop their creative talents. These include visits to and from the Ring House residents; cooking sessions and food packaging for Bikur Cholim of Greater Washington; y’mei iyun on different topics throughout the year; Chanukah and Purim mesibos, an after-school winter trip, and an end-of-year High School Shabbaton. We look forward to your participation in these valuable experiences!

Students may participate in co-curricular trips once they have submitted payment and a permission slip. Please contact Rabbi Katz if you have particular needs or questions related to co-curricular costs.

Personal Electronics

Our pocket devices offer us unprecedented convenience and access to people and information, but they can also distract us from those things that are most important - like learning and friendships and introspection. That's why we do not allow our students to use their cellphones and other pocket devices (Ipods, MP3 players, etc.) during school hours. We require that student owned phones and pocket devices be stored in a student's locker for the entire school day, from 8:30-4:40 on Mondays through Thursdays and from 8:30-12:45 on Fridays.

If a teacher or administrator finds a student with a phone or pocket device, she will be given two chances to fix the problem and put her device away. If this happens a third time, she will be required to stay for an after-school detention and pay a \$10 detention supervision fee. If the pattern persists, we will schedule a meeting with her and with her parents to discuss next steps.

Students who have permission from Rabbi Katz, Mrs. Cortell, or Mrs. Biberfeld may use laptops or tablets for classroom use.

School Computers

We have two classroom sets of Chromebooks and a fully outfitted computer lab to support student learning, research, and writing. You will be given a User ID so that you can use the school computers for academic purposes. You are responsible for all activity under your User ID, and should not share your ID with other students or leave a computer without having logged off.

School computers may not be used for personal needs, such as sending and receiving emails and accessing music and social networking sites.

We appreciate the educational benefits of the Internet, and the very real challenges that it poses to a Makom Torah and to a life of kedusha. In an effort to protect our students from exposure to inappropriate material, we restrict Internet access through filtering software and hardware. While we do our very best to monitor Internet use, we understand that no filtering method is perfect. The smooth operation of the network relies upon the proper conduct of its users. Accessing other people's files, attempting to manipulate or override the school filter, and downloading software or program files to a school computer are prohibited.

Dress Code and Uniform

The following guidelines for dress have been developed with Rav Aharon Lopiansky, our Rosh HaYeshiva, and reflect the psak halacha and minhagim of our yeshiva. We require that our students dress on school premises, on school-sponsored transportation, and at all school events so that:

skirts cover the knees,
skirts overlap socks,
sleeves cover the elbows, and
necklines meet the collarbone.

In addition to these guidelines, students are required to wear a uniform during the school day. The uniform guidelines are as follows:

Skirts and shirts: All skirts and shirts must be purchased from Fraylich Uniforms. Refer to the order form for specific colors and styles.

Sweaters and sweatshirts: Students may wear any YGW sweatshirt or a solid-colored cardigan or zip-up sweatshirt in navy, grey, or black. Non-YGW sweaters and sweatshirts may not have any words or images printed on them. Cardigans and zip-up sweatshirts must be worn with a collared uniform shirt underneath.

Legwear: Students may wear tights or socks. Leggings may not be worn to school.

Shoes: Students must wear closed shoes or sneakers to school.

Fitness clothing: Loose-fitting pants may be worn during fitness classes and production practice. Pants may not be worn at other times, even under a skirt.

Additional: Students are expected to come to school with natural hair color and may wear up to one earring in the lower earlobe of each ear. Additional piercings are not allowed.

We expect our students to respect our dress code. If a student's clothing does not conform to the school dress code, a teacher or administrator will speak with her and ask her to change into one of the clothing items from the uniform gemach. If this happens a third time, she will be required to stay for an after-school detention and pay a \$10 detention supervision fee. If the pattern persists, we will schedule a meeting with the student and with her parents to discuss next steps.

Students who borrow school-owned clothing are expected to launder them and return them promptly.

Our Facility

Zichri na mi at...at hi bas hamelech. You are royalty, a daughter of the *melech malchei hamelachim*, and as such, you deserve to learn and grow in an environment that is clean and dignified. The following policies will help us preserve seder and nikayon in all areas of our school.

Lockers

Each student is assigned a locker at the beginning of the school year. Your locker is your personal space in school and we allow you to decorate it with appropriate pictures according to your style and personality. Please keep your personal belongings inside your locker, not on the floor outside your locker. Please use magnets when hanging photographs, notes, and other such items on your locker since tape and other adhesives will damage the paint.

Students may lock their lockers with a combination lock only if the combination is given to the school office. Key locks may not be used. Students should be aware that, by law, lockers are school property and not the private property of the student. At their discretion, school officials may open and examine the condition and contents of a student's locker.

Food

In order to maintain cleanliness, students may not bring food into classrooms, the library, or the davening room. During breaks, students may eat snacks in the locker hallways. At lunchtime, they are required to eat in designated areas, middle school students in Room 034 and high school students in the cafeteria or outdoors on the school grounds. Students are expected to clean up after themselves before returning to class.

Please purchase a seal-tight container for food storage to keep in your locker, and store large food items (i.e. birthday cakes) in the cafeteria refrigerator.

Food brought in for school events must be *Pareve* or *Cholov Yisroel* so that all students can partake.

Respect for School Property

Students are responsible for maintaining a clean and neat environment throughout the campus. Books or personal belongings left in the hallways or classrooms will be collected by the custodians and stored in Mr. Kurtz's office. Students must pay a \$1 fee to retrieve lost items.

There is a small bulletin board in each student hallway that is designated for student notices - flyers about upcoming school events, community news, happy birthday notes, etc. Please do not hang papers on the walls or other bulletin boards.

Any student who damages, defaces or destroys school property will be subject to disciplinary action and will be responsible for the full cost of repair or replacement.

Students are responsible for treating textbooks and library books with proper care and for returning them on time. They will be charged for the replacement cost of any lost or damaged book.

Limited Access

There are certain areas of the school that have limited access to students. Please read through the following guidelines so that you know where you are and aren't allowed to visit.

Front Office: Office equipment (computers, copiers, paper supplies, etc.) is not available to students. The school phone is available to students for urgent communication with their families.

Front Lobby: Students may enter and exit through the front doors during lunch and at the beginning and end of the school day. The lobby is off-limits to students at all other times of the day.

Library and Computer Labs: Students are welcome to take advantage of our extensive reference library and fully outfitted computer labs when there is adult supervision in the room.

A student who repeatedly brings food into the library or computer labs will be required to stay for an after-school detention and pay a \$10 detention supervision fee. If the pattern persists, she will be required to meet with the principals and with her parents to discuss next steps.

Gym: The gym is available to students during lunchtime, though food and drinks are not allowed. To protect the floors, we expect students to wear rubber-soled shoes whenever exercising or playing a sport in the gym.

After Hours: Students are not allowed on campus after school-hours unless they have permission from Rabbi Katz or Mrs. Cortell and supervision from a YGW staff member.

School Safety

Student Drivers

Driving a car is a serious responsibility. Student drivers must submit a Student Driver Contract each year, registering their vehicles with the school office, and adhere to all school and legal regulations stipulated in that contract. These contracts must be submitted during the first week of school.

Students may park in the main lot, accessible from the Torah School, or on the side of the school, beyond the metal fence.

Campus Security

In light of recent events, we have upgraded the level of security in and around our facility. Our objective is to keep you and all students and staff safe. The following guidelines can help us achieve that, but only if we have everybody's commitment. Please remember the following at all times:

1. You may enter and exit the building through the doors at the front and at the carpool lane (next to Rabbi Katz's office). No other doors should be used, except during a safety drill or an emergency, י"ג.
2. Do not prop open an exterior door so that you or someone else can enter the building later.
3. Do not open a door to any strangers, even those dressed like mail carriers or repair people who appear harmless. Security cameras are monitored at several locations within the building and only authorized personnel can buzz people in.

Unauthorized Areas

The following areas are off-limits to students: Boiler rooms, electrical closets, storage facilities, and lab prep rooms; the staircases, halls, and rooms in the unfinished sections of the buildings; the Board Room, Room 104. Students must have administrative permission to use the elevator and chairlift.

Personal Safety

School should be a safe and comfortable place for every member of our school. In order to protect you and your peers, we have created a Code of Conduct which outlines different behaviors between adults and students that are never appropriate. These behaviors include physical and emotional abuse, neglect, harassment, bullying, emotional manipulation, and any conduct of a sexual or racist nature. If you are interested in seeing the Code of Conduct, you can email Mr. Ely at dely@yeshiva.edu.

If you or one of your fellow students experiences any of these inappropriate behaviors, please report it immediately to a school administrator, or, if it's more comfortable for you, you can email the school ombudsman at ombudsman@yeshiva.edu.

Drugs and Alcohol

Possession or use of cigarettes, vaping devices, alcoholic beverages, and illegal drugs are strictly forbidden at all times. This is crucial for the maintenance of a safe school environment and the observance of federal law and the Torah's command of "*shemartem es nafshosechem*." If you or somebody you know has a problem with drug or alcohol use, please tell someone who can help them. You may be saving someone's life.

Possession or use of these substances will result in strong disciplinary consequences, including possible expulsion from the school and required substance abuse treatment. To ensure that our school remains drug and alcohol free and to help our students make good choices, the school implements a program of random alcohol and drug testing, that may involve saliva swabs, hair or urine sample, or any other recognized screening mechanism. YGW assumes the cost for all drug and alcohol screenings that have a negative result. By signing the handbook consent form, you are agreeing to participate in the school's random alcohol and drug testing.

* * *

The guidelines outlined in this handbook are in place to help bring out your potential and create an environment that fosters spiritual and intellectual growth. What these rules don't capture is the important role you play in helping us build a *makom kedusha* and a place of learning. We look forward to creating that environment with you this upcoming year.



Passion for Learning

PREPARATION FOR LIFE

YESHIVA OF GREATER WASHINGTON – TIFERES GEDALIAH

BOYS DIVISION ■ YESHIVA GEDOLAH ■ KOLLEL

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Talmid & Parent Handbook

Boys Division

— 2019-2020 —

YESHIVA OF GREATER WASHINGTON – TIFERES GEDALIAH

Yeshiva of Greater Washington – Tiferes Gedaliah

MISSION STATEMENT

*We root each student in Torah,
plant a passion for learning,
and prepare them for life.*

VISION STATEMENTS

- We emphasize the primacy of Torah while providing a high-quality general studies education.
- We develop each student's strengths through a close student/teacher relationship to provide the skills to succeed personally, professionally, and communally.
- We serve as a center of Torah learning for the Greater Washington Jewish Community.

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INTRODUCTION

Thank you for trusting us with the great mitzvah of educating your child. We are honored to serve the community and we take this responsibility very seriously.

This handbook is designed to acquaint families with the Yeshiva of Greater Washington – Tiferes Gedaliah (YGW). It provides the guiding principles by which YGW operates and clarifies the expectations of our students. Its purpose is to foster an educational environment that is conducive to the religious, intellectual, and emotional growth of students.

Students are expected to comply with the policies and meet or exceed the expectations as outlined. When students do not meet these expectations, this handbook lays out the procedures by which we will address the breach with the student. In some cases, the consequences are outlined. In others, the faculty and administration are required to exercise judgment.

In all cases our goal is to successfully teach each student. Any exceptions that may be made to a policy are to help the affected students internalize the lesson and/or to protect their dignity. These exceptions do not negate the relevant policy. They are core to good education.

Please keep in mind, this handbook is neither a contract nor a legal document. In addition, no handbook can anticipate every circumstance. As YGW continues to fulfill its mission, the needs of the school may change accordingly. The administration reserves the right to revise, supplement, or rescind any policies or portion of the handbook from time to time. These changes will be communicated in writing as soon as possible after the decision is made. However, the school may act in a fashion consistent with the needs of the students, as it deems appropriate.

BOYS DIVISION GUIDING PRINCIPLES

Guiding Principles

- 1) Daas Torah guides all our philosophies, goals, and operational guidelines
- 2) We nurture each individual to fulfill his potential by inspiring the heart, mind, and soul of every talmid
- 3) We are committed to excellence in Judaic and General Studies education

Expected Results of the YGW Experience

- 1) To live a life guided by Torah
 - To be committed to fulfilling the code of Jewish law
 - To be committed to Torah learning as a life-long pursuit
- 2) To be a Mensch (a person of good character)
 - To deal with the world with Derech Eretz - respect, honesty and integrity
 - To develop a strong sense of self without arrogance
 - To show gratitude to Hashem and others
- 3) To be a well-balanced and well-educated talmid in both Judaic and General studies
 - To aspire to higher education in both Torah and General studies and the ability to choose where to continue their education

- To be able to communicate clearly, precisely and logically, both orally and in written form
- To develop strong, independent study, research and critical thinking skills

Partnership in Torah Education

The YGW talmid is expected to exemplify the teachings of the Torah by striving for the highest levels of appropriate conduct. This expectation pertains to the classroom as well as behavior outside of school.

One of the most important elements in fostering a young person's development is consistency, and therefore, it is essential that parents, talmidim and the faculty view themselves as partners. Consistency applies equally in academic, behavioral, and religious standards.

Our Rabbis teach us that for one to receive and learn Torah, which is the essence and goal of YGW, one must be a Klei Kodesh (a holy vessel). Therefore, one must strive for a high level of kedushah, holiness. One of the prerequisites of achieving this lofty goal is to refrain from certain social activities such as co-ed interactions, inappropriate internet activities, and numerous types of entertainment that deter one from becoming a true Ben Torah.

Parents choose YGW for their sons to teach Torah Values, and to achieve this, it is important that they provide a life setting in consonance with the lessons they learn at school. Between parents and faculty, there should be one consistent message and standard set for the talmidim. Extreme care must be given to the proper selection of social activities (should not be co-ed), summer programs, recreational activities, internet access, books, music, movies, etc. that are appropriate for young B'nei Torah.

SCHEDULES

Davening begins promptly at 7:45 AM.

Talmidim eat breakfast in school after Davening. As part of the "Student Fee," YGW provides milk and paper goods for breakfast. Talmidim should bring cereal or other breakfast foods. Each talmid may keep a box of cereal in his locker in a hard plastic sealable container. This container or another should also house any additional foodstuffs stored in the locker

School Schedule

Monday/Tuesday/Wednesday: GRADE 7 7:45 AM – 4:35 PM/4:40-5:25PM Optional Electives

GRADE 8 7:45 AM - 5:25PM

During the winter months, talmidim will daven Maariv.

Dismissal at 5:40.

GRADES 9 - 12 7:45 AM - 6:15PM

During the winter months, talmidim will daven Maariv.

Dismissal at 6:30 PM

Thursday:	GRADES 7 - 8	7:45 AM - 5:25 PM
	Night Seder	5:40 PM - 6:20 PM
	GRADES 9 - 12	7:45 AM - 6:15 PM
	Night Seder*	6:30 PM - 7:20 PM
	During the winter months, talmidim will daven Maariv.	
	Dismissal at 7:35	
	<i>*not for Honors Talmud Program, please refer to Page 7</i>	
Friday	GRADES 7 – 8	7:45 AM – 12:45PM
	GRADES 9 - 12	7:45 AM – 12NOON
Sunday:	GRADES 7-12	7:45 AM – 12:30PM *
	<i>*not for Honors Talmud Program, please refer to Page 7</i>	

Academic Calendar

The academic calendar is based on a two-semester system, with the first semester ending in late January and the second ending in June. Although interim grades may be calculated at mid-semester to assess talmid progress, "quarters" have no status as grading units. The grade for the semester will thus be calculated to include all work covered during the semester. At the end of the third quarter, progress reports will be sent out to all students who are having difficulties or have significantly improved.

The school calendar is planned so that the winter vacation will coincide with the end of the first semester after final exams. A vacation at this time affords talmidim a true break from academic pressures and allows them to return refreshed to begin the new semester.

COMMUNICATION

The school office is open from 8:45 AM – 5:30 PM Monday – Thursday. On Sundays the office is open 10:00 AM – 12:30 PM and on Fridays from 8:45-12:00pm. Parents are always welcome to call YGW with their comments and concerns. We actively seek every opportunity to improve your son's educational experience. The office staff is often able to answer your questions, so please begin by calling the main line. If they are unable to provide answers to your questions, please leave a detailed message in the appropriate voice mail box. Each teacher and administrator has a voicemail box where you can leave messages. Our staff is asked to return all calls within two school days.

Our voice mail system, in addition to providing direct lines to teachers, enables us to post notices and frequently needed information on easily accessible voicemail boxes.

As most families have access to electronic mail (e-mail), we regularly make use of that medium. Please provide YGW with your e-mail addresses in order to get important communications from us.

Carpool and other talmid messages will be taken and distributed as quickly as possible. (Note: It is always best if parents contact the carpool driver to inform him/her of any changes, in the event that the talmid does not receive the message.)

It is vital that parents communicate with the menahel or principal about any circumstances that may affect their child's performance or behavior in school. Illness or medical testing (for the child or a family member), a change in the parents' marital status, other family crises or ongoing situations, the death of a family member or friend - even a major family *Simcha* - can all affect a talmid's ability to perform. Please let us know of *anything* in your child's life that may affect him.

If a parent has a specific classroom related concern, the teacher should be contacted first through their YGW voicemail or email. If necessary, additional communication should be directed to the appropriate administrator.

Parent/Teacher Conferences

Parent/Teacher conferences are held after the first report cards, with a second conference in March. If the faculty feels that there is a need to meet with parents at other times concerning a talmid's progress, the parents will be contacted.

Progress Reports

Progress Reports may be sent home by the teacher at any time between report cards to communicate to parents about the talmid's academic and/or behavioral progress. Progress Reports may also serve as official notice to parents that the talmid is in danger of failing the course or dropping one or more letter grades for the semester. Talmidim who are earning a grade below a "C" should expect to get a progress report at the end of the third quarter.

Talmidim who pass (D and above) all courses progress from grade to grade. If a High School talmid fails a major course (i.e., Talmud, Chumash, English, Math, Hebrew, Science or History) he needs to make it up during the summer, or repeat the course the next year. Failed Judaic courses will be made up via school approved summer remedial work.

Confidentiality

One of the guiding principles of YGW is the development of each individual student. From time to time, when issues arise, the staff is trained to focus first and foremost on the best way to educate the student(s) involved. To achieve this goal a core consideration must be to protect the dignity of each child.

We appreciate our partnership with the parents and know we must do what we can to foster trust with our partners. When there are concerns that could affect the student body as a whole, we will not hesitate to communicate in a timely manner. However, we hope that our parents will understand that in matters that are unlikely to affect other students, we will err on the side of respecting each individual student's privacy and dignity.

Emergency Notifications

YGW utilizes an automated emergency notification system. It is the parents' responsibility to provide at least one type of current emergency contact information in the system, and they are encouraged to provide cell phone, home phone, and home email contact information. In a true emergency, the system will call, text and email information simultaneously.

Inclement Weather

At times, emergencies such as severe weather, power failures, or other dangerous conditions or disturbances may disrupt YGW operations and may require the campus to close.

YGW formulates an independent policy on school closings, delayed openings and early dismissals. Schedule changes will also be announced on the school website (www.yeshiva.edu) and the emergency notification system. Decisions are generally communicated or posted by 6:00 AM. Baltimore families will be contacted by Mr. Berman.

ACADEMIC PROGRAMS

Admissions Procedure

To apply for admission, the prospective talmid must submit the following:

- a completed Application for Admission form
- an Applicant Evaluation from the previous Menahel and a General Studies teacher
- \$100 application fee
- Transcript or report cards for the last two years
- results of any applicable educational or psychological testing

After an application is received, personal interviews with the Menahel, which includes a bechina, and the General Studies Principal are scheduled.

A standardized entrance examination is given on the day of the interviews.

A talmid will be admitted to YGW if he is motivated, can perform satisfactorily, and is committed to the goals and ideals of our yeshiva.

If talmidim are not at grade level in all subject areas, tutoring, and summer arrangements may be required to accommodate individual needs.

Upon acceptance, parents must submit a signed Tuition Contract.

After acceptance, final talmid records will be requested from the last school the applicant attended.

Tuition assistance is available to families with demonstrated need. Requests for tuition assistance must be made in writing by submitting a Tuition Assistance Application, with the required documentation of the family's financial resources. Requests will be reviewed confidentially by an independent committee. The Business Manager acts as the liaison between parents and the tuition assistance committee.

High School Program

YGW's dual-track high school program is geared to preparing talmidim to live as fully committed observant Jews both within the *klal* (Jewish community) and in the secular world. After completing the intensive religious and general studies programs, talmidim are prepared to continue learning in yeshivos in Israel or elsewhere and in the finest colleges.

Middle School Program

YGW's Middle School program for grades 7 and 8 is geared specifically to the needs of that age group with special extra-curricular activities and study skills training.

Graduation Requirements

Religious studies are an integral part of YGW's educational program. All talmidim are required to take the full Judaic curriculum while attending YGW. Talmidim must receive full credit (passing grades) for four years of Talmud and Chumash in order to graduate. Any talmid who fails a core curriculum course in Judaic (Talmud or Chumash) or general studies may be required to take an approved remedial course in the summer. Talmidim are assigned to classes according to skill levels.

High School talmidim are required to take at least 21 credits. A minimum of one hundred twenty (120) clock hours constitute one full credit. The afternoon consists of grade-level classes in: English, History, Ivrit, Math, Science, and Jewish History. With the approval of the General Studies principal, boys may take four classes and a proctored study hall. The minimum course requirements by department are:

English	4 credits
Mathematics	3 credits
Science	3 credits
History (including 1 US history)	3 credits

Talmidim receive guidance each year on their schedules from the General Studies Principal, and each schedule is made with the college admissions process in mind. All schedules are approved by the General Studies Principal.

Colleges are interested in the talmid who selects the most demanding courses and seeks to learn beyond the minimum requirements. Administrators and teachers work with talmidim during their years at YGW to prepare them for the rigorous competition of college. YGW administers PSAT 8/9 to 9th grade talmidim and the PSAT to all 10th and 11th grade talmidim. We recommend that all talmidim take the SAT or ACT exams in the spring of their junior year and, if needed, again during their senior year. Advanced Placement (AP) exams may be recommended after consultation with the General Studies Principal. CLEP exams and dual credit options are also available for motivated students.

Judaic Studies

The ultimate goal of a Torah education goes beyond the accumulation of knowledge. It is a total learning experience designed to penetrate not only the mind but also the heart and soul. Growth can only be measured by the degree of personal commitment to Torah values and how these ideals become an integral part of the talmid's personality and life. A curriculum can only outline the methods and tools used in this process of growth, but it cannot capture the totality of a Torah learning experience.

The Honors Credit distinction has been expanded to include those talmidim in designated honors classes. Talmidim enrolled in these courses will receive a weighted course credit. Also, Gemara classes that are taught over multiple periods will earn additional credit hours to reflect the additional time spent in class.

In order to reflect the dual course load our talmidim carry, *Judaic studies grades appear on the talmid's transcript and are computed with General Studies grades into the cumulative GPA, which will appear on the talmid's transcript.*

Honors Talmud Program

YGW offers an Honors Talmud Program in all High School grades for talmidim who wish to enroll in this optional program. The program is geared for talmidim who have a desire to take on more Torah learning.

In addition to the standard Limudei Kodesh program, talmidim in this program will participate in:

- *Extended Bekiyus* where they will study until 2:25pm with YGW Rebbeim.
- *Extra Night Seder Monday through Thursday evenings from 8:00-9:00pm.* Note - talmidim may stay or go home between 6:15 and 8:00 pm. An optional dinner will be available to talmidim staying on campus during the break for a small fee. A YGW staff person will be on campus to supervise during the break.
- *YGW In-Shabbos Program* Talmidim will be expected to be in Kemp Mill and daven at YGW per the Honors program calendar. These Shabboses will include shiurim, and meals with various Rabbeim.
- *Extra Study on Sunday* The talmidim will have *Bekiyus* from 12:30 until 1:45pm, followed by Mincha.
- *Special shiurim* on various topics
- *Participation in this program* is contingent on talmidim maintaining appropriate behavior throughout the day.

Course Offerings 2019-20

Judaic Studies Course Offerings

Gemara Iyun	Gemara Bekiyus
Chumash	Ethics
Contemporary Issues	Mishnah
Dinim	Navi
Hashkafa	Parshas Hashavuah

General Studies Course Offerings

Virtually all High School classes have an Honors option

Grade 7

Literature and Language Arts I
Global Studies I
Integrated Life/Physical Science
Pre-Algebra I or Pre-Algebra II
Optional Elective Period

Grade 10

American Literature
U.S. History II*
Hebrew Language
Chemistry
Geometry or Algebra II

Grade 8

Literature and Language Arts II
Global Studies II
Hebrew Language
Life Science/Engineering
Pre-Algebra II or Algebra I
Jewish History

Grade 11

Rhetoric and Composition *
European History*
Physics *
Algebra II or Pre-Calculus
Hebrew Language

Grade 9

World and American Literature
US History I
Hebrew Language
Conceptual Physics
Algebra I or Geometry
Jewish History

Grade 12

British Literature*
Human Geography*
Engineering
Pre-Calculus or Calculus
Modern Jewish History

* AP option

Advanced Credits

Talmidim have the option of earning college credit for most of their higher-level courses under the auspices of Washington Adventist University (WAU), through C.L.E.P. (College Level Examination Program) examinations, or through the Advanced Placement (AP) exams program. AP courses are taught on an advanced level, as determined by the Educational Testing Service, Princeton, NJ. WAU examines the course content and teacher credentials of our WAU courses to ascertain that they correspond to courses offered in their catalog. YGW reserves the right to determine who can take courses for WAU or AP credit. Generally a "B" average in grades 9-11 is required to qualify. Talmidim who have completed eligible courses or done self-study, may arrange to take C.L.E.P. tests on site at YGW. The General Studies Principal provides guidance on earning credits for college.

Drop/Add Procedure

Talmidim who wish to add and/or drop a course must obtain a DROP/ADD FORM from the school office and have it signed by the parent, the teacher, the department head (if applicable) and the Menahel or General Studies principal, as appropriate.

In general, talmidim may drop or add a course without penalty during the first twenty school days of the semester. If a course is dropped later, it may be so designated on report cards and transcripts.

Textbooks

General Studies textbooks are the property of the school. They are distributed at the beginning of the school year and are collected before each final exam. Talmidim are responsible for keeping all textbooks in good condition. Any missing or damaged books are the financial responsibility of each talmid's family. Report cards and transcripts may be withheld until this financial obligation is met.

Seforim for Limudei Kodesh classes are to be purchased by each talmid for their personal use. YGW will provide a comprehensive book list of the seforim to be purchased. All Gemaras and Chumashim must be purchased new through the school. All other Seforim can be re-used if purchased by an older sibling through YGW.

School Supplies

A general school supply list is sent home to all talmidim over the summer. If a teacher requires specific supplies for his/her class, the talmidim will be notified within the first week of that class. General supplies include, but are not limited to: pens, pencils, notebooks, lined notebook paper, binders, folders, scissors, tape, glue, markers, stapler with staples, ruler, erasers, and calculators when appropriate for math classes. Please note that YGW cannot furnish school supplies to students and that all photocopying should be done at home or at a public facility.

Library

The Boys Campus maintains an extensive collection of seforim in the Foxman Bais Medrash. The Shauli Mordechai Jewish Reference Library, as well as a small secular library, is housed at the Girls Campus. Both campuses also maintain a collection of reference and reading materials. Talmidim may borrow books from either campus by prior arrangement with a designated teacher or library volunteer.

Summer School

Courses that are part of the regular YGW curriculum may not be taken in summer school, except in unusual circumstances, and with prior approval by the Menahel or General Studies Principal. Any summer or other outside course taken for credit at YGW must be pre-approved by a Principal.

A YGW talmid is successful when:

- ✓ *he attends school daily and is on time for all classes and Davening.*
- ✓ *medical appointments and other necessary appointments are scheduled at times that will be the least disruptive to the school day and learning, whenever possible.*
- ✓ *he gets the proper amount of sleep so that he can be on time for school and function at his best.*
- ✓ *he manages his time well and completes all assignments and preparation in a timely manner.*

Talmid Attire and Appearance

The manner in which a talmid dresses has a profound impact on his growth as a ben Torah and on the educational atmosphere of the school. Talmidim are expected to exhibit an overall appearance consistent with the Torah value of kavod haTorah-respect of Torah- and kovod haodam- self-respect. In addition, it is critical that all talmidim dress in a manner reflecting their own positive self-esteem.

It is the talmid's responsibility to ensure that he meets the expectations presented. Talmidim with repeated violations of the dress code (including wearing yarmulkes at all times) will be subject to disciplinary action.

The following constitutes the accountable parameters:

Shirts

- Full-length button dress shirt.
- Standard collars and sleeves -Short sleeves are acceptable.
- Conservative color such as white, blue, yellow, or gray that is solid, striped, or a white based plaid.

Shirts are to be tucked in at all times and worn in a respectable fashion.

Trousers:

- Dark dress slacks – color options are black, dark blue, or dark gray.
- Properly sized and worn appropriately at the waist.

No cargo pants, jeans or khakis.

Shoes and Socks:

- Black dress shoes with socks covering the ankles at all times.
- Low-cut, black sneakers that have the appearance of dress shoes are acceptable.

Cross and similar footwear are not allowed.

Tzitzis:

- As mandated by Halacha, talmidim need to wear tzitzis every day.

Talmidim in school without tzitzis will be furnished a pair to keep at a fee of \$10.

Hair:

- Haircuts are to be traditional and conservative, kept to the top of the neck and above the collar, off the ears and from mid-forehead to above over the eyebrows.
- Clean, neatly trimmed, and combed.

Head Coverings:

- Yarmulkes should be of respectable size and without any emblems, insignias, slogans or names. They should be worn at all times, including while playing.
- If a student wishes to wear a hat, the appropriate style is a black felt full brimmed hat.

Miscellaneous:

- Proper personal hygiene should be followed at all times.
- Talmidim should arrive at school in clean clothes, fully and appropriately dressed and remain so throughout the school day. An additional clean shirt is recommended to be kept in the talmid's locker in case it is needed during the day.
- Students temporarily leaving campus during the school day should remain in dress code attire.
- Dark suit or sport coat jackets are required for davening. When in doubt please check with the administration.
- Hooded sweatshirts may be worn. However, hoods must remain down while in the building.

Prohibited Items:

- Any clothing with loud colors or graphics, slogans, designs or logos on them. Small shirt logos over/on the front pocket may be worn.
- All jewelry, including necklaces, bracelets, pocket chains, etc., are prohibited. With approval, Medical Alert necklaces and bracelets are acceptable.

When in doubt as to whether your attire is in compliance with the code, please do not wear it before asking the Menahel. As it is difficult to codify all aspects of dress and to anticipate talmidim's adherence, we reserve the right to determine the appropriateness of a talmid's appearance or to make changes to the policy during the school year.

Attendance

Parents are asked to reinforce the importance of prompt attendance at davening by ensuring that carpools regularly arrive on time.

While a talmid's attendance has a direct impact on their chinuch, there are times when absences are unavoidable. When a talmid is absent, it is the responsibility of the parent or talmid to notify the school. Please call the Office Administrator or Menahel before 8:45 AM and leave a message on YGW's answering machine so that Rabbeim and teachers can be informed. Additionally, absences not due to medical issues should be discussed with the Menahel in advance. This will help ensure your son's success at YGW.

When returning from an absence, the talmid should present a note to the office from a parent or doctor, stating the date(s) and reason for the absence.

It is the responsibility of the talmid to obtain assignments and to make arrangements with the teacher to make up any work missed during the absence.

Please note – Sunday is a normal school day and Rabbeim teach new material and may schedule tests and quizzes at that time.

Maximum Allowable Absences

Talmidim who are absent more than **8 days** in one semester may suffer academic penalties, which may include reduction of grade for the semester or denial of credit for all classes. (Accommodations may be made for certain medical situations at the discretion of the administration.) The limit on absences is a recognition of the importance of class work and class participation.

Late Arrivals

Coming late to school or class causes you to miss valuable instruction, and your late entry disrupts the lesson and disturbs the class. Please keep in mind that a percentage of your grade in every class reflects your class participation, and you can only participate if you are present. A pattern of excessive lateness will result in disciplinary action.

Boys who arrive after Shacharis should report directly to the main office. Talmidim who are late due to a medical appointment should bring a note from the doctor's office.

A TALMID WHO ARRIVES TO SCHOOL AFTER 9:45 AM MAY BE PROHIBITED FROM ATTENDING CLASSES THAT DAY. Any talmid not well enough to be at school by 9:45 AM, for his own well-being, should remain home for the rest of the day. If a talmid brings a note from the doctor's office or if prior arrangements are made with the Menahel, the talmid will be admitted after 9:45 AM. On short days, arriving after 9:15 will constitute an absence.

Leaving School Early

From time to time a talmid may need to leave school during the day for an appointment or other reason. A talmid must obtain permission from either the Menahel or General Studies Principal prior to leaving campus. The talmid will be asked to present either a note from their parent stating the reason and the estimated time of leaving and returning. A phone call by the parent to the Menahel or General Studies Principal is also acceptable.

The talmid needs to sign out at the office and sign in when he returns. However, signing out must be accompanied by a note or phone call by his parent. A sign out without a note or call is considered a cut.

Talmidim who anticipate numerous absences, such as orthodontist appointments, driving tests, visitations, etc. should try to stagger the scheduled appointment times so that the same classes are not continually missed. YGW recommends all talmidim taking driving tests during non-school hours.

Skipping Class

Skipping Class is considered a breach of discipline: A skip is defined as an unsanctioned absence or lateness (of more than 10 minutes) from a class.

A talmid who cuts class may receive an in-school detention, during lunchtime, after school or on Sunday. Repeated offenses may result in more severe consequences, including reduction of grade and/or suspension.

Classroom Tardiness Policy

On time arrival to class is important for a talmid's learning and success. Arrival after the bell is considered tardy. A talmid who is late to class one time will receive a reminder. The second time it happens, the talmid and parents will be informed. A talmid who is late three times to the same class will receive a detention. If the pattern persists, a meeting will be scheduled with the talmid and parents to discuss next steps. After receiving detention or at each new quarter, the tardy count will be reset to zero.

Leaving Campus

In the interest of safety, talmidim are required to remain on school grounds throughout the day, with the following exceptions:

- A. GRADE 7 may not leave campus at any time with the exception of going to Kemp Mill Park at designated times under supervision.
- B. GRADE 8 may leave campus only during lunch to go to the Kemp Mill Shopping Center provided there is a permission slip on file in the office.
- C. GRADES 9-12 may walk to the Kemp Mill Shopping Center during breakfast or lunch. A talmid may only return home during lunch provided he can return to YGW for the following period. Going anywhere else, such as Max's or 7-11 is strictly forbidden.

NOTE - It is NOT permitted to leave campus during study hall or a free period.

Any talmid in violation of the above rules may lose their off campus privileges.

Talmid Cars

As a reflection of our constant concern for the safety and well-being of our talmidim, YGW maintains a very clear policy regarding student drivers and student passengers.

- Parents must provide written consent for their son to drive to school and park the car on campus by completing the Student Driver Contract which the student must sign as well. Even if your son will not be driving daily or regularly, a signed consent is required to be on file if he is to drive at all.
- Talmidim driving to and from school may drive home during lunch. They may not drive their cars at any other time during the school day, including breakfast, break times, free periods, etc. No exceptions will be made to this rule without permission from one of the principals. No other staff member is authorized to give such permission. Additionally, talmidim may not use the car as a place to sit, a place to conduct meetings, or as a personal locker. All talmid cars should be parked in the back lot.
- All talmid drivers are expected to have a photocopy of their valid driver's license and proof of insurance on file in the office.
- It is the prerogative of the Menahel to deny a request of any Talmid to have driving and parking privileges in school.
- Any talmid in violation of the above rules may lose their driving privileges in school.
- There is limited space in the YGW parking lot. Priority will be given to need over convenience.

Parking and Carpools

For safety reasons parking in the Fire Lanes or in the middle of the parking lot is *strictly prohibited to all cars and at all times.* Parents and other visitors should park in a regular designated visitor's parking slot if they must leave their cars for any reason, even briefly

Carpools are requested to drop off and pick up boys at the rear entrance of the building.

Computer Use Policy

YGW has Chromebooks and computer stations available for student use. All computer units are for class use under the supervision of a faculty member.

Each talmid and parent is expected to sign the computer resources contract by the end of the first week of classes. The use of school computers and access to the Internet is a privilege and any talmid in violation of the above rules may lose their on-campus computer privileges.

YGW issues talmidim logins and Yeshiva Google Accounts for their use while a talmid at YGW. These accounts are deleted 30 days after a talmid leaves the school.

- **Chromebook Policy**

All Chromebooks are for academic work. Because we have a limited number of Chromebooks, priority will be given to class use that is requested by a teacher. A limited number of Chromebooks will be available for individual academic use as outlined below.

- **Dedicated Chromebooks**

Students may choose to have use of a dedicated Chromebook for the academic year, with a deposit of \$300. The Chromebook must be kept at school and returned to the charging station at the end of each day. It is the student's responsibility to ensure that it is not lost, stolen or damaged. Upon return of the Chromebook at the end of the academic year, the \$300 deposit will be returned. If there is any damage to the Chromebook or if it has to be replaced, part or all of the deposit will go toward the repair or replacement. Up to 15 Chromebooks will be available for dedicated use.

- **Chromebooks for Class Use**

Remaining Chromebooks are for class use with a teacher checking out a set of Chromebooks for the class. While priority is given to class use, an individual student may check out a Chromebook for a specific period, if it is available that day.

- **Chromebooks for Purchase**

Students have the option of purchasing a Chromebook from the school for \$285 (additional cost for a case and accident insurance). The Chromebooks will be configured to YGW specifications for appropriate use. When the student permanently leaves YGW, the configuration will be removed. It is the student's responsibility to ensure that it is not lost, stolen or damaged and to charge it at school or at home.

Prohibited Items

Keeping in mind the safety of our talmidim and our on-going effort to maintain the appropriate academic environment, the following items should not be brought to school without express written permission from the Menahel. Teachers have the responsibility to remove these items and submit them to the office. Items may be retrieved by a parent only. Repeated violations may result in permanent confiscation.

1. CD/MP3 players, iPods, smartphones, or any electronic gadgets or games.
2. Computers, Kindles, or any other device that can access the internet unless approved for educational purposes.
3. Matches, cigarettes, cigarette lighters, knives or other dangerous objects.
4. Vapes or other forms of e-cigs. Should a talmid be caught using this type of device on campus they will receive a one week suspension.

In addition to the above prohibited items, we expect students to limit the use of the following items as outlined below.

- Bicycles, skateboards, roller blades, and other sports equipment may not be used inside the buildings or on the deck or ramp. Talmidim should exercise caution and respect when using these items on campus, especially in the parking lot. All bicycles must be parked on the new pavement area adjacent to the back door and should not be found near the front door, on the ramp, or in the building or trailers
- **Cellular phones are not allowed to be used at any time during school.**
 - All phones are to be turned in upon arrival at campus and picked-up at the end of the day.

Breaches of Conduct

We have high standards for our talmidim. There is also a minimum level of acceptable behavior. The following offenses are considered to be serious and may require a formal meeting of the talmid, parent, and Menahel.

- A. Disrespectful behavior toward members of the faculty or staff
- B. Stealing
- C. Cursing or other inappropriate language
- D. Use or possession of illegal substances, cigarettes or alcoholic beverages, in or out of school
- E. Deliberately damaging, defacing or destroying school property or the property of others
- F. Abusing, harassing, deliberately intimidating, or physically harming another person (Also see the “School Conduct Policy & Behavioral Standards Addendum)
- G. Entry into school offices, locked areas, or other unauthorized areas, *including the Computer Labs*, without permission
- H. Entry into unoccupied offices.
- I. Possession of keys to any part of YGW property at any time without authorization.
- J. Any behavior, in or out of school, which may cause a chillul HaShem, or that may bring discredit to the school and the Torah values it represents.

Honesty and Integrity

The hallmark of a Ben Torah is honesty. Any lapse in honesty is a serious concern, especially in an institution dedicated to Torah and *halacha*.

We consider any form of cheating or plagiarism to be a serious breach of our school’s ethical standards. Cheating includes sharing answers with another student, copying another student’s work, bringing notes or other unauthorized materials to an exam, and any other behavior that violates the rules and/or compromises the fairness of an assessment.

Plagiarism entails presenting someone else’s work as one’s own. This includes:

- a. Copying someone else’s homework, essay, or paper.
- b. Copying material from any source (including a book or Internet site) without citation.
- c. Using someone else’s words without quotation marks, whether a classmate’s or a published author’s.
- d. Using someone else’s ideas in a paper without giving that source credit.

A student who cheats on an assessment or turns in plagiarized work will earn a zero on the assessment and an incident report will be recorded in the student’s file. A second offense will result in a more severe consequence. Repeated incidents may result in dismissal from YGW.

DISCIPLINE

A key component of YGW discipline system is *Derech Eretz kadmah l'Torah*, "Proper conduct is a prerequisite to Torah." Every talmid deserves a learning environment that is safe and secure. Our behavior standard is based upon a healthy respect for the individual, the learning environment, and school property. We expect all talmidim to exhibit appropriate behavior at all times.

YGW's approach to discipline is based on students learning to take responsibility for their choices. Students will be expected to fix-up or correct mistakes and infractions, as well accept the consequences of their actions. Please note that not all possible disciplinary issues can be addressed in this handbook. YGW has a responsibility to help talmidim develop proper behavior both in and out of school. To this end, we are developing a rubric delineating student expectations that will be sent out at the start of school.

Detention

Detention will be assigned at the discretion of the administration. Detentions may be held during lunch and/or will require that the talmid remain at school after hours or Sunday after school, with the duration depending upon the type of infraction and behavior.

Suspension

A talmid who has been suspended is not permitted to attend school or any school function. Suspensions require an in- school parent conference with the administration. In addition, a suspended talmid is expected to make up all missed work.

Drugs and Alcohol

Possession or use of cigarettes, vaping devices, alcoholic beverages, marijuana, and other illegal drugs are strictly forbidden at all times. This is crucial for the maintenance of a safe school environment and the observance of federal law and the Torah's command of "*shemartem es nafshosechem*." If you or somebody you know has a problem with drug or alcohol use, please tell someone who can help them. You may be saving someone's life.

To both deter talmidim from experimenting with drugs and alcohol, and to identify those already wrestling with problems, YGW has implemented random drug screenings for all talmidim. YGW assumes the cost for all drug and alcohol screenings that have a negative result. All talmidim and parents are expected to read, sign, and return the YGW Boys Drug and Alcohol Policy & Form allowing drug and alcohol screening for their children. These screenings may involve saliva swabs, urine samples, hair samples, or any other recognized screening mechanism.

A talmid that reveals his involvement in substance abuse to an administrator before testing positive will be treated as if he has asked for help and is making an honest attempt to take a step to prevent any recurrence of this type of behavior. The talmid will be referred to our "Talmid Advocate Program" for follow up counseling.

We are committed to helping all talmidim as long as it does not compromise the safety and health of other talmidim.

TALMID LIFE

Talmid Activities

The faculty and administration organize enrichment programs throughout the year, such as field trips, guest speakers, and holiday events, often in cooperation with the talmid body. The school may call on the parent body to help with these important events.

Talmidim who participate in extra-curricular activities including sports leagues need to maintain an appropriate grade point average and personify the attributes of a mensch and Ben Torah at all times. These talmidim are ambassadors of YGW.

School Health Care

The goals of the School Health Program are to:

1. Provide a system for dealing with immediate medical situations.
2. Provide mandated screening and immunization monitoring.
3. Provide systems for identification and solution of talmid's health and education problems.
4. Provide a healthful and safe school environment that facilitates learning.
5. Provide a system of evaluation of the effectiveness of the school health program.

In order to provide health care services to talmidim, each talmid must have a signed **permission slip** on file for the current school year. These forms are available in the main office, and include emergency contact information, permission to dispense over the counter medications, and a talmid health inventory.

Lockers

Each talmid will be assigned a locker to store his coat, backpack, books, lunch and personal property. The locker should be kept neat, clean and free of any inappropriate materials. School bags, backpacks and other personal items may not be left in the hallways or classrooms. YGW does not assume responsibility for any student items left in their lockers or inappropriately left in hallways and classrooms. It is highly encouraged for students to lock their lockers with the combination locks provided by YGW. Outside locks are not permitted.

There is a locker fee of \$25 per student which serves as a deposit. To simplify the fee process, locker fees are rolled over from one year to the next for the duration of the talmid's enrollment at YGW and returned to parents upon departure. At the end of each school year, lockers will be inspected for cleanliness and confirmation of good working condition. For any locker that is not properly cleaned out, damaged or marked up (largely focused on the interior), or the lock is not returned, the entire deposit will be forfeited and a new fee will be required the following year. YGW reserves the right to charge an additional amount depending on the extent of the damage.

New locker fees are requested from all new talmidim, and from those talmidim who did not fulfill their locker obligations from the previous year.

The locker is not considered a private personal space for the talmid and YGW reserves the right to inspect any locker at any time. If necessary, YGW may remove non-YGW issued locks with force and is not responsible for damage to the lock.

General Cleanliness

A clean school promotes a pleasant learning atmosphere where talmidim can better focus on their studies. The following steps will help ensure such a setting.

1. Books, notebooks, papers and backpacks should be with the talmid or in their locker. **Backpacks, lunches, coats or any personal belongings may NOT be stored in the hallway.** An exception may be made for temporary placement of closed backpacks (no loose books, papers, coats) in specifically designated locations during Mincha. However, they must be picked up immediately afterwards and cannot remain during a break until the next class.
2. At the discretion of individual Rebbeim, talmidim may store specific class sefarim on designated shelves in their home classroom, space permitting. All seforim must be placed properly on the shelves at the end of each class, giving the seforim the appropriate kovod and providing the General Studies teachers the proper respect with a clean room.
3. Any student school items found in the hallway or classrooms, even for a short period of time, will be collected and stored in the office.
4. Clothing of any and all types left in the hallways or classrooms will be collected and placed in the Lost & Found. Unclaimed clothing will be donated approximately monthly to a tzedakah organization. YGW does not assume responsibility for any lost items. It is the student's responsibility to look for any clothing in the Lost & Found.
5. At the end of each class students and teachers must ensure that all items – books, papers, trash from the desks and the floor, backpack, etc. are removed from the classroom and furniture is restored to an orderly fashion. The class following should be afforded the same advantages of a clean, neat classroom as the preceding class. For the last class of the day, this also includes stacking the chairs at the rear of the room.

Food Cleanliness

A school clean from food messes and accompanying trash promotes a much healthier environment for the students. The following steps will help ensure such a setting.

1. Breakfast cereal, bagged lunch and other foodstuffs are to be stored in a talmid's locker in a hard plastic sealable container (such as Tupperware or Rubbermaid). This will prevent infestation from bugs and rodents which can compromise the health and welfare of the talmidim. Cereal left anywhere else, such as in lunch room cabinets or on top of vending machines, will be disposed of. YGW does not assume responsibility for any financial loss.
2. Talmidim should eat breakfast, lunch, and, if applicable, dinner, in the lunch room or outside on school grounds. Each talmid is responsible to clean his place and dispose of all trash promptly after eating.

3. Simple snacks, such as cookies, chips, granola bars, may be eaten during breaks in the locker room or classroom. Care should be taken to minimize crumbs and all wrappers/bags should be disposed of promptly.
4. Talmidim may not chew gum in school.
5. Water bottles with caps are acceptable in the classroom.



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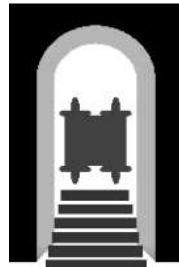
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EXHIBIT 62

בית המדרש ומתיבתא
דבאלטימור



Bais HaMedrash & Mesivta
of Baltimore

2018-2019
Academic Catalog



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This catalog is published to provide information and guidelines regarding Bais Hamedrash & Mesivta of Baltimore programs, curriculum, services, policies and regulations. This information may be amended at the discretion of the Bais Hamedrash & Mesivta of Baltimore Board. Accordingly, this catalog is not a contract express or implied.

Bais Hamedrash & Mesivta of Baltimore is in compliance with federal and state laws and regulations that prohibit illegal discrimination and in compliance with all FERPA laws and regulations.

August 1, 2014

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History and Academic Focus

Rabbi Zvi Dov Slanger ZT"L founded Bais Medrash and Mesivta of Baltimore in 1997 to create a new generation of promising rabbis, scholars, educators and lay leaders. The Mesivta, a High School, prepares students in the study of Talmud and Jewish literature. The Bais Medrash, a rabbinical college, offers undergraduate level training in traditional Jewish learning. Located on a nine acre, spacious campus, the Yeshiva houses a library with more than five thousand volumes of text.

Bais Medrash and Mesivta of Baltimore offer courses of study leading to a bachelor's degree in Talmud Law under the tutelage of an impressive faculty of distinguished scholars. Students are exposed to the breadth of Jewish literature. Through intensive study of classic and contemporary sources, Bible, Mishnah, Talmud, exegesis, jurisprudence, Jewish thought and contemporary applications of Jewish law form the core curriculum. These disciplines require fluency in Hebrew and Aramaic which are requirements of every program. Yiddish may be required in addition at the discretion of a student's adviser. Bais Medrash and Mesivta of Baltimore encourage creativity as well as independent thought. Students are trained to analyze sources critically. Students benefit from both formal lectures and tutorial instruction. The time included in preparation is integral to mastery of Talmudic literature.

Admissions

Applicants to Bais Medrash and Mesivta of Baltimore must be accredited high school graduates or equivalent. Non high school/equivalent graduates may apply as Provisional Students with credits awarded upon high school/equivalent completion. Applicants to Bais Medrash and Mesivta of Baltimore must also meet the following minimum qualifications:

Talmud: The ability to independently comprehend basic Talmudic text and the completion of 150 folios of Talmud with the commentary of Rashi.

Bible: A completion of the Pentateuch and substantial parts of the Prophets and Hagiographa.

Language: The ability to read and write classical Hebrew; a working knowledge of the Aramaic language of the Talmud.

All applicants must participate in an interview and oral exam to determine qualification as well as appropriate program placement.

To initiate the admission process students may call the administrative offices at (410) 486-0006 and request an admission form or may write to the school requesting an admission form. The address is:

Bais Medrash and Mesivta of Baltimore
Administrative Offices
6823 Old Pimlico Road
Baltimore, MD 21209

Academic Calendar

Fall Semester: August 12, 2018 – January 31, 2019

Spring Semester: February 4, 2019 – July 25, 2019

There will be no sessions on the following days:

Sukkos Recess: September 20 – October 9, 2018

Fall Recess: November 8-11, 2018

Chanukah Recess: December 6-10, 2018

Winter Recess: January 3-6, 2019

End of Semester Recess: January 31 – February 3, 2019

Mid-Year Recess: February 21-24, 2019

Purim Recess: March 20-24, 2019

Pesach Recess: April 11 – May 5, 2019

Spring Recess: May 30 – June 2, 2019

Final Recess: June 20 – 23, 2019

Directions

The yeshiva is located just minutes from the Baltimore Beltway I-695.

From I-695 take exit 22 – Greenspring Avenue heading south

Turn left after 1 mile on Green Summit Road

Turn right after .5 miles on Old Pimlico Road

The Bais Hamedrash and Mesiva of Baltimore will be on the left

Tuition and Fees

Tuition charges for the 2018-2019 academic year are as follows:

Full Year: Tuition: \$13,000	One Semester: Tuition: \$6,500
Board: \$2,600	Board: \$1,300
Room: \$2,300	Room: \$1,150

Cost of Attendance

The cost of attendance is an estimation of the total expenses a student can expect to attend our institution:

Full Year: Tuition: \$13,000	One Semester: Tuition: \$6,500
Board: \$2,600	Board: \$1,300
Room: \$2,300	Room: \$1,150
<u>Miscellaneous*: \$4,000</u>	<u>Miscellaneous*: \$2,000</u>
Total: \$21,900	Total: \$10,950

*Miscellaneous expenses include potential transportation, books, supplies and sundries.

Financial Aid

Bais Medrash and Mesivta of Baltimore participates in the Title IV federal financial aid programs. Maryland residents also have the option of state financial aid. The yeshiva also offers institutional scholarships. For detailed descriptions of the federal and state financial aid programs and their application deadlines, withdrawal and refund information, as well as institutional scholarship information, please consult the Financial Aid Handbook.

Transfer Credits

Students may petition for credit for courses of study pursued elsewhere. The dean will generally approve such requests if the academic requirements completed are substantially equivalent to the requirements of Bais Hamedrash and Mesivta of Baltimore. In certain instances, students may request credits by examination. These must be requested from the dean and will only be awarded at his discretion. Students who are requesting transfer credits should request academic transcripts from the school(s) that they have attended. The transcripts should be sent directly to the Bais Medrash and Mesivta of Baltimore – Office of the Registrar.

Withdrawal and Refund Policy

Any student who leaves the institution during the school year is required to inform the yeshiva office in writing.

Refunds due to a student who withdraws from the institution will be based on the following schedule:

100% refund of tuition for withdrawal before the first day of the semester.

70% refund of tuition for withdrawal during calendar days 1-7 of the semester.

50% refund of tuition for withdrawal during calendar days 8-21 of the semester.

30% refund of tuition for withdrawal during calendar days 22-35 of the semester.

10% refund of tuition for withdrawal during calendar days 36-49 of the semester.

- No tuition will be refunded after 49 calendar days of the semester.
- Refunds are for the semester of withdrawal only.
- This refund policy also applies to Room and Board
- Registration fees are non-refundable.
- This policy applies whether the student withdraws for personal choice or the yeshiva deems it necessary.
- Date of withdrawal is the date the yeshiva office receives a withdrawal letter, unless a later date is specified in the letter or the student remains in the yeshiva until a later date.

Good Standing

The ideals and practices of Orthodox Judaism are integral to the lifestyle of the Rabbinical School program. All students are expected to be committed to and live an observant Jewish life. Standards of personal and professional conduct and interpersonal relations are a significant part of the tradition to which the school is committed. Accordingly, the Dean reserves the right to deny admission, registration, readmission or ordination to any student who in the judgment of the faculty committee is determined to be unsuitable.

Additional Information

Additional information and policies may be found on our website, www.bhmb.edu, as well as by contacting our main office at 410-486-0006.

Academic Regulations and Standards

Satisfactory Academic Progress

All matriculated students pursuing an approved program at Bais Medrash and Mesivta of Baltimore are required to maintain satisfactory academic progress toward graduation, which in this institution is defined as being in good academic standing as detailed below. Satisfactory progress standards for Title IV federal financial aid recipients are the same as for all matriculated students at Bais Medrash and Mesivta of Baltimore.

Satisfactory academic progress at Bais Medrash and Mesivta of Baltimore has two principal components: a qualitative standard and a quantitative standard:

- **Qualitative Standard**

In pursuit of graduation, the student must achieve a cumulative grade point average (GPA) of 2.0 (the equivalent of a “C” average) or better. Students are evaluated at the end of each semester and are expected to maintain a minimum cumulative GPA of 2.0.

Semester grade point averages shall be calculated according to the following numerical equivalents:

A+	4.33
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
W	Withdrawal
I	Incomplete
F	0

▪ **Quantitative Standard**

A student must make sufficient progress through the academic program to complete the 120 credits, four-year undergraduate program, within a time period of not more than six years (twelve semesters), with a maximum attempted credits ceiling of 180 credits (see chart below). Of the 120 credits, at least 30 must be direct instruction credits. One semester hour of credit will be awarded for at least 15 hours of 50 minutes each of classroom instruction. At this time Bais Medrash and Mesivta of Baltimore does not enroll part time students.

Full time students must successfully complete 67% of the normal attempted credits (15 credits per semester) and must make sufficient progress to complete the normal four-year program in six years. The chart below illustrates the maximum completion time with the number of credits students must earn by the end of each semester:

Semester:	1	2	3	4	5	6	7	8	9	10	11	12
Credits that must earned:	10	20	30	40	50	60	70	80	90	100	110	120
Maximum attempted credits:	15	30	45	60	75	90	105	120	132	150	165	180

At the end of each semester, students’ academic files are evaluated to determine if the students are making satisfactory academic progress. As part of the evaluation the students earned credits are divided by the student’s attempted credits to determine if the student is progressing through the four-year academic program at a pace sufficient to complete the program within the maximum time frame. If the number of credits earned divided by the number of credits attempted is 67% or greater and the student has earned at least the number of credits that appears in the chart above that corresponds to his semester of attendance, he is determined to be making satisfactory progress.

FINANCIAL AID WARNING/ ACADEMIC PROBATION

If a student is not making satisfactory academic progress, the student will be given a financial aid warning during which time he maintains financial aid eligibility. The warning period will last for one semester. During the financial aid warning period, the Dean, Rabbi Zvi Dov Slanger, will counsel the student and attempt to improve the student’s performance by providing various student services that might include special tutoring, a new study plan or a scheduling accommodation. If after this financial aid warning period satisfactory progress standards are still not met, the student will be notified that he will be terminated from financial aid. He will be notified that he has the option of appealing his lack of satisfactory academic progress. Procedures for filing an appeal are described in the section below. If the student successfully appeals the lack of

satisfactory progress after the financial aid warning he will be placed on academic probation for one semester.

The Dean will monitor the student during the period of probation and will devise a study plan to enable the student to improve his academic standing. This may involve conferences with the student and his instructors. If during the probation period the student's academic performance improves and the student's progress is within satisfactory academic progress standards, the probationary status will terminate.

If after the period of probation, the student's academic performance still fails to meet the academic progress standards of the institution, he will be subject to academic discipline which may include expulsion or suspension from the institution, and will be ineligible to receive Title IV federal financial aid.

APPEALS PROCESS, MITIGATING CIRCUMSTANCES

A student who wishes to appeal a determination of probationary status, lack of satisfactory progress, or similar issues may appeal in writing to the Dean. The Dean will consider all relevant information i.e. mitigating circumstances such as illness or death in the immediate family or other unusual situations such as divorce or unemployment. The Dean will consult with faculty members as appropriate.

The Dean's decision will be conveyed to the student in writing within ten business days of filing a written appeal.

REINSTATEMENT

Any student who loses his financial aid eligibility for a semester due to failure to maintain satisfactory progress in the probationary period, may be reinstated for the following semester upon re-establishing satisfactory progress. The Dean will notify the Financial Aid Office of each student's status at the start of each semester.

To re-establish good standing, students must consult with the Dean, who will design a study plan to assist the student in raising his grades. The Dean will inform the Financial Aid Office when he determines that the student is successfully implementing the study plan. Such notifications will allow the student to again participate in the aid programs until the completion of the semester. Students who do not take advantage of the Dean's program shall continue to have their financial aid eligibility suspended until the time they can establish satisfactory progress.

INCOMPLETES AND WITHDRAWALS

Students who fail to complete all required coursework may be allowed, at the discretion of the Dean, up to six months to fulfill the requirements for the course, during which time the grade will be noted as Incomplete - non punitive. If the work is not completed satisfactorily by the required time, the grade will be recorded as F. Courses for which the student earns a grade of incomplete are counted in the students' number of attempted credits.

Students who withdraw or fail to complete a course, and have the approval of the Dean for the withdrawal may have the course recorded as Withdrawn Without Penalty, and the GPA will not be adversely affected. However, the course(s) will be counted towards the students' number of attempted credits.

REPETITION

If a student fails a course and then repeats the course with a passing grade, the failing grade may be deleted from the calculation of his GPA. All repeated courses are counted in the number of student's attempted credits

NONCREDIT REMEDIAL COURSES / OTHER CREDITS

Bais Medrash and Mesivta of Baltimore does not offer non credit remedial courses. No credits are accepted for practica, clinical experience, internships, "cooperative learning", or for prior learning.

Assessment

Assessment is measured through periodic oral examinations administered by the faculty members. Some of these are scheduled while others are spontaneous in nature, designed to accurately measure the current skill level of the students. The semester grades are based on the overall measure of these assessments as well as participation in lectures and *chavrusa* programs.

GROUND FOR DISMISSAL

Students are expected to keep the hours of Bais Medrash and Mesivta of Baltimore's course and study schedule, and attend all lectures. They must also complete regular oral and/or written exams and maintain satisfactory progress.

Students who fail to adhere to the Bais Medrash and Mesivta of Baltimore's regulations, or do not maintain satisfactory academic progress, may be placed on probation. If improvement is not seen, the Dean will notify the student that he

may be dismissed from the school.

Students who persistently violate the Bais Medrash and Mesivta of Baltimore's rules of conduct and discipline may also be dismissed from Bais Medrash and Mesivta of Baltimore. In certain extreme instances, the Dean, at his discretion, may expel a student for misconduct.

It should be noted that dismissals are extremely rare as every effort is made to work with the student in ensuring his greatest success.

Attendance

While students are expected to attend all classes, everyday, there are no official daily attendance records. Due to the size of the school and the nature of the program, class participation is critical, and absences are noticed. Excessive unexcused absences are not tolerated and they will negatively affect a student's grades, and may be grounds for dismissal.

General Grievance Procedures

Any person, who believes that Bais Medrash and Mesivta of Baltimore policies or procedures either do not conform to applicable laws or are contrary to the institution's published standards, should consult the appropriate faculty member, department head or supervisor. If the matter is not resolved to the satisfaction of the complainant, a written statement may be presented to the Rosh Yeshiva, the President. If at that point a satisfactory resolve hasn't been achieved, complaints may also be submitted to Bais Hamedrash and Mesivta of Baltimore's national accreditation agency, Association of Advanced Rabbinical and Talmudical Schools (AARTS). They may be mailed to:

AARTS

Suite 405

11 Broadway

New York, NY 10004

Campus

The Bais Medrash and Mesivta of Baltimore is located on a spacious 8.7 acre campus in the heart of a bustling suburban community. Our two story main building is the center of learning, featuring a large study hall as well as 5 classrooms. The library adjacent to the study hall is fully stocked with necessary educational material and is constantly being updated with new acquisitions to enhance everyone's learning. Our Main Office serves as a bookstore procuring any textbook a student wishes to purchase.

The spacious ball room serves as a gathering place for yeshiva functions, which include graduations as well as holiday parties and special occasions. Our fully operational kitchen is located right next to the dining hall which accommodates all formal meals. The Yeshiva provides a hearty and healthy breakfast, lunch and dinner for all of our students.

A new, spacious Residence Hall was opened in 2009 which features two floors of dormitory rooms which can house 90 students. The entire building provides our students with up to date accommodations. Additionally, the original Residence Hall remains in operation to house any overflow of students.

The grounds of the campus feature 2 tennis courts and 2 basketball courts to enhance the physical health and enjoyment of student life. There is also ample space to walk and enjoy forested areas for relaxation. Our campus is located within walking distance of two shopping centers which feature grocery stores, dry cleaners, pharmacies, banks, kosher restaurants as well as other establishments.

Student Life

Our school community is abound with opportunities that extend beyond the classroom. There are a minimum of three schoolwide *mesibos* a year featuring dinner and dancing. These special gatherings include *mesibos* for Chanukkah, Purim and the end of the year.

Every Motzei Shabbos during the winter features a spirited Maleva Malka dinner with a special guest speaker. During the summer, there is always a speech from a faculty member accompanied by singing during Shalosh Seudos.

Our students always look forward to the annual Purim fundraising campaign in which they travel to different cities and dress in costume, dance and collect funds for our institution.

There are periodic Shabbos Onegs throughout the year in which the Faculty has the students over for Shabbos. Singing, words of wisdom and an ideal chance for class bonding occurs during these special times.

We are proud of our community outreach program where our students spend one night a week studying with an elementary or middle school member of the community, tutoring and mentoring them. Although this program is optional many students participate, gaining much from the community service experience.

If there is ever a need for counseling services which fall beyond the purview of our staff members, our school partners with a licenced social worker who is available to counsel our students if the need arises. We also partner with a local doctor who is available to see our students as patients as the need arises.

Student Support Services

Counseling

The well-being of our student body is a top priority at the Bais Hamedrash and Mesivta of Baltimore. Our entire staff is readily available to counsel our students in any of their needs. If a student could gain from additional, outside support, we will direct them to the most appropriate person.

The Dean and Mashgiach are always available for private personal as well as academic counseling. We also partner with the Maryland Counseling Network to provide professional counseling and academic testing to anyone in need. They can be reached at 410-764-2029.

Health Services

Students in need of medical care may see local doctors at the Offices of Dr. Julian Jakobovits, located at the Atrium at Greenspring, just two minutes from our campus. Appointments may be set through our Main Office or through contacting Dr. Jakobovits' office directly at 410-580-0900.

Course of Study

The course of study leading to the Bachelor's of Talmudic Law (BTL) consists of a minimum of 120 credits in Talmud and Judaica. Of the 120 required credits, 96 credits in Talmud are core requirements, 24 are taken as electives. These electives include 8 Bible credits, 8 Jewish Law credits and 8 Jewish Philosophy credits.

The course map over the four year program is as follows:

Freshman Year

Fall Semester		Spring Semester	
Course	Credits	Course	Credits
Talmud In-Depth	7	Talmud In-Depth	7
Talmud Survey	5	Talmud Survey	5
Jewish Law	1	Jewish Law	1
Jewish Philosophy	1	Jewish Philosophy	1
Bible	<u>1</u>	Bible	<u>1</u>
Total Credits: 15		Total Credits: 15	

Cumulative Total Credits: 30

Sophomore Year

Fall Semester		Spring Semester	
Course	Credits	Course	Credits
Talmud In-Depth	7	Talmud In-Depth	7
Talmud Survey	5	Talmud Survey	5
Jewish Law	1	Jewish Law	1
Jewish Philosophy	1	Jewish Philosophy	1
Bible	<u>1</u>	Bible	<u>1</u>
Total Credits: 15		Total Credits: 15	

Cumulative Total Credits: 60

Junior Year

Fall Semester

Course	Credits
Talmud In-Depth	7
Talmud Survey	5
Jewish Law	1
Jewish Philosophy	1
Bible	<u>1</u>

Total Credits: 15

Spring Semester

Course	Credits
Talmud In-Depth	7
Talmud Survey	5
Jewish Law	1
Jewish Philosophy	1
Bible	<u>1</u>

Total Credits: 15

Cumulative Total Credits: 90

Senior Year

Fall Semester

Course	Credits
Talmud In-Depth	7
Talmud Survey	5
Jewish Law	1
Jewish Philosophy	1
Bible	<u>1</u>

Total Credits: 15

Spring Semester

Course	Credits
Talmud In-Depth	7
Talmud Survey	5
Jewish Law	1
Jewish Philosophy	1
Bible	<u>1</u>

Total Credits: 15

Cumulative Total Credits: 120

Core Curriculum

The Core Curriculum of the undergraduate program in Judaica offers a solid foundation in Talmud and rabbinic literature. The primary focus of the curriculum is rabbinic and biblical literature, including topics in Jewish ethics and Jewish thought. Hebrew, Aramaic and Yiddish are required languages. All courses require fluency in Hebrew and Aramaic, and facility with Hebrew texts. Most advanced classes are taught in Yiddish. Talmud studies are conducted in *chavrusa/shiur* format. Students study in study teams, *chavrusos*, in the *bais medrash* in preparation for *shiurim*, lectures, given by course instructors. Team study is supplemented by group discussion and individual consultation with preceptors. *Chavrusas* are subject to change; changes in team assignments and additional *chavrusa* sessions in the *bais medrash* are made with the approval of academic advisement. Tutors and preceptors are available to guide readings and advance research. A “*shoel u-meshiv*” is available in the *bais medrash* on a regular basis. The study of Talmud in Judaism is an Oral tradition and oral examinations are conducted regularly through faculty/student interactions. All faculty members supervise student progress. Assigned faculty are available for advisement and consultation. The long hours spent in preparation in the *bais medrash* are basic to the curriculum and calculated as requirements of the curriculum core. The core includes advanced level courses. First and second year students may register for 100 and 200 level courses. Advanced level courses are required of third and fourth year students by the start of the third academic year. Not all courses in this catalog are offered every year.

The 96-credit core is distributed as follows:

Talmud and Rabbinics - 96 credits

The major consists of 96 credits in Talmud. The specific distribution of courses and requirements are at the discretion of the Dean, although the courses generally cycle, one Tractate per year, through all of the offered Tractates.

Courses on the introductory 100 level presuppose background in Talmud on the secondary level. Students are expected to have acquired experience and the ability to read Talmudic texts and the commentaries of Rashi and the Tosafists independently. Courses on the 200 level assume the student is capable of reading Hebrew fluently and exposes students to the early commentaries of Mordechai ben Hillel (1250- 1298) and Rabbenu Nissim of Girona (1320-1380).

Students in all years of study register for both survey and intensive courses according to year level. The survey courses typically cover not less than 35 folios of Talmud per semester. These courses earn five credits each based upon contact hours with faculty. Intensive courses study *sugyot* in Talmud, self contained topics in Jewish law which interrelate tractates in Talmudic literature. These courses are also tracked by level and are assigned seven contact credit hours. In these courses, students are exposed to and expected to grasp and master complex cases, a multiplicity of opinions and differing interpretations.

First year students choose from TAL201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238.

Second year students choose from TAL 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288.

Third year students choose from TAL 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363.

Fourth year students choose from TAL 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 430, 431, 432, 433, 434, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443.

Lectures clarify readings and interpretations, promote critical thinking, *sevara*, and advance Talmudic dialectics. Instructors encourage originality and creativity and exemplify those goals. Second and third year students begin to study independently the works of other *Rishonim*, including *Rabbenu Asher* (1250/9-1327) sharpening the focus of Jewish law. Fourth year students are expected to have acquired complete textual facility, broad conceptual analysis, and the ability to read critically. They are required to master both medieval and modern approaches.

Advanced level courses presuppose an ability to navigate *Rishonim* and *Acharonim* expanding the range of commentaries from early sources such as Rabbi Nissim of Girona and Mordechai ben Hillel to more modern authorities, including: Rabbi Akiva Eger (1761-1837), Rabbi Yaakov Lorberbaum of Lissa

(1760-1832), and Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918). Fourth year students are also responsible for later *Acharonim*, including: Rabbi Aryeh Leib Heller (1745-1813) *Ketsot ha-Hoshen*, Rabbi Shmuel Rosovsky of Ponovezh (1913-1979), Rabbi Yehezkel Abramsky (1886-1976), author of *Hazon Yehezkel to Tosefta, Hiddushei* Rabbi Aryeh Leib Malin (1906-1962), Rabbi Yehudah Leib Alter of Ger (1847-1905), *Sefat Emet al ha-Shas*, and Rabbi Eliezer Man Shach's (1899-2001) commentary on Maimonides' Mishneh Torah, *Avi Ezri*. Advanced level courses require attendance and participation, studious preparation, oral examinations, student presentations and/or papers worthy of publication. Preparatory team studies are crucial to the educational enterprise. Through gradual advancement, students acquire skills in textual analysis and critical inquiry, while attaining broad mastery of rabbinic literature. The following courses form the curriculum in Talmud. Registration requires the permission of the instructor.

Introductory coursework, including time spent in preparation, *b'chavrusa* in the *bais medrash*, must be pursued within a *shiur* track. Advanced courses may occasionally be pursued as Independent Study courses, but only with the written permission of the instructor and the Dean.

TAL 201 Survey of *Gittin* I (5 credits)

This introductory survey course is required of First year students. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. Designed for students who already have facility in the reading and understanding of rabbinic texts, the course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 202 Survey of *Gittin* II (5 credits)

This introductory survey course is required of First year students. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. Designed for students who already have facility in the reading and understanding of rabbinic texts, the course is taught in English and Yiddish.

Attendance and participation are mandatory. Attendance and participation are required.

TAL 250 Intermediate Survey of *Gittin* I (5 credits)

This survey course in Talmud is required of Second year students unless otherwise directed by academic advisement. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in addition to selected *Acharonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 251 Intermediate Survey of *Gittin* II (5 credits)

This survey course in Talmud is required of Second year students who have completed TAL 250. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in addition to selected *Acharonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 301 Advanced Survey of *Gittin* I (5 credits)

This advanced survey in Talmudic literature is required of Third year students who read and understand *Rishonim* independently. Student teams intensively prepare daily assignments in Talmud Tractate *Gittin* with the commentaries of *Rashi* and *Tosafot* and advanced *Rishonim*, including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Moshe ben Nachman, Nachmanides (1194-1270), with the purpose of mastering an entire tractate. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40 folio pages of Talmudic text, with emphasis upon both breadth and depth. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 302 Advanced Survey of *Gittin* II (5 credits)

This advanced survey course in Talmudic literature is a continuation of TAL 301 and is required of Third year students who read and understand *Rishonim*

independently. Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and advanced *Rishonim*, including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Moshe ben Nachman, Nachmanides (1194-1270), with the purpose of mastering an entire tractate. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40 folio pages of Talmudic text, with emphasis upon both breadth and depth. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 401 Advanced Survey of *Gittin* I (5 credits)

This advanced survey of the Talmudic tractate *Gittin* which deals with agency and Divorce in Jewish law and literature, is required of Fourth year students who read and understand *Rishonim* and *Acharonim* independently. Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and most advanced commentaries, including basic *Rishonim*, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and selected *Acharonim*. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40-50 folio pages of Talmudic text, with emphasis upon mastery and critical inquiry. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 402 Advanced Survey of *Gittin* II (5 credits)

This advanced survey in Talmudic literature on themes in Divorce law is a continuation of TAL 401 and required of Fourth year students who read and understand *Rishonim* and *Acharonim* independently. Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and most advanced commentaries, including basic *Rishonim*, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and selected *Acharonim*. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40-50 folio pages of Talmudic text, with emphasis upon mastery and critical inquiry. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 203 Survey of *Kiddushin* I (5 credits)

This introductory survey course is required of First year students. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. Designed for students who already have facility in the reading and understanding of rabbinic texts, the course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 204 Survey of *Kiddushin* II (5 credits)

This introductory survey course is required of First year students. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. Designed for students who already have facility in the reading and understanding of rabbinic texts, the course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 252 Intermediate Survey of *Kiddushin* I (5 credits)

This survey course in Talmud is required of Second year students unless otherwise directed by academic advisement. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in addition to selected *Acharonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 253 Intermediate Survey of *Kiddushin* II (5 credits)

This survey course in Talmud Tractate *Kiddushin* is required of Second year students who have completed TAL 252. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in addition to selected *Acharonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 303 Survey of *Kiddushin* I (5 credits)

This advanced survey in Talmudic literature is required of Third year students who read and understand *Rishonim* independently. Student teams intensively prepare daily assignments in Talmud Tractate *Kiddushin* with the commentaries of Rashi and Tosafot and advanced *Rishonim*, including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Moshe ben Nachman, Nachmanides (1194-1270), with the purpose of mastering an entire tractate. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40 folio pages of Talmudic text, with emphasis upon both breadth and depth. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 304 Survey of *Kiddushin* II (5 credits)

This advanced survey course in Talmudic literature Tractate *Kiddushin* is a continuation of TAL 303 and is required of Third year students who read and understand *Rishonim* independently. Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and advanced *Rishonim*, including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Moshe ben Nachman, Nachmanides (1194-1270), with the purpose of mastering an entire tractate. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40 folio pages of Talmudic text, with emphasis upon both breadth and depth. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 403 Advanced Survey of *Kiddushin* I (5 credits)

This advanced survey of the Talmudic tractate *Kiddushin* which deals with agency and Divorce in Jewish law and literature is required of Fourth year students who read and understand *Rishonim* and *Acharonim* independently. Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and most advanced commentaries, including basic *Rishonim*, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and selected *Acharonim*. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40-50 folio pages of Talmudic text, with emphasis upon mastery and critical inquiry. The course is

taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 404 Advanced Survey of *Kiddushin* I (5 credits)

This advanced survey of the Talmudic tractate *Kiddushin* which deals with agency and Divorce in Jewish law and literature is required of Fourth year students who read and understand *Rishonim* and *Acharonim* independently. Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and most advanced commentaries, including basic *Rishonim*, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and selected *Acharonim*. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40-50 folio pages of Talmudic text, with emphasis upon mastery and critical inquiry. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 205 Survey of *Ketubot* I (5 credits)

This introductory survey course is required of First year students. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. Designed for students who already have facility in the reading and understanding of rabbinic texts, the course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 206 Survey of *Ketubot* II (5 credits)

This introductory survey course is required of First year students. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. Designed for students who already have facility in the reading and understanding of rabbinic texts, the course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 254 Intermediate Survey of *Ketubot* I (5 credits)

This survey course in Talmud is required of Second year students unless otherwise directed by academic advisement. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in addition to selected *Acharonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 255 Intermediate Survey of *Ketubot* II (5 credits)

This survey course in Talmud Tractate *Ketubot* is required of Second year students who have completed TAL 254. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in addition to selected *Acharonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 305 Advanced Survey of *Ketubot* I (5 credits)

This advanced survey in Talmudic literature is required of Third year students who read and understand *Rishonim* independently. Student teams intensively prepare daily assignments in Talmud Tractate *Kiddushin* with the commentaries of *Rashi* and *Tosafot* and advanced *Rishonim*, including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Moshe ben Nachman, Nachmanides (1194-1270), with the purpose of mastering an entire tractate. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40 folio pages of Talmudic text, with emphasis upon both breadth and depth. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 306 Survey of *Ketubot* II (5 credits)

This advanced survey course in Talmudic literature Tractate *Ketubot* is a continuation of TAL 305 and is required of Third year students who read and understand *Rishonim* independently. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and advanced *Rishonim*, including *Rashba*, Shlomo ben Adret (1235-1310),

Ramban, Moshe ben Nachman, Nachmanides (1194-1270), with the purpose of mastering an entire tractate. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40 folio pages of Talmudic text, with emphasis upon both breadth and depth. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 405 Advanced Survey of *Ketubot* I (5 credits)

This advanced survey of the Talmudic tractate *Ketubot* which deals with marriage documents and other topics in Jewish law is required of Fourth year students who read and understand *Rishonim* and *Acharonim* independently. Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and most advanced commentaries, including basic *Rishonim*, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and selected *Acharonim*. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40-50 folio pages of Talmudic text, with emphasis upon mastery and critical inquiry. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 406 Advanced Survey of *Ketubot* II (5 credits)

This advanced survey of the Talmudic tractate *Ketubot* which deals with prenuptial agreements and family life in Jewish law and literature is required of Fourth year students who read and understand *Rishonim* and *Acharonim* independently. Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and most advanced commentaries, including basic *Rishonim*, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and selected *Acharonim*. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40-50 folio pages of Talmudic text, with emphasis upon mastery and critical inquiry. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 205 Survey of *Ketubot* I (5 credits)

This introductory survey course is required of First year students. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. Designed for students who already have facility in the reading and understanding of rabbinic texts, the course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 206 Survey of *Ketubot* II (5 credits)

This introductory survey course is required of First year students. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. Designed for students who already have facility in the reading and understanding of rabbinic texts, the course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 254 Intermediate Survey of *Ketubot* I (5 credits)

This survey course in Talmud is required of Second year students unless otherwise directed by academic advisement. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in addition to selected *Acharonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 255 Intermediate Survey of *Ketubot* II (5 credits)

This survey course in Talmud Tractate *Ketubot* is required of Second year students who have completed TAL 254. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in addition to selected *Acharonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. The course is taught in English and Yiddish. Attendance and participation are

mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 305 Advanced Survey of *Ketubot* I (5 credits)

This advanced survey in Talmudic literature is required of Third year students who read and understand *Rishonim* independently. Student teams intensively prepare daily assignments in Talmud Tractate *Kiddushin* with the commentaries of Rashi and Tosafot and advanced *Rishonim*, including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Moshe ben Nachman, Nachmanides (1194-1270), with the purpose of mastering an entire tractate. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40 folio pages of Talmudic text, with emphasis upon both breadth and depth. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 306 Survey of *Ketubot* II (5 credits)

This advanced survey course in Talmudic literature Tractate *Ketubot* is a continuation of TAL 305 and is required of Third year students who read and understand *Rishonim* independently. Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and advanced *Rishonim*, including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Moshe ben Nachman, Nachmanides (1194-1270), with the purpose of mastering an entire tractate. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40 folio pages of Talmudic text, with emphasis upon both breadth and depth. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 405 Advanced Survey of *Ketubot* I (5 credits)

This advanced survey of the Talmudic tractate *Kiddushin* which deals with agency and Divorce in Jewish law and literature is required of Fourth year students who read and understand *Rishonim* and *Acharonim* independently. Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and most advanced commentaries, including basic *Rishonim*, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and

selected *Acharonim*. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40-50 folio pages of Talmudic text, with emphasis upon mastery and critical inquiry. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 406 Advanced Survey of *Ketubot* II (5 credits)

This advanced survey of the Talmudic tractate *Ketubot* which deals with prenuptial agreements and family life in Jewish law and literature is required of Fourth year students who read and understand *Rishonim* and *Acharonim* independently. Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and most advanced commentaries, including basic *Rishonim*, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and selected *Acharonim*. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40-50 folio pages of Talmudic text, with emphasis upon mastery and critical inquiry. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 207 Survey of *Bava Kamma* I (5 credits)

This introductory survey course is required of First year students. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. Designed for students who already have facility in the reading and understanding of rabbinic texts, the course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 208 Survey of *Bava Kamma* II (5 credits)

This introductory survey course is required of First year students. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. Designed for students who already have facility in the reading and

understanding of rabbinic texts, the course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 256 Intermediate Survey of *Bava Kamma* I (5 credits)

This survey course in Talmud is required of Second year students unless otherwise directed by academic advisement. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in addition to selected *Acharonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 257 Intermediate Survey of *Bava Kamma* II (5 credits)

This survey course in Talmud Tractate *Ketubot* is required of Second year students who have completed TAL 256. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in addition to selected *Acharonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 307 Advanced Survey of *Bava Kamma* I (5 credits)

This advanced survey in Talmudic literature is required of Third year students who read and understand *Rishonim* independently. Student teams intensively prepare daily assignments in Talmud Tractate *Bava Kamma* with the commentaries of *Rashi* and *Tosafot* and advanced *Rishonim*, including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Moshe ben Nachman, Nachmanides (1194-1270), with the purpose of mastering an entire tractate. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40 folio pages of Talmudic text, with emphasis upon both breadth and depth. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 308 Advanced Survey of *Bava Kamma* II (5 credits)

This advanced survey course in Talmudic literature Tractate *Bava Kamma* is a continuation of TAL 307 and is required of Third year students who read and understand *Rishonim* independently. Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and advanced *Rishonim*, including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Moshe ben Nachman, Nachmanides (1194-1270), with the purpose of mastering an entire tractate. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40 folio pages of Talmudic text, with emphasis upon both breadth and depth. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 407 Advanced Survey of *Bava Kamma* I (5 credits)

This advanced survey of the Talmudic tractate *Kiddushin* which deals with damages and compensation in Jewish law and literature is required of Fourth year students who read and understand *Rishonim* and *Acharonim* independently. Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and most advanced commentaries, including basic *Rishonim*, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and selected *Acharonim*. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40-50 folio pages of Talmudic text, with emphasis upon mastery and critical inquiry. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 408 Advanced Survey of *Bava Kamma* II (5 credits)

This advanced survey of the Talmudic tractate *Bava Kamma* is a continuation of TAL 407 and deals with damages and compensation in Jewish law and literature. This course is required of Fourth year students who read and understand *Rishonim* and *Acharonim* independently. Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and most advanced commentaries, including basic *Rishonim*, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and selected *Acharonim*. Specific course

assignments will be directed at the discretion of the instructor, generally not less than 40-50 folio pages of Talmudic text, with emphasis upon mastery and critical inquiry. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 209 Survey of *Bava Metsia* I (5 credits)

This introductory survey course is required of First year students. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. Designed for students who already have facility in the reading and understanding of rabbinic texts, the course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 210 Survey of *Bava Metsia* II (5 credits)

This introductory survey course is required of First year students. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. Designed for students who already have facility in the reading and understanding of rabbinic texts, the course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 258 Intermediate Survey of *Bava Metsia* I (5 credits)

This survey course in Talmud is required of Second year students unless otherwise directed by academic advisement. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in addition to selected *Acharonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 259 Intermediate Survey of *Bava Metsia* II (5 credits)

This survey course in Talmud Tractate *Bava Metsia* is required of Second year students who have completed TAL 258. Student teams intensively prepare daily

assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in addition to selected *Acharonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 309 Advanced Survey of *Bava Metsia* I (5 credits)

This advanced survey in Talmudic literature is required of Third year students who read and understand *Rishonim* independently. Student teams intensively prepare daily assignments in Talmud Tractate *Kiddushin* with the commentaries of Rashi and Tosafot and advanced *Rishonim*, including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Moshe ben Nachman, Nachmanides (1194-1270), with the purpose of mastering an entire tractate. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40 folio pages of Talmudic text, with emphasis upon both breadth and depth. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 310 Advanced Survey of *Bava Metsia* II (5 credits)

This advanced survey course in Talmudic literature Tractate *Bava Metsia* is a continuation of TAL 309 and is required of Third year students who read and understand *Rishonim* independently. Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and advanced *Rishonim*, including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Moshe ben Nachman, Nachmanides (1194-1270), with the purpose of mastering an entire tractate. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40 folio pages of Talmudic text, with emphasis upon both breadth and depth. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 409 Advanced Survey of *Bava Metsia* I (5 credits)

This advanced survey of the Talmudic tractate *Bava Metsia* which deals with lost objects, negligence, false claimants and other subjects, is required of Fourth year students who read and understand *Rishonim* and *Acharonim* independently.

Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and most advanced commentaries, including basic *Rishonim*, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and selected *Acharonim*. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40-50 folio pages of Talmudic text, with emphasis upon mastery and critical inquiry. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 410 Advanced Survey of *Bava Metsia* II (5 credits)

This advanced survey of the Talmudic tractate *Bava Metsia* which deals with lost objects and false claimants in Jewish law and literature is required of Fourth year students who read and understand *Rishonim* and *Acharonim* independently. This course continues studies begun in TAL 409. Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and most advanced commentaries, including basic *Rishonim*, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and selected *Acharonim*. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40-50 folio pages of Talmudic text, with emphasis upon mastery and critical inquiry. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 211 Survey of *Bava Batra* I (5 credits)

This introductory survey course is required of First year students. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. Designed for students who already have facility in the reading and understanding of rabbinic texts, the course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 212 Survey of *Bava Batra* II (5 credits)

This introductory survey course is required of First year students. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. Designed for students who already have facility in the reading and understanding of rabbinic texts, the course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 260 Intermediate Survey of *Bava Batra* I (5 credits)

This survey course in Talmud is required of Second year students unless otherwise directed by academic advisement. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in addition to selected *Acharonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 261 Intermediate Survey of *Bava Batra* II (5 credits)

This survey course in Talmud Tractate *Bava Batra* is required of Second year students who have completed TAL 260. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in addition to selected *Acharonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 311 Advanced Survey of *Bava Batra* I (5 credits)

This advanced survey in Talmudic literature is required of Third year students who read and understand *Rishonim* independently. Student teams intensively prepare daily assignments in Talmud Tractate *Kiddushin* with the commentaries of *Rashi* and *Tosafot* and advanced *Rishonim*, including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Moshe ben Nachman, Nachmanides (1194-1270), with the purpose of mastering an entire tractate. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40 folio pages of Talmudic text, with emphasis upon both breadth and depth. The course is taught in English and Yiddish. Attendance and participation are mandatory.

Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 312 Survey of *Bava Batra* II (5 credits)

This advanced survey course in Talmudic literature Tractate *Bava Batra* is a continuation of TAL 311 and is required of Third year students who read and understand *Rishonim* independently. Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and advanced *Rishonim*, including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Moshe ben Nachman, Nachmanides (1194-1270), with the purpose of mastering an entire tractate. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40 folio pages of Talmudic text, with emphasis upon both breadth and depth. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 411 Advanced Survey of *Bava Batra* I (5 credits)

This advanced survey of the Talmudic tractate *Bava Batra* which deals with real property, rights of ownership and other themes in Jewish law and literature is required of Fourth year students who read and understand *Rishonim* and *Acharonim* independently. Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and most advanced commentaries, including basic *Rishonim*, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and selected *Acharonim*. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40-50 folio pages of Talmudic text, with emphasis upon mastery and critical inquiry. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 412 Advanced Survey of *Bava Batra* II (5 credits)

This advanced survey of the Talmudic tractate *Bava Batra* which deals with real property, rights of ownership and other themes in Jewish law and literature is required of Fourth year students who read and understand *Rishonim* and *Acharonim* independently and continues studies begun in TAL 411. Student teams intensively prepare daily assignments in Talmud with the commentaries

of Rashi and Tosafot and most advanced commentaries, including basic *Rishonim*, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and selected *Acharonim*. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40-50 folio pages of Talmudic text, with emphasis upon mastery and critical inquiry. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 213 Survey of *Nedarim* I (5 credits)

This introductory survey course is required of First year students. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. Designed for students who already have facility in the reading and understanding of rabbinic texts, the course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 214 Survey of *Nedarim* II (5 credits)

This introductory survey course is required of First year students. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. Designed for students who already have facility in the reading and understanding of rabbinic texts, the course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 262 Intermediate Survey of *Nedarim* I (5 credits)

This survey course in Talmud is required of Second year students unless otherwise directed by academic advisement. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in addition to selected *Acharonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 263 Intermediate Survey of *Nedarim* II (5 credits)

This survey course in Talmud Tractate *Nedarim* is required of Second year students who have completed TAL 262. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in addition to selected *Acharonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 313 Advanced Survey of *Nedarim* I (5 credits)

This advanced survey in Talmudic literature is required of Third year students who read and understand *Rishonim* independently. Student teams intensively prepare daily assignments in Talmud Tractate *Nedarim* with the commentaries of Rashi and Tosafot and advanced *Rishonim*, including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Moshe ben Nachman, Nachmanides (1194-1270), with the purpose of mastering an entire tractate. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40 folio pages of Talmudic text, with emphasis upon both breadth and depth. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 314 Survey of *Nedarim* II (5 credits)

This advanced survey course in Talmudic literature Tractate *Nedarim* is a continuation of TAL 313 and is required of Third year students who read and understand *Rishonim* independently. Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and advanced *Rishonim*, including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Moshe ben Nachman, Nachmanides (1194-1270), with the purpose of mastering an entire tractate. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40 folio pages of Talmudic text, with emphasis upon both breadth and depth. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 413 Advanced Survey of *Nedarim* I (5 credits)

This advanced survey of the Talmudic tractate *Nedarim* which deals with oaths and vows and other themes in Jewish law and literature, is required of Fourth year students who read and understand *Rishonim* and *Acharonim* independently. Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and most advanced commentaries, including basic *Rishonim*, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and selected *Acharonim*. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40-50 folio pages of Talmudic text, with emphasis upon mastery and critical inquiry. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 414 Advanced Survey of *Nedarim* II (5 credits)

This advanced survey of the Talmudic tractate *Nedarim* which deals with vows and oaths other themes in Jewish law and literature is required of Fourth year students who read and understand *Rishonim* and *Acharonim* independently and continues studies begun in TAL 413. Student teams intensively prepare daily assignments in Talmud *b'iyun*, with the commentaries of Rashi and Tosafot and most advanced commentaries, including basic *Rishonim*, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and selected *Acharonim*. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40-50 folio pages of Talmudic text, with emphasis upon mastery and critical inquiry. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 215 Survey of Tractate *Yevamos* I (5 credits)

This introductory survey course is required of First year students. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. Designed for students who already have facility in the reading and understanding of rabbinic texts, the course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 216 Survey of Tractate *Yevamos* II (5 credits)

This introductory survey course is required of First year students. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. Designed for students who already have facility in the reading and understanding of rabbinic texts, the course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 264 Intermediate Survey of *Yevamos* I (5 credits)

This survey course in Talmud is required of Second year students unless otherwise directed by academic advisement. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in addition to selected *Acharonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 265 Intermediate Survey of *Yevamos* II (5 credits)

This survey course in Talmud is required of Second year students unless otherwise directed by academic advisement. Student teams intensively prepare daily assignments in Talmud with the commentaries of *Rashi* and *Tosafot* and some basic *Rishonim* in addition to selected *Acharonim* in preparation for advanced lectures. Course assignments will be directed at the discretion of the instructor. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required.

TAL 315 Advanced Survey of *Yevamos* I (5 credits)

This advanced survey in Talmudic literature is required of Third year students who read and understand *Rishonim* independently. Student teams intensively prepare daily assignments in Talmud Tractate *Yevamos* with the commentaries of *Rashi* and *Tosafot* and advanced *Rishonim*, including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Moshe ben Nachman, Nachmanides (1194-1270), with the purpose of mastering an entire tractate. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40 folio pages of Talmudic text, with emphasis upon both breadth and depth. The course is taught in English and Yiddish. Attendance and participation are mandatory.

Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 316 Advanced Survey of *Yevamos* II (5 credits)

This advanced survey in Talmudic literature is required of Third year students who read and understand *Rishonim* independently. Student teams intensively prepare daily assignments in Talmud Tractate *Yevamos* with the commentaries of Rashi and Tosafot and advanced *Rishonim*, including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Moshe ben Nachman, Nachmanides (1194-1270), with the purpose of mastering an entire tractate. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40 folio pages of Talmudic text, with emphasis upon both breadth and depth. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 415 Advanced Survey of *Yevamos* I (5 credits)

This advanced survey of the Talmudic tractate *Yevamos* which deals with oaths and vows and other themes in Jewish law and literature, is required of Fourth year students who read and understand *Rishonim* and *Acharonim* independently. Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and most advanced commentaries, including basic *Rishonim*, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and selected *Acharonim*. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40-50 folio pages of Talmudic text, with emphasis upon mastery and critical inquiry. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 416 Advanced Survey of *Yevamos* II (5 credits)

This advanced survey of the Talmudic tractate *Yevamos* which deals with oaths and vows and other themes in Jewish law and literature, is required of Fourth year students who read and understand *Rishonim* and *Acharonim* independently. Student teams intensively prepare daily assignments in Talmud with the commentaries of Rashi and Tosafot and most advanced commentaries, including basic *Rishonim*, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*,

Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and selected *Acharonim*. Specific course assignments will be directed at the discretion of the instructor, generally not less than 40-50 folio pages of Talmudic text, with emphasis upon mastery and critical inquiry. The course is taught in English and Yiddish. Attendance and participation are mandatory. Attendance and participation are required. Registration requires the written permission of the instructor.

TAL 225 *Sugyot* in Tractate *Gittin* I (7 credits)

This intensive course is concerned with Family Law, *b'iyun*, deeply concentrating on specific topics, concepts, *sugyot* in the Talmudic Tractate dealing with divorce. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot, and navigate divergent readings of texts, textual variants, and advanced analyses of a range of *Rishonim* and *Acharonim* whose approaches differ. Intensive preparation of major sources in the *Rishonim* and selected comments of *Acharonim* in preparation for advanced lectures. Students will be exposed to themes in the Seder *Nashim* and Talmudic dialectic. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 226 *Sugyot* in Tractate *Gittin* II (7 credits)

This intensive course is concerned with Family Law *b'iyun*, concentrating on *sugyot* in the Talmudic Tractate dealing with divorce. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot, and their readings of the Talmudic text which sometimes disagree. Basic *Rishonim* will be prepared along with selected comments of *Acharonim* in preparation for advanced lectures. Students will be exposed to themes in the Seder *Nashim* and Talmudic dialectic. This intensive course continues material covered in TAL 225 and requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 275 *Sugyot* in Tractate *Gittin* I (7 credits)

This intermediate intensive course is concerned with Family Law concentrating on *sugyot* in the Talmudic Tractate dealing with divorce. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot *b'iyun*; to discover that Talmudic texts can be interpreted diversely.

Basic *Rishonim* will be prepared including comments of *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) in addition to intensive studies in *Acharonim* which will be required for advanced lectures. Students will be exposed to themes in the Seder *Nashim* and Talmudic dialectic on a high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 276 *Sugyot* in Tractate *Gittin* II (7 credits)

This intermediate, intensive course is concerned with Family Law concentrating on *sugyot* in the Talmudic Tractate dealing with divorce and continues material covered in TAL 275. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot, and their readings of the Talmudic text which sometimes diverge. Basic *Rishonim* will be prepared including comments of *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) in addition to intensive studies in *Acharonim* which will be required for advanced lectures. Students will be exposed to themes in the Seder *Nashim* and Talmudic dialectic *b'iyun*, on a high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 350 *Sugyot* in Tractate *Gittin* I (7 credits)

This advanced, intensive course is designed for Third Year students becoming proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with divorce. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot *b'iyun*, and compare their views with the approaches of other *Rishonim* including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204). In addition, a broad range of *Acharonim* will be consulted which are required for advanced lectures. Intensive study of the opinions of Rabbi Akiva Eger (1761-1837), Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and the unique approach of Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) will deepen appreciation for Talmudic literature. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nashim* and Talmudic dialectic on a very high level. This intensive course requires formal preparation,

attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 351 *Sugyot* in Tractate *Gittin* II (7 credits)

This advanced intensive course is designed for Third Year students becoming proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with divorce *b'iyun*, continuing material covered in TAL 350. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, and how their views compare with the approaches of other *Rishonim* including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204). In addition, a broad range of *Acharonim* will be consulted which are required for advanced lectures. Intensive study of the opinions of Rabbi Akiva Eger (1761-1837), Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and the unique approach of Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) will deepen appreciation for Talmudic literature. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nashim* and Talmudic dialectic on a very high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 430 *Sugyot* in Tractate *Gittin* I (7 credits)

This advanced intensive course is designed for Fourth Year students proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with divorce *b'iyun*. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and trace these sources to formalized codes of Jewish Law. Intensive studies of the opinions of Rabbi Akiva Eger (1761-1837) in both his *novellae* and response are expected. Topics will be considered from across the spectrum of Jewish literature, with a focus on the Torah taught by later authorities, including Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) Rabbi Aryeh Leib Heller (1745-1813) *Ketsot ha-Hoshen*, Rabbi Shmuel Rosovsky of Ponovezh (1913-1979), Rabbi Yehezkel Abramsky (1886-1976), author of *Hazon Yehezkel* to *Tosefta*, *Hiddushei* Rabbi Aryeh Leib Malin (1906-1962), Rabbi Yehudah Leib Alter of Ger (1847-1905), *Sefat Emet al ha-Shas*, and Rabbi Eliezer Man

Shach's (1899-2001) commentary on Maimonides' Mishneh Torah, *Avi Ezri*. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nashim* and Talmudic dialectic on the highest level and are expected to demonstrate broad and deep knowledge. This very intensive, advanced course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 431 *Sugyot* in Tractate *Gittin* II (7 credits)

This advanced intensive course is designed for Fourth Year students proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with divorce. Continuing material covered in TAL 430 *b'iyun*, student teams will be partnered to intensively and closely read Rashi and Tosafot, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and trace these sources to formalized codes of Jewish Law. Intensive studies of the opinions of Rabbi Akiva Eger (1761-1837) in both his *novellae* and *teshuvot* are expected. Topics will be considered from across the spectrum of Jewish literature, with a focus on the Torah taught by later authorities, including Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) Rabbi Aryeh Leib Heller (1745-1813) *Ketsot ha-Hoshen*, Rabbi Shmuel Rosovsky of Ponovezh (1913-1979), Rabbi Yehezkel Abramsky (1886-1976), author of *Hazon Yehezkel* to *Tosefta*, *Hiddushei* Rabbi Aryeh Leib Malin (1906-1962), Rabbi Yehudah Leib Alter of Ger (1847-1905), *Sefat Emet al ha-Shas*, and Rabbi Eliezer Man Shach's (1899-2001) commentary on Maimonides' Mishneh Torah, *Avi Ezri*. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nashim* and Talmudic dialectic on the highest level and are expected to demonstrate broad and deep knowledge. This very intensive, advanced course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 227 *Sugyot* in Tractate *Kiddushin* I (7 credits)

This intensive course is concerned with Family Law, *b'iyun*, deeply concentrating on specific topics, concepts, *sugyot* in the Talmudic Tractate dealing with marriage and methods of acquisition, *kinyanim*. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot, and navigate divergent readings of texts, textual variants, and advanced

analyses of a range of *Rishonim* and *Acharonim* whose approaches differ. Intensive preparation of major sources in the *Rishonim* and selected comments of *Acharonim* in preparation for advanced lectures. Students will be exposed to themes in the Seder *Nashim* and Talmudic dialectic. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 228 *Sugyot* in Tractate *Kiddushin* II (7 credits)

This intensive course is concerned with Family Law concentrating on *sugyot* in the Talmudic Tractate dealing with methods of acquisition and marriage. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot *b'iyun* with some basic *Rishonim* along with selected comments of *Acharonim* in preparation for advanced lectures. Students will be exposed to themes in the Seder *Nashim* and advance in methods of argumentation and Talmudic dialectic. This intensive course continues material covered in TAL 227 and requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 277 *Sugyot* in Tractate *Kiddushin* I (7 credits)

This intermediate intensive course is concerned with Family Law concentrating on *sugyot* in the Talmudic Tractate dealing with marriage and methods of acquisition. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot *b'iyun* and other basic *Rishonim* including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204). In addition, intensive studies in *Acharonim* will be required for advanced lectures. Students will be exposed to themes in the Seder *Nashim* and Talmudic dialectic on a high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 278 *Sugyot* in Tractate *Kiddushin* II (7 credits)

This intermediate intensive course is concerned with Family Law concentrating on *sugyot* in the Talmudic Tractate dealing with marriage and continues material covered in TAL 277 *b'iyun*. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot to compare their readings of

Talmudic texts and other views of the *Rishonim* including comments of *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) in addition to intensive studies in *Acharonim* which will be required for advanced lectures. Students will be exposed to themes in the Seder *Nashim* and Talmudic dialectic on a high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 352 *Sugyot* in Tractate *Kiddushin* I (7 credits)

This advanced, intensive course is designed for Third Year students becoming proficient in Talmudic dialectic, and focuses on *sugyot b'iyun* in the Talmudic Tractate dealing with marriage. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, and compare their views with the approaches of other *Rishonim* including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204). In addition, a broad range of *Acharonim* will be consulted which are required for advanced lectures. Intensive study of the opinions of Rabbi Akiva Eger (1761-1837), Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and the unique approach of Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) will deepen appreciation for Talmudic literature. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nashim* and Talmudic dialectic on a very high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 353 *Sugyot* in Tractate *Kiddushin* II (7 credits)

This advanced intensive course is designed for Third Year students becoming proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with marriage continuing material covered in TAL 352. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, and how their views compare with the approaches of other *Rishonim* including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204). In addition, a broad range of *Acharonim* will be consulted which are required for advanced lectures. Intensive study of the opinions of Rabbi Akiva Eger (1761-1837), Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and the unique

approach of Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) will deepen appreciation for Talmudic literature. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nashim* and Talmudic dialectic on a very high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 432 *Sugyot* in Tractate *Kiddushin* I (7 credits)

This advanced intensive course is designed for Fourth Year students proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with marriage and methods of acquisition. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and trace these sources to formalized codes of Jewish Law. Intensive studies of the opinions of Rabbi Akiva Eger (1761-1837) in both his *novellae* and response are expected. Topics will be considered from across the spectrum of Jewish literature, with a focus on the Torah taught by later authorities, including Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) Rabbi Aryeh Leib Heller (1745-1813) *Ketsot ha-Hoshen*, Rabbi Shmuel Rosovsky of Ponovezh (1913-1979), Rabbi Yehezkel Abramsky (1886-1976), author of *Hazon Yehezkel* to *Tosefta*, *Hiddushei* Rabbi Aryeh Leib Malin (1906-1962), Rabbi Yehudah Leib Alter of Ger (1847-1905), *Sefat Emet al ha-Shas*, and Rabbi Eliezer Man Shach's (1899-2001) commentary on Maimonides' Mishneh Torah, *Avi Ezri*. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nashim* and Talmudic dialectic on the highest level and are expected to demonstrate broad and deep knowledge. This very intensive, advanced course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 433 *Sugyot* in Tractate *Kiddushin* II (7 credits)

This advanced intensive course is designed for Fourth Year students proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with marriage. Continuing material covered in TAL 432, student teams will be partnered to intensively and closely read Rashi and Tosafot, *Rashba*, Shlomo

ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and trace these sources to formalized codes of Jewish Law. Intensive studies of the opinions of Rabbi Akiva Eger (1761-1837) in both his *novellae* and *teshuvot* are expected. Topics will be considered from across the spectrum of Jewish literature, with a focus on the Torah taught by later authorities, including Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) Rabbi Aryeh Leib Heller (1745-1813) *Ketsot ha-Hoshen*, Rabbi Shmuel Rosovsky of Ponovezh (1913-1979), Rabbi Yehezkel Abramsky (1886-1976), author of *Hazon Yehezkel* to *Tosefta*, *Hiddushei* Rabbi Aryeh Leib Malin (1906-1962), Rabbi Yehudah Leib Alter of Ger (1847-1905), *Sefat Emet al ha-Shas*, and Rabbi Eliezer Man Shach's (1899-2001) commentary on Maimonides' Mishneh Torah, *Avi Ezri*. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nashim* and Talmudic dialectic on the highest level *b'iyun*, and are expected to demonstrate broad and deep knowledge. This very intensive, advanced course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 229 *Sugyot* in Tractate *Ketubot* I (7 credits)

This intensive course is concerned with Family Law, *b'iyun*, deeply concentrating on specific topics, concepts, *sugyot* in the Talmudic Tractate dealing with prenuptial agreements and the obligations of family life. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot, and navigate divergent readings of texts, textual variants, and advanced analyses of a range of *Rishonim* and *Acharonim* whose approaches differ. Intensive preparation of major sources in the *Rishonim* and selected comments of *Acharonim* in preparation for advanced lectures. Students will be exposed to themes in the Seder *Nashim* and Talmudic dialectic. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 230 *Sugyot* in Tractate *Ketubot* II (7 credits)

This intensive course is concerned with Family Law concentrating on *sugyot* in the Talmudic Tractate dealing with prenuptial agreements and the obligations of family life. Utilizing texts in Talmud *b'iyun*, student teams will be partnered to intensively prepare Rashi and Tosafot and other basic *Rishonim* and *Acharonim*

in preparation for advanced lectures. Students will be exposed to themes in the Seder *Nashim* and Talmudic dialectic. This intensive course continues material covered in TAL 225 and requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 279 *Sugyot* in Tractate *Ketubot* I (7 credits)

This intermediate intensive course is concerned with Family Law concentrating on *sugyot* in the Talmudic tractate dealing with prenuptial agreements and the obligations of family life *b'iyun*. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot, and their readings of the Talmudic text which sometimes diverge. Basic *Rishonim* will be prepared including comments of *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) in addition to intensive studies in *Acharonim* which will be required for advanced lectures. Students will be exposed to themes in the Seder *Nashim* and Talmudic dialectic on a high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 280 *Sugyot* in Tractate *Ketubot* II (7 credits)

This intermediate intensive course is concerned with Family Law concentrating on *sugyot* in the Talmudic Tractate *b'iyun*, dealing with prenuptial agreements and the obligations of family life and continues material covered in TAL 279. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot and the approaches of other *Rishonim* including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) in addition to intensive studies in *Acharonim* which will be required for advanced lectures. Students will be exposed to themes in the Seder *Nashim* and Talmudic dialectic on a high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 354 *Sugyot* in Tractate *Ketubot* I (7 credits)

This advanced intensive course *b'iyun*, is designed for Third Year students becoming proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with prenuptial agreements and the obligations of

family life. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, and how their views compare with the approaches of other *Rishonim* including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204). In addition, a broad range of *Acharonim* will be consulted which are required for advanced lectures. Intensive study of the opinions of Rabbi Akiva Eger (1761-1837), Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and the unique approach of Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) will deepen appreciation for Talmudic literature. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nashim* and Talmudic dialectic on a very high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 355 *Sugyot* in Tractate *Ketubot* II (7 credits)

This advanced, intensive course is designed for Third Year students becoming proficient in Talmudic dialectic, and focuses on *sugyot b'iyun* in the Talmudic tractate dealing with prenuptial agreements and the obligations of family life continuing material covered in TAL 354. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, and how their views compare with the approaches of other *Rishonim* including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204). In addition, a broad range of *Acharonim* will be consulted which are required for advanced lectures. Intensive study of the opinions of Rabbi Akiva Eger (1761-1837), Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and the unique approach of Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) will deepen appreciation for Talmudic literature. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nashim* and Talmudic dialectic on a very high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 434 *Sugyot* in Tractate *Ketubot* I (7 credits)

This advanced intensive course is designed for Fourth Year students proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with prenuptial agreements and the obligations of family life. Utilizing texts in

Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and trace these sources to formalized codes of Jewish Law. Intensive studies of the opinions of Rabbi Akiva Eger (1761-1837) in both his *novellae* and response are expected. Topics will be considered from across the spectrum of Jewish literature, with a focus on the Torah taught by later authorities, including Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) Rabbi Aryeh Leib Heller (1745-1813) *Ketsot ha-Hoshen*, Rabbi Shmuel Rosovsky of Ponovezh (1913-1979), Rabbi Yehezkel Abramsky (1886-1976), author of *Hazon Yehezkel* to *Tosefta*, *Hiddushei* Rabbi Aryeh Leib Malin (1906-1962), Rabbi Yehudah Leib Alter of Ger (1847-1905), *Sefat Emet al ha-Shas*, and Rabbi Eliezer Man Shach's (1899-2001) commentary on Maimonides' Mishneh Torah, *Avi Ezri*. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nashim* and Talmudic dialectic on the highest level and are expected to demonstrate broad and deep knowledge. This very intensive, advanced course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 435 *Sugyot* in Tractate *Ketubot* II (7 credits)

This advanced intensive course, *b'iyun*, is designed for Fourth Year students proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate prenuptial agreements and family life. Continuing material covered in TAL 434, student teams will be partnered to intensively and closely read Rashi and Tosafot, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and trace these sources to formalized codes of Jewish Law. Intensive studies of the opinions of Rabbi Akiva Eger (1761-1837) in both his *novellae* and *teshuvot* are expected. Topics will be considered from across the spectrum of Jewish literature, with a focus on the Torah taught by later authorities, including Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) Rabbi Aryeh Leib Heller (1745-1813) *Ketsot ha-Hoshen*, Rabbi Shmuel Rosovsky of Ponovezh (1913-1979), Rabbi Yehezkel Abramsky (1886-1976), author of *Hazon Yehezkel* to *Tosefta*, *Hiddushei* Rabbi Aryeh Leib Malin (1906-1962), Rabbi Yehudah Leib Alter of Ger (1847-1905), *Sefat Emet al ha-Shas*, and Rabbi Eliezer Man Shach's (1899-2001) commentary on Maimonides'

Mishneh Torah, *Avi Ezri*. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nezikin* and Talmudic dialectic on the highest level and are expected to demonstrate broad and deep knowledge. This very intensive, advanced course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 231 *Sugyot* in Tractate *Bava Kamma* I (7 credits)

This intensive course is concerned with damages, *b'iyun*, deeply concentrating on specific topics, concepts, *sugyot* in Talmudic literature. Utilizing Talmudic texts as a springboard for discussions, student teams will be partnered to intensively prepare Rashi and Tosafot, and navigate divergent readings of texts, textual variants, and advanced analyses of a range of *Rishonim* and *Acharonim* whose approaches differ. Intensive preparation of major sources in the *Rishonim* and selected comments of *Acharonim* in preparation for advanced lectures. Students will be exposed to themes in the Seder *Nezikin* and Talmudic dialectic. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 232 *Sugyot* in Tractate *Bava Kamma* II (7 credits)

This intensive course concentrates on *sugyot* in the Talmudic Tractate dealing with damages. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot, and their readings of the Talmudic text which sometimes disagree. Basic *Rishonim* will be prepared along with selected comments of *Acharonim* in preparation for advanced lectures. Students will be exposed to themes in the Seder *Nezikin* and Talmudic dialectic. This intensive course continues material covered in TAL 231 and requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 281 *Sugyot* in Tractate *Bava Kamma* I (7 credits)

This intermediate, intensive course is concentrated on *sugyot* in the Talmudic Tractate dealing with damages. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot, and their readings of the Talmudic text which sometimes diverge. Basic *Rishonim* will be prepared including comments of *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*,

Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) in addition to intensive studies in *Acharonim* which will be required for advanced lectures. Students will be exposed to themes in the Seder *Nezikin* and Talmudic dialectic on a high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 282 *Sugyot* in Tractate *Bava Kamma* II (7 credits)

This intermediate, intensive course concentrates on *sugyot* in the Talmudic Tractate dealing with damages and continues material covered in TAL 281. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot, and their readings of the Talmudic text which sometimes diverge. Basic *Rishonim* will be prepared including comments of *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) in addition to intensive studies in *Acharonim* which will be required for advanced lectures. Students will be exposed to themes in the Seder *Nezikin* and Talmudic dialectic on a high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 356 *Sugyot* in Tractate *Bava Kamma* I (7 credits)

This advanced, intensive course is designed for Third Year students becoming proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with damages. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, and how their views compare with the approaches of other *Rishonim* including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204). In addition, a broad range of *Acharonim* will be consulted which are required for advanced lectures. Intensive study of the opinions of Rabbi Akiva Eger (1761-1837), Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and the unique approach of Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) will deepen appreciation for Talmudic literature. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nezikin* and Talmudic dialectic on a very high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 357 *Sugyot* in Tractate *Bava Kamma* II (7 credits)

This advanced intensive course is designed for Third Year students becoming proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with damages continuing material covered in TAL 355. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, and how their views compare with the approaches of other *Rishonim* including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204). In addition, a broad range of *Acharonim* will be consulted which are required for advanced lectures. Intensive study of the opinions of Rabbi Akiva Eger (1761-1837), Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and the unique approach of Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) will deepen appreciation for Talmudic literature. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nezikin* and Talmudic dialectic on a very high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 436 *Sugyot* in Tractate *Bava Kamma* I (7 credits)

This advanced intensive course is designed for Fourth Year students proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with damages. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, *b'iyun*, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and trace these sources to formalized codes of Jewish Law. Intensive studies of the opinions of Rabbi Akiva Eger (1761-1837) in both his *novellae* and response are expected. Topics will be considered from across the spectrum of Jewish literature, with a focus on the Torah taught by later authorities, including Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) Rabbi Aryeh Leib Heller (1745-1813) *Ketsot ha-Hoshen*, Rabbi Shmuel Rosovsky of Ponovezh (1913-1979), Rabbi Yehezkel Abramsky (1886-1976), author of *Hazon Yehezkel* to *Tosefta*, *Hiddushei* Rabbi Aryeh Leib Malin (1906-1962), Rabbi Yehudah Leib Alter of Ger (1847-1905), *Sefat Emet al ha-Shas*, and Rabbi Eliezer Man Shach's (1899-2001) commentary on Maimonides' Mishneh Torah, *Avi Ezri*. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nezikin* and

Talmudic dialectic on the highest level and are expected to demonstrate broad and deep knowledge. This very intensive, advanced course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 437 *Sugyot* in Tractate *Bava Kamma* II (7 credits)

This advanced intensive course is designed for Fourth Year students proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate *b'iyun* dealing with damages. Continuing material covered in TAL 436, student teams will be partnered to intensively and closely read Rashi and Tosafot, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and trace these sources to formalized codes of Jewish Law. Intensive studies of the opinions of Rabbi Akiva Eger (1761-1837) in both his *novellae* and *teshuvot* are expected. Topics will be considered from across the spectrum of Jewish literature, with a focus on the Torah taught by later authorities, including Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) Rabbi Aryeh Leib Heller (1745-1813) *Ketsot ha-Hoshen*, Rabbi Shmuel Rosovsky of Ponovezh (1913-1979), Rabbi Yehezkel Abramsky (1886-1976), author of *Hazon Yehezkel* to *Tosefta*, *Hiddushei* Rabbi Aryeh Leib Malin (1906-1962), Rabbi Yehudah Leib Alter of Ger (1847-1905), *Sefat Emet al ha-Shas*, and Rabbi Eliezer Man Shach's (1899-2001) commentary on Maimonides' Mishneh Torah, *Avi Ezri*. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nezikin* and Talmudic dialectic on the highest level and are expected to demonstrate broad and deep knowledge. This very intensive, advanced course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 233 *Sugyot* in Tractate *Bava Metsia* I (7 credits)

This intensive course is concerned with lost objects, issues of ownership, *b'iyun*, deeply concentrating on specific topics, concepts, *sugyot* in the Talmudic Tractate *Bava Metsia b'iyun*. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot, and navigate divergent readings of texts, textual variants, and advanced analyses of a range of *Rishonim* and *Acharonim* whose approaches differ. Intensive preparation of major sources in the *Rishonim* and selected comments of *Acharonim* in preparation for advanced lectures. Students will be exposed to themes in the Seder *Nezikin* and

Talmudic dialectic. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 234 *Sugyot* in Tractate *Bava Metsia* II (7 credits)

This intensive course is concerned with lost objects and issues of ownership concentrates on specific *sugyot* in the Talmudic Tractate known as “the Middle Gate.” Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot, and their readings of the Talmudic text which sometimes disagree. Basic *Rishonim* will be prepared along with selected comments of *Acharonim* in preparation *b'iyun* for advanced lectures. Students will be exposed to themes in the Seder *Nezikin* and Talmudic dialectic. This intensive course continues material covered in TAL 233 and requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 283 *Sugyot* in Tractate *Bava Metsia* I (7 credits)

This intermediate intensive course is concerned with Family Law concentrating on *sugyot* in the Talmudic Tractate dealing with negligence and other topics. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot, and their readings of the Talmudic text which sometimes diverge. Basic *Rishonim* will be prepared including comments of *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) in addition to intensive studies in *Acharonim* which will be required for advanced lectures. Students will be exposed to themes in the Seder *Nezikin b'iyun*, Talmudic dialectic on a high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 284 *Sugyot* in Tractate *Bava Metsia* II (7 credits)

This intermediate intensive course is concerned with Family Law concentrating on *sugyot* in the Talmudic Tractate dealing with negligence, watchmen, borrowers and other topics, and continues material covered in TAL 283. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot *b'iyun*, and readings of the Talmudic text which sometimes diverge. Basic *Rishonim* will be prepared including comments of *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and

Rambam, Maimonides (1135-1204) in addition to intensive studies in *Acharonim* which will be required for advanced lectures. Students will be exposed to themes in the Seder *Nezikin* and Talmudic dialectic on a high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 358 *Sugyot* in Tractate *Bava Metsia* I (7 credits)

This advanced intensive course is designed for Third Year students becoming proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with negligence and other topics. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, and how their views compare with the approaches of other *Rishonim* including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204). In addition, a broad range of *Acharonim* will be consulted which are required for advanced lectures. Intensive study of the opinions of Rabbi Akiva Eger (1761-1837), Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and the unique approach of Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) will deepen appreciation for Talmudic literature. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nezikin* and Talmudic dialectic on a very high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 359 *Sugyot* in Tractate *Bava Metsia* II (7 credits)

This advanced intensive course is designed for Third Year students becoming proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with negligence, categories of watchmen and other topics, continuing material covered in TAL 358. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, and how their views compare with the approaches of other *Rishonim* including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204). In addition, a broad range of *Acharonim* will be consulted which are required for advanced lectures. Intensive study of the opinions of Rabbi Akiva Eger (1761-1837), Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and the unique approach of Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) will deepen appreciation for Talmudic literature *b'iyun*.

Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nezikin* and Talmudic dialectic on a very high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 438 *Sugyot* in Tractate *Bava Metsia* I (7 credits)

This advanced, intensive course is designed for Fourth Year students proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with lost objects, negligence and other topics *b'iyun*. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and trace these sources to formalized codes of Jewish Law. Intensive studies of the opinions of Rabbi Akiva Eger (1761-1837) in both his *novellae* and response are expected. Topics will be considered from across the spectrum of Jewish literature, with a focus on the Torah taught by later authorities, including Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) Rabbi Aryeh Leib Heller (1745-1813) *Ketsot ha-Hoshen*, Rabbi Shmuel Rosovsky of Ponovezh (1913-1979), Rabbi Yehezkel Abramsky (1886-1976), author of *Hazon Yehezkel* to *Tosefta*, *Hiddushei* Rabbi Aryeh Leib Malin (1906-1962), Rabbi Yehudah Leib Alter of Ger (1847-1905), *Sefat Emet al ha-Shas*, and Rabbi Eliezer Man Shach's (1899-2001) commentary on Maimonides' Mishneh Torah, *Avi Ezri*. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nezikin* and Talmudic dialectic on the highest level and are expected to demonstrate broad and deep knowledge. This very intensive, advanced course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 439 *Sugyot* in Tractate *Bava Metsia* II (7 credits)

This advanced, intensive course is designed for Fourth Year students proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with lost objects and other topics. Continuing material covered in TAL 438, student teams will be partnered to intensively and closely read Rashi and Tosafot, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and trace these sources to

formalized codes of Jewish Law. Intensive studies of the opinions of Rabbi Akiva Eger (1761-1837) in both his *novellae* and *teshuvot* are expected. Topics will be considered from across the spectrum of Jewish literature, with a focus on the Torah taught by later authorities, including Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) Rabbi Aryeh Leib Heller (1745-1813) *Ketsot ha-Hoshen*, Rabbi Shmuel Rosovsky of Ponovezh (1913-1979), Rabbi Yechezkel Abramsky (1886-1976), author of *Hazon Yechezkel* to *Tosefta*, *Hiddushei* Rabbi Aryeh Leib Malin (1906-1962), Rabbi Yehudah Leib Alter of Ger (1847-1905), *Sefat Emet al ha-Shas*, and Rabbi Eliezer Man Shach's (1899-2001) commentary on Maimonides' Mishneh Torah, *Avi Ezri*. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nezikin* and Talmudic dialectic on the highest level *b'iyun*, and are expected to demonstrate broad and deep knowledge. This very intensive, advanced course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 235 *Sugyot* in Tractate *Bava Batra* I (7 credits)

This intensive course is concerned with lost objects, issues of real property, *b'iyun*, deeply concentrating on specific topics, concepts, *sugyot* in the Talmudic Tractate *Bava Batra*, "the Last Gate." Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot, and navigate divergent readings of texts, textual variants, and advanced analyses of a range of *Rishonim* and *Acharonim* whose approaches differ. Intensive preparation of major sources in the *Rishonim* and selected comments of *Acharonim* in preparation for advanced lectures. Students will be exposed to themes in the Seder *Nezikin* and Talmudic dialectic. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 236 *Sugyot* in Tractate *Bava Batra* II (7 credits)

This intensive course is concerned with real property and will focus on specific *sugyot b'iyun* in the Talmudic Tractate known as "the Last Gate." Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot, and their readings of the Talmudic text which sometimes disagree. Basic *Rishonim* will be prepared along with selected comments of *Acharonim* in preparation *b'iyun* for advanced lectures. Students will be exposed to themes in

the Seder *Nezikin* and Talmudic dialectic. This intensive course continues material covered in TAL 235 and requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 285 *Sugyot* in Tractate *Bava Batra* I (7 credits)

This intermediate intensive course is concerned with real property and other topics in the Talmudic Tractate designated the “last gate.” Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot, and their readings of the Talmudic text which sometimes diverge. Basic *Rishonim* will be prepared including comments of *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) in addition to intensive studies in *Acharonim* which will be required for advanced lectures. Students will be exposed to themes in the Seder *Nezikin b'iyun*, Talmudic dialectic on a high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 286 *Sugyot* in Tractate *Bava Batra* II (7 credits)

This intermediate intensive course is concerned with Family Law concentrating on *sugyot* in the Talmudic Tractate dealing with real property and other topics, and continues material covered in TAL 285. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot *b'iyun*, and readings of the Talmudic text which sometimes diverge. Basic *Rishonim* will be prepared including comments of *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) in addition to intensive studies in *Acharonim* which will be required for advanced lectures. Students will be exposed to themes in the Seder *Nezikin* and Talmudic dialectic on a high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 360 *Sugyot* in Tractate *Bava Batra* I (7 credits)

This advanced intensive course is designed for Third Year students becoming proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with real property and other topics. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, and

how their views compare with the approaches of other *Rishonim* including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204). In addition, a broad range of *Acharonim* will be consulted which are required for advanced lectures. Intensive study of the opinions of Rabbi Akiva Eger (1761-1837), Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and the unique approach of Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) will deepen appreciation for Talmudic literature. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nezikin* and Talmudic dialectic on a very high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 361 *Sugyot* in Tractate *Bava Batra* II (7 credits)

This advanced intensive course is designed for Third Year students becoming proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with negligence, categories of watchmen and other topics, continuing material covered in TAL 360. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, and how their views compare with the approaches of other *Rishonim* including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204). In addition, a broad range of *Acharonim* will be consulted which are required for advanced lectures. Intensive study of the opinions of Rabbi Akiva Eger (1761-1837), Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and the unique approach of Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) will deepen appreciation for Talmudic literature *b'iyun*. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nezikin* and Talmudic dialectic on a very high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 440 *Sugyot* in Tractate *Bava Batra* I (7 credits)

This advanced, intensive course is designed for Fourth Year students proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with real property and other topics, *b'iyun*. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270),

Rosh and *Rambam*, Maimonides (1135-1204) and trace these sources to formalized codes of Jewish Law. Intensive studies of the opinions of Rabbi Akiva Eger (1761-1837) in both his *novellae* and response are expected. Topics will be considered from across the spectrum of Jewish literature, with a focus on the Torah taught by later authorities, including Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) Rabbi Aryeh Leib Heller (1745-1813) *Ketsot ha-Hoshen*, Rabbi Shmuel Rosovsky of Ponovezh (1913-1979), Rabbi Yechezkel Abramsky (1886-1976), author of *Hazon Yechezkel* to *Tosefta, Hiddushei* Rabbi Aryeh Leib Malin (1906-1962), Rabbi Yehudah Leib Alter of Ger (1847-1905), *Sefat Emet al ha-Shas*, and Rabbi Eliezer Man Shach's (1899-2001) commentary on Maimonides' Mishneh Torah, *Avi Ezri*. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder *Nezikin* and Talmudic dialectic on the highest level and are expected to demonstrate broad and deep knowledge. This very intensive, advanced course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 441 *Sugyot* in Tractate *Bava Batra* II (7 credits)

This advanced, intensive course is designed for Fourth Year students proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with real property and other topics. Continuing material covered in TAL 440, student teams will be partnered to intensively and closely read Rashi and Tosafot, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and trace these sources to formalized codes of Jewish Law. Intensive studies of the opinions of Rabbi Akiva Eger (1761-1837) in both his *novellae* and *teshuvot* are expected. Topics will be considered from across the spectrum of Jewish literature, with a focus on the Torah taught by later authorities, including Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) Rabbi Aryeh Leib Heller (1745-1813) *Ketsot ha-Hoshen*, Rabbi Shmuel Rosovsky of Ponovezh (1913-1979), Rabbi Yechezkel Abramsky (1886-1976), author of *Hazon Yechezkel* to *Tosefta, Hiddushei* Rabbi Aryeh Leib Malin (1906-1962), Rabbi Yehudah Leib Alter of Ger (1847-1905), *Sefat Emet al ha-Shas*, and Rabbi Eliezer Man Shach's (1899-2001) commentary on Maimonides' Mishneh Torah, *Avi Ezri*. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes in the Seder

Nezikin and Talmudic dialectic on the highest level *b'iyun*, and are expected to demonstrate broad and deep knowledge. This very intensive, advanced course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 237 *Sugyot* in Tractate *Nedarim* I (7 credits)

This intensive course is concerned with vows and related topics approached *b'iyun*. Utilizing texts in Talmud, student teams will partner to intensively prepare Rashi and Tosafot, and navigate divergent readings of texts, textual variants, totally opposing approaches through advanced analyses of a range of *Rishonim* and *Acharonim* whose approaches differ. Intensive preparation of major sources in the *Rishonim* and selected comments of *Acharonim* in preparation for advanced lectures. Students will experience Talmudic dialectic. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 238 *Sugyot* in Tractate *Nedarim* II (7 credits)

This intensive course is concerned with vows and will focus on specific *sugyot b'iyun*. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot, and their readings of the Talmudic text which sometimes disagree. Basic *Rishonim* will be prepared along with selected comments of *Acharonim* in preparation *b'iyun* for advanced lectures. This intensive course may be substituted for TAL 237. Both courses require formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 287 *Sugyot* in Tractate *Nedarim* I (7 credits)

This intermediate intensive course is concerned with vows and other topics. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot, and their readings of the Talmudic text which sometimes diverge. Basic *Rishonim* will be prepared including comments of *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) in addition to intensive studies in *Acharonim* which will be required for advanced lectures. Students will be exposed to themes Talmudic dialectic on a high level. This intensive course requires formal preparation, attendance and participation, oral examinations,

regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 288 *Sugyot* in Tractate *Nedarim* II (7 credits)

This intermediate, intensive course is concerned with vows concentrating on *sugyot* in the Talmudic Tractate dealing with vows and other topics. This course may be substituted for TAL 287. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot *b'iyun*, and readings of the Talmudic text which sometimes diverge. Basic *Rishonim* will be prepared including comments of *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) in addition to intensive studies in *Acharonim* which will be required for advanced lectures. Students will be exposed to Talmudic dialectic on a high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 362 *Sugyot* in Tractate *Nedarim* I (7 credits)

This advanced intensive course is designed for Third Year students becoming proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with vows and other topics. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, and how their views compare with the approaches of other *Rishonim* including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204). In addition, a broad range of *Acharonim* will be consulted which are required for advanced lectures. Intensive study of the opinions of Rabbi Akiva Eger (1761-1837), Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and the unique approach of Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) will deepen appreciation for Talmudic literature. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes Talmudic dialectic on a very high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 363 *Sugyot* in Tractate *Nedarim* II (7 credits)

This advanced intensive course is designed for Third Year students becoming proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate

dealing with vows and other topics, continuing material covered in TAL 362. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, and how their views compare with the approaches of other *Rishonim* including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204). In addition, a broad range of *Acharonim* will be consulted which are required for advanced lectures. Intensive study of the opinions of Rabbi Akiva Eger (1761-1837), Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and the unique approach of Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) will deepen appreciation for Talmudic literature *b'iyun*. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to Talmudic dialectic on a very high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 442 *Sugyot* in Tractate *Nedarim* I (7 credits)

This advanced, intensive course is designed for Fourth Year students proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with real property and other topics, *b'iyun*. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and trace these sources to formalized codes of Jewish Law. Intensive studies of the opinions of Rabbi Akiva Eger (1761-1837) in both his *novellae* and response are expected. Topics will be considered from across the spectrum of Jewish literature, with a focus on the Torah taught by later authorities, including Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) Rabbi Aryeh Leib Heller (1745-1813) *Ketsot ha-Hoshen*, Rabbi Shmuel Rosovsky of Ponovezh (1913-1979), Rabbi Yehezkel Abramsky (1886-1976), author of *Hazon Yehezkel* to *Tosefta*, *Hiddushei* Rabbi Aryeh Leib Malin (1906-1962), Rabbi Yehudah Leib Alter of Ger (1847-1905), *Sefat Emet al ha-Shas*, and Rabbi Eliezer Man Shach's (1899-2001) commentary on Maimonides' Mishneh Torah, *Avi Ezri*. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to Talmudic dialectic on the highest level and are expected to demonstrate broad and deep knowledge. This very intensive, advanced course requires formal preparation, attendance

and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 443 *Sugyot* in Tractate *Nedarim* II (7 credits)

This advanced, intensive course is designed for Fourth Year students proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with vows and other topics. Continuing material covered in TAL 442, student teams will be partnered to intensively and closely read *Rashi* and *Tosafot*, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and trace these sources to formalized codes of Jewish Law. Intensive studies of the opinions of Rabbi Akiva Eger (1761-1837) in both his *novellae* and *teshuvot* are expected. Topics will be considered from across the spectrum of Jewish literature, with a focus on the Torah taught by later authorities, including Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) Rabbi Aryeh Leib Heller (1745-1813) *Ketsot ha-Hoshen*, Rabbi Shmuel Rosovsky of Ponovezh (1913-1979), Rabbi Yehezkel Abramsky (1886-1976), author of *Hazon Yehezkel* to *Tosefta*, *Hiddushei* Rabbi Aryeh Leib Malin (1906-1962), Rabbi Yehudah Leib Alter of Ger (1847-1905), *Sefat Emet al ha-Shas*, and Rabbi Eliezer Man Shach's (1899-2001) commentary on Maimonides' Mishneh Torah, *Avi Ezri*. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to Talmudic dialectic on the highest level *b'iyun*, and are expected to demonstrate broad and deep knowledge. This very intensive, advanced course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 239 *Sugyot* in Tractate *Yevamos* I (7 credits)

This intensive course is concerned with Levirite Marriage and related topics approached *b'iyun*. Utilizing texts in Talmud, student teams will partner to intensively prepare *Rashi* and *Tosafot*, and navigate divergent readings of texts, textual variants, totally opposing approaches through advanced analyses of a range of *Rishonim* and *Acharonim* whose approaches differ. Intensive preparation of major sources in the *Rishonim* and selected comments of *Acharonim* in preparation for advanced lectures. Students will experience Talmudic dialectic. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 240 *Sugyot* in Tractate *Yevamos* II (7 credits)

This intensive course is concerned with Levirate Mariage and related topics approached *b'iyun*. Utilizing texts in Talmud, student teams will partner to intensively prepare Rashi and Tosafot, and navigate divergent readings of texts, textual variants, totally opposing approaches through advanced analyses of a range of *Rishonim* and *Acharonim* whose approaches differ. Intensive preparation of major sources in the *Rishonim* and selected comments of *Acharonim* in preparation for advanced lectures. Students will experience Talmudic dialectic. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 289 *Sugyot* in Tractate *Yevamos* I (7 credits)

This intermediate intensive course is concerned with Levirate Mariage and other topics. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot, and their readings of the Talmudic text which sometimes diverge. Basic *Rishonim* will be prepared including comments of *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) in addition to intensive studies in *Acharonim* which will be required for advanced lectures. Students will be exposed to themes Talmudic dialectic on a high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 290 *Sugyot* in Tractate *Yevamos* II (7 credits)

This intermediate intensive course is concerned with Levirate Mariage and other topics. Utilizing texts in Talmud, student teams will be partnered to intensively prepare Rashi and Tosafot, and their readings of the Talmudic text which sometimes diverge. Basic *Rishonim* will be prepared including comments of *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) in addition to intensive studies in *Acharonim* which will be required for advanced lectures. Students will be exposed to themes Talmudic dialectic on a high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 364 *Sugyot* in Tractate *Yevamos* I (7 credits)

This advanced intensive course is designed for Third Year students becoming proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with Levirate Marriage and other topics. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, and how their views compare with the approaches of other *Rishonim* including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204). In addition, a broad range of *Acharonim* will be consulted which are required for advanced lectures. Intensive study of the opinions of Rabbi Akiva Eger (1761-1837), Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and the unique approach of Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) will deepen appreciation for Talmudic literature. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes Talmudic dialectic on a very high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 365 *Sugyot* in Tractate *Yevamos* II (7 credits)

This advanced intensive course is designed for Third Year students becoming proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing with Levirate Marriage and other topics. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, and how their views compare with the approaches of other *Rishonim* including *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204). In addition, a broad range of *Acharonim* will be consulted which are required for advanced lectures. Intensive study of the opinions of Rabbi Akiva Eger (1761-1837), Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and the unique approach of Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) will deepen appreciation for Talmudic literature. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to themes Talmudic dialectic on a very high level. This intensive course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 444 *Sugyot* in Tractate *Yevamos* I (7 credits)

This advanced, intensive course is designed for Fourth Year students proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing Levirate Marriage and other topics, *b'iyun*. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and trace these sources to formalized codes of Jewish Law. Intensive studies of the opinions of Rabbi Akiva Eger (1761-1837) in both his *novellae* and response are expected. Topics will be considered from across the spectrum of Jewish literature, with a focus on the Torah taught by later authorities, including Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) Rabbi Aryeh Leib Heller (1745-1813) *Ketsot ha-Hoshen*, Rabbi Shmuel Rosovsky of Ponovezh (1913-1979), Rabbi Yechezkel Abramsky (1886-1976), author of *Hazon Yechezkel* to *Tosefta*, *Hiddushei* Rabbi Aryeh Leib Malin (1906-1962), Rabbi Yehudah Leib Alter of Ger (1847-1905), *Sefat Emet al ha-Shas*, and Rabbi Eliezer Man Shach's (1899-2001) commentary on Maimonides' Mishneh Torah, *Avi Ezri*. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to Talmudic dialectic on the highest level and are expected to demonstrate broad and deep knowledge. This very intensive, advanced course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

TAL 445 *Sugyot* in Tractate *Yevamos* II (7 credits)

This advanced, intensive course is designed for Fourth Year students proficient in Talmudic dialectic, and focuses on *sugyot* in the Talmudic Tractate dealing Levirate Marriage and other topics, *b'iyun*. Utilizing texts in Talmud, student teams will be partnered to intensively and closely read Rashi and Tosafot, *Rashba*, Shlomo ben Adret (1235-1310), *Ramban*, Nachmanides (1194-1270), *Rosh* and *Rambam*, Maimonides (1135-1204) and trace these sources to formalized codes of Jewish Law. Intensive studies of the opinions of Rabbi Akiva Eger (1761-1837) in both his *novellae* and response are expected. Topics will be considered from across the spectrum of Jewish literature, with a focus on the Torah taught by later authorities, including Rabbi Yaakov Lorberbaum of Lissa (1760-1832), and Rabbi Chaim ha-Levi Soloveitchik of Brisk (1853-1918) Rabbi Aryeh Leib Heller (1745-1813) *Ketsot ha-Hoshen*, Rabbi Shmuel Rosovsky of Ponovezh (1913-1979), Rabbi Yechezkel Abramsky (1886-1976),

author of *Hazon Yehezkel* to *Tosefta, Hiddushei* Rabbi Aryeh Leib Malin (1906-1962), Rabbi Yehudah Leib Alter of Ger (1847-1905), *Sefat Emet al ha-Shas*, and Rabbi Eliezer Man Shach's (1899-2001) commentary on Maimonides' Mishneh Torah, *Avi Ezri*. Additional assigned readings will be made available at the discretion of the instructor. Students will be exposed to Talmudic dialectic on the highest level and are expected to demonstrate broad and deep knowledge. This very intensive, advanced course requires formal preparation, attendance and participation, oral examinations, regular meetings for faculty advisement, attendance at lecture and student presentations.

Codes and Jewish Law – 8 credits

Eight courses in Jewish Law are taken one per semester from the following:

CDE 101, 102, 201, 202, 301, 302, 401, 402

CDE 101 Mishnah Berurah I (1 credit)

A survey of Jewish laws affecting daily living. Assigned readings in *Shulchan Aruch*, *Orach Chayim*, with opinions of the *Mechaber*, Rabbi Yoseph Karo (1488-1575) and *Rama*, Rabbi Moshe Isserles (1520-1572), in addition to diverse commentaries cited in *Mishnah Berurah* of Rabbi Yisrael Meir Kagan (1838-1933) author, *Hafets Hayim*, on a range of topics chosen at the discretion of the instructor. Attendance and participation are required.

CDE 102 Mishnah Berurah II (1 credit)

A survey of Jewish laws affecting daily living. Assigned readings in *Shulchan Aruch*, *Orach Chayim*, with opinions of the *Mechaber*, Rabbi Yoseph Karo (1488-1575) and *Rama*, Rabbi Moshe Isserles (1520-1572), in addition to diverse commentaries cited in *Mishnah Berurah* of Rabbi Yisrael Meir Kagan (1838-1933) author, *Hafets Hayim*, on a range of topics chosen at the discretion of the instructor. Attendance and participation are required.

CDE 201 Mishnah Berurah III (1 credit)

A survey of Jewish laws affecting daily living. Assigned readings in *Shulchan Aruch*, *Orach Chayim*, with opinions of the *Mechaber*, Rabbi Yoseph Karo (1488-1575) and *Rama*, Rabbi Moshe Isserles (1520-1572), in addition to diverse commentaries cited in *Mishnah Berurah* of Rabbi Yisrael Meir Kagan (1838-1933) author, *Hafets Hayim*, on a range of topics chosen at the discretion of the instructor. Attendance and participation are required.

CDE 202 Mishnah Berurah IV (1 credit)

A survey of Jewish laws affecting daily living. Assigned readings in *Shulchan Aruch*, *Orach Chayim*, with opinions of the *Mechaber*, Rabbi Yoseph Karo (1488-1575) and *Rama*, Rabbi Moshe Isserles (1520-1572), in addition to diverse commentaries cited in *Mishnah Berurah* of Rabbi Yisrael Meir Kagan (1838-1933) author, *Hafets Hayim*, on a range of topics chosen at the discretion of the instructor. Attendance and participation are required.

CDE 301 Mishnah Berurah V (1 credit)

A survey of Jewish laws affecting daily living. Assigned readings in *Shulchan Aruch*, *Orach Chayim*, with opinions of the *Mechaber*, Rabbi Yoseph Karo (1488-1575) and *Rama*, Rabbi Moshe Isserles (1520-1572), in addition to diverse commentaries cited in *Mishnah Berurah* of Rabbi Yisrael Meir Kagan (1838-1933) author, *Hafets Hayim*, on a range of topics chosen at the discretion of the instructor. Attendance and participation are required.

CDE 302 Mishnah Berurah VI (1 credit)

A survey of Jewish laws affecting daily living. Assigned readings in *Shulchan Aruch*, *Orach Chayim*, with opinions of the *Mechaber*, Rabbi Yoseph Karo (1488-1575) and *Rama*, Rabbi Moshe Isserles (1520-1572), in addition to diverse commentaries cited in *Mishnah Berurah* of Rabbi Yisrael Meir Kagan (1838-1933) author, *Hafets Hayim*, on a range of topics chosen at the discretion of the instructor. Attendance and participation are required.

CDE 401 Mishnah Berurah VII (1 credit)

A survey of Jewish laws affecting daily living. Assigned readings in *Shulchan Aruch*, *Orach Chayim*, with opinions of the *Mechaber*, Rabbi Yoseph Karo (1488-1575) and *Rama*, Rabbi Moshe Isserles (1520-1572), in addition to diverse commentaries cited in *Mishnah Berurah* of Rabbi Yisrael Meir Kagan (1838-1933) author, *Hafets Hayim*, on a range of topics chosen at the discretion of the instructor. Attendance and participation are required.

CDE 402 Mishnah Berurah VIII (1 credit)

A survey of Jewish laws affecting daily living. Assigned readings in *Shulchan Aruch*, *Orach Chayim*, with opinions of the *Mechaber*, Rabbi Yoseph Karo (1488-1575) and *Rama*, Rabbi Moshe Isserles (1520-1572), in addition to diverse commentaries cited in *Mishnah Berurah* of Rabbi Yisrael Meir Kagan (1838-1933) author, *Hafets Hayim*, on a range of topics chosen at the discretion of the instructor. Attendance and participation are required.

Jewish Philosophy/Ethics - 8 credits

Eight courses in Jewish Philosophy are taken one per semester from the following:

JP 101, 102, 201, 202, 301, 302, 401, 402.

These courses require attendance and preparation, including supervised, independent research in the main Bais Medrash, in addition to lectures. A prepared student presentation may be required at the discretion of the instructor.

Courses in Jewish Philosophy require intensive reading. Attendance and participation are required. Sections meet daily for individual and group study. Instructors are available to guide and assign readings. Courses for credit include:

JP 101 Jewish Ethical Literature I (1 credit)

This course in *Mussar* literature will require introspective reactions to readings in the classics of *Mussar* literature. Topics to include: Chapters in *Shaarei Teshuvah*, Gates of Repentance, by Rabbenu Yonah of Gerondi/Girona (died 1286); Maimonides' *Hilkhos Teshuvah* ; *Mesilat Yesharim*, *The Path of the Upright* by Rabbi Moshe Chayim Luzatto (1707-1746); Nefesh ha-Chayim by Rabbi Chayim of Volozhin; Writings of Rabbi Yerucham Levovitz (1873-1936), Rabbi Elya Lopian (1872-1970), and the *Chazon Ish*, Rabbi Avroham Yeshaye Karelitz, (1878-1953); Modern writings from *Michtav M'Eliyahu* by Rabbi Eliyahu Dessler. Attendance and participation are required.

JP 102 Jewish Ethical Literature II (1 credit)

This course in *Mussar* literature will require introspective reactions to readings in the classics of *Mussar* literature. Topics to include: Chapters in *Shaarei Teshuvah*, Gates of Repentance, by Rabbenu Yonah of Gerondi/Girona (died 1286); Maimonides' *Hilkhos Teshuvah* ; *Mesilat Yesharim*, *The Path of the Upright* by Rabbi Moshe Chayim Luzatto (1707-1746); Nefesh ha-Chayim by Rabbi Chayim of Volozhin; Writings of Rabbi Yerucham Levovitz (1873-1936), Rabbi Elya Lopian (1872-1970), and the *Chazon Ish*, Rabbi Avroham Yeshaye Karelitz, (1878-1953); Modern writings from *Michtav M'Eliyahu* by Rabbi Eliyahu Dessler. Attendance and participation are required.

JP 201 Jewish Ethical Literature III (1 credit)

This course in *Mussar* literature will require introspective reactions to readings in the classics of *Mussar* literature. Topics to include: Chapters in *Shaarei*

Teshuvah, Gates of Repentance, by Rabbenu Yonah of Gerondi/Girona (died 1286); Maimonides' *Hilkhot Teshuvah* ; *Mesilat Yesharim*, *The Path of the Upright* by Rabbi Moshe Chayim Luzatto (1707-1746); *Nefesh ha-Chayim* by Rabbi Chayim of Volozhin; Writings of Rabbi Yerucham Levovitz (1873-1936), Rabbi Elya Lopian (1872-1970), and the *Chazon Ish*, Rabbi Avroham Yeshaye Karelitz, (1878-1953); Modern writings from *Michtav M'Elياهو* by Rabbi Eliyahu Dessler. Attendance and participation are required.

JP 202 Jewish Ethical Literature IV (1 credit)

This course in *Mussar* literature will require introspective reactions to readings in the classics of *Mussar* literature. Topics to include: Chapters in *Shaarei Teshuvah*, Gates of Repentance, by Rabbenu Yonah of Gerondi/Girona (died 1286); Maimonides' *Hilkhot Teshuvah* ; *Mesilat Yesharim*, *The Path of the Upright* by Rabbi Moshe Chayim Luzatto (1707-1746); *Nefesh ha-Chayim* by Rabbi Chayim of Volozhin; Writings of Rabbi Yerucham Levovitz (1873-1936), Rabbi Elya Lopian (1872-1970), and the *Chazon Ish*, Rabbi Avroham Yeshaye Karelitz, (1878-1953); Modern writings from *Michtav M'Elياهو* by Rabbi Eliyahu Dessler. Attendance and participation are required.

JP 301 Jewish Ethical Literature V (1 credit)

This course in *Mussar* literature will require introspective reactions to readings in the classics of *Mussar* literature. Topics to include: Chapters in *Shaarei Teshuvah*, Gates of Repentance, by Rabbenu Yonah of Gerondi/Girona (died 1286); Maimonides' *Hilkhot Teshuvah* ; *Mesilat Yesharim*, *The Path of the Upright* by Rabbi Moshe Chayim Luzatto (1707-1746); *Nefesh ha-Chayim* by Rabbi Chayim of Volozhin; Writings of Rabbi Yerucham Levovitz (1873-1936), Rabbi Elya Lopian (1872-1970), and the *Chazon Ish*, Rabbi Avroham Yeshaye Karelitz, (1878-1953); Modern writings from *Michtav M'Elياهو* by Rabbi Eliyahu Dessler. Attendance and participation are required.

JP 302 Jewish Ethical Literature VI (1 credit)

This course in *Mussar* literature will require introspective reactions to readings in the classics of *Mussar* literature. Topics to include: Chapters in *Shaarei Teshuvah*, Gates of Repentance, by Rabbenu Yonah of Gerondi/Girona (died 1286); Maimonides' *Hilkhot Teshuvah* ; *Mesilat Yesharim*, *The Path of the Upright* by Rabbi Moshe Chayim Luzatto (1707-1746); *Nefesh ha-Chayim* by Rabbi Chayim of Volozhin; Writings of Rabbi Yerucham Levovitz (1873-1936), Rabbi Elya Lopian (1872-1970), and the *Chazon Ish*, Rabbi Avroham Yeshaye

Karelitz, (1878-1953); Modern writings from *Michtav M'Elياهو* by Rabbi Eliyahu Dessler. Attendance and participation are required.

JP 401 Jewish Ethical Literature VII (1 credit)

This course in *Mussar* literature will require introspective reactions to readings in the classics of *Mussar* literature. Topics to include: Chapters in *Shaarei Teshuvah*, Gates of Repentance, by Rabbenu Yonah of Gerondi/Girona (died 1286); Maimonides' *Hilkhos Teshuvah* ; *Mesilat Yesharim*, *The Path of the Upright* by Rabbi Moshe Chayim Luzatto (1707-1746); *Nefesh ha-Chayim* by Rabbi Chayim of Volozhin; Writings of Rabbi Yerucham Levovitz (1873-1936), Rabbi Elya Lopian (1872-1970), and the *Chazon Ish*, Rabbi Avroham Yeshaye Karelitz, (1878-1953); Modern writings from *Michtav M'Elياهو* by Rabbi Eliyahu Dessler. Attendance and participation are required.

JP 402 Jewish Ethical Literature VIII (1 credit)

This course in *Mussar* literature will require introspective reactions to readings in the classics of *Mussar* literature. Topics to include: Chapters in *Shaarei Teshuvah*, Gates of Repentance, by Rabbenu Yonah of Gerondi/Girona (died 1286); Maimonides' *Hilkhos Teshuvah* ; *Mesilat Yesharim*, *The Path of the Upright* by Rabbi Moshe Chayim Luzatto (1707-1746); *Nefesh ha-Chayim* by Rabbi Chayim of Volozhin; Writings of Rabbi Yerucham Levovitz (1873-1936), Rabbi Elya Lopian (1872-1970), and the *Chazon Ish*, Rabbi Avroham Yeshaye Karelitz, (1878-1953); Modern writings from *Michtav M'Elياهو* by Rabbi Eliyahu Dessler. Attendance and participation are required.

Bible - 8 credits

Eight courses in Bible are taken one per semester from the following:

BIB 101, 102, 201, 202, 301, 302, 401, 402,

BIB 101 Analysis of the Parsha I (1 credit)

Students will participate in an in-depth analysis of the weekly Torah portion with a focus on classical analytical texts. Culled from a collection of Rishonim and Achronim, these meforshim will be integrated to form themes and ideas that permeate the weekly portion. Students will develop their skills of analysis of detail to the synthesis of these very parts to the grand scheme. Attendance of lecture required.

BIB 102 Analysis of the Parsha II (1 credit)

Students will participate in an in-depth analysis of the weekly Torah portion with a focus on classical analytical texts. Culled from a collection of Rishonim and Achronim, these meforshim will be integrated to form themes and ideas that permeate the weekly portion. Students will develop their skills of analysis of detail to the synthesis of these very parts to the grand scheme. Attendance of lecture required.

BIB 201 Analysis of the Parsha III (1 credit)

Students will participate in an in-depth analysis of the weekly Torah portion with a focus on classical analytical texts. Culled from a collection of Rishonim and Achronim, these meforshim will be integrated to form themes and ideas that permeate the weekly portion. Students will develop their skills of analysis of detail to the synthesis of these very parts to the grand scheme. Attendance of lecture required.

BIB 202 Analysis of the Parsha IV (1 credit)

Students will participate in an in-depth analysis of the weekly Torah portion with a focus on classical analytical texts. Culled from a collection of Rishonim and Achronim, these meforshim will be integrated to form themes and ideas that permeate the weekly portion. Students will develop their skills of analysis of detail to the synthesis of these very parts to the grand scheme. Attendance of lecture required.

BIB 301 Analysis of the Parsha V (1 credit)

Students will participate in an in-depth analysis of the weekly Torah portion with a focus on classical analytical texts. Culled from a collection of Rishonim and Achronim, these meforshim will be integrated to form themes and ideas that permeate the weekly portion. Students will develop their skills of analysis of detail to the synthesis of these very parts to the grand scheme. Attendance of lecture required.

BIB 302 Analysis of the Parsha VI (1 credit)

Students will participate in an in-depth analysis of the weekly Torah portion with a focus on classical analytical texts. Culled from a collection of Rishonim and Achronim, these meforshim will be integrated to form themes and ideas that permeate the weekly portion. Students will develop their skills of analysis of detail to the synthesis of these very parts to the grand scheme. Attendance of lecture required.

BIB 401 Analysis of the Parsha VII (1 credit)

Students will participate in an in-depth analysis of the weekly Torah portion with a focus on classical analytical texts. Culled from a collection of Rishonim and Achronim, these meforshim will be integrated to form themes and ideas that permeate the weekly portion. Students will develop their skills of analysis of detail to the synthesis of these very parts to the grand scheme. Attendance of lecture required.

BIB 402 Analysis of the Parsha VIII (1 credit)

Students will participate in an in-depth analysis of the weekly Torah portion with a focus on classical analytical texts. Culled from a collection of Rishonim and Achronim, these meforshim will be integrated to form themes and ideas that permeate the weekly portion. Students will develop their skills of analysis of detail to the synthesis of these very parts to the grand scheme. Attendance of lecture required.

Special Needs

Any student with a disability or other special need should contact our office about making necessary accommodations for them in our institution. Our campus provides barrier-free access to the handicapped.

Accreditation

The Bais Hamedrash and Mesivta of Baltimore is accredited for our Bachelors in Talmudic Law program from the national accrediting agency, the Association of Advanced Rabbinical and Talmudic Schools (AARTS). AARTS contact information is:

AARTS
Suite 405
11 Broadway
New York, NY 10004
212-363-1991

The Bais Hamedrash and Mesivta of Baltimore's Bachelors in Talmudic Law program is also approved by the Maryland Higher Education Committee. Their contact information is:

MHEC
6 N Liberty St.
Baltimore, MD 21201
410-767-3301

Student Rights and Responsibilities

- Students have the right to a safe and healthy learning environment
- Students have the responsibility to preserve the safety and health of others

- Students have the right to be treated with respect and dignity
- Students have the responsibility to treat others with respect and dignity

- Students have the right to express their views and concerns and the right to have these views and concerns properly addressed
- Students have the responsibility to express their views and concerns in a respectful manner

- Students have the right to academic integrity
- Students have the responsibility to practice academic integrity

- Students have the right to privacy accorded to them by the Family Educational Rights and Privacy Act of 1974
- Students have the responsibility to respect the privacy of others

- Students have the right to be free from unlawful discrimination
- Students have the responsibility to not discriminate against others

Faculty

Rabbi Elyasaf Slinger, *Acting Dean*, B.T.L., M.T.L., Ordination, Beth Medrash Gevoha, Lakewood, New Jersey

Rabbi Chaim Cohen, *Rosh HaYeshiva*, B.T.L., Ordination, RJJ Rabbi Jacob Joseph, Edison, New Jersey

Rabbi Shlomo Kinzer, *Mashgiach*, Ordination, M.T.L., Yeshiva of Greater Detroit, Detroit, Michigan

Rabbi Chaim Ozer Kagen, B.T.L., M.T.L., Ordination, Beth Medrash Gevoha, Lakewood, New Jersey

Rabbi Yosef Berkowitz, Undergraduate studies, Ner Israel Rabbinical College 1992-1998. Advanced Studies, Yeshivat Mir, Jerusalem 1998-2001, Brisker Kollel Yerushalayim 2001-2005, Kollel Yeshivas Kadshim 2005-2007, Kollel Avodas Levi Ner Israel Rabbinical College (NIRC) 2007-2008. Rosh Chaburah NIRC 2008-2015.

Rabbi Mordechai Feigenbaum, Undergraduate studies, Ner Israel Rabbinical College, Advanced Studies, Yeshivat Mir, Jerusalem, Kollel Avodas Levi, Ner Israel Rabbinical College, Baltimore, Maryland

Rabbi Yitzchok Kinzer, *Shoel u-Meshiv*, B.T.L., M.T.L., Ordination, Ner Israel Rabbinical College, Baltimore, Maryland

Rabbi Meir Rottenberg, Ordination, B.T.L., M.T.L., Beth Medrash Govoha, Lakewood, New Jersey. Fellow, Lakewood Kollel, Lakewood, New Jersey

Rabbi Yisroel Shubert, B.T.L., Yeshivat Mir, Brooklyn, New York, Graduate studies Yeshivat Mir, Jerusalem; Senior Research Fellow, Zichron Shemayahu, Toronto, Canada. PostGraduate Fellowship, Yeshivat Brisk, Jerusalem, Kollel Avodas Levi, Ner Israel Rabbinical College, Baltimore, Maryland

Rabbi Dovid Strum, Undergraduate studies, Ner Israel Rabbinical College, Advanced Studies, Kollel Fellow, Yeshivat Mir, Jerusalem, Kollel Avodas Levi, Ner Israel Rabbinical College, Baltimore, Maryland

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Mr. Steve Graber, CPA
Mr. Samuel Sperling, Esq.
Mr. Yitzchok Steinharter
Rabbi George Strum
Hillel Tandler, Esq

EXHIBIT 63

From: Donna Gunning <donna.gunning@maryland.gov>

To: Jamie Klarman <james.klarman@maryland.gov>

Subject: Re: Status for Bethel Christian Academy - Nonpublic Textbook and Technology Program

Date: Tue, 26 Nov 2019 11:47:23 -0500

Inline-Images: changingMD.png

Jamie -

Perfect. Thanks for your help.



Donna Gunning, Executive Director
Maryland State Department of Education
Office of Finance and
Administration
Office of Policy and Fiscal Analysis
200 West Baltimore Street
Baltimore, Maryland 21201
410-767-0757 (office)
410-333-2232 (fax)
donna.gunning@maryland.gov

[Click here](#) to complete a three question customer experience survey.

On Tue, Nov 26, 2019 at 11:23 AM Jamie Klarman <james.klarman@maryland.gov> wrote:

----- Forwarded message -----

From: **Claire Dant** <claire.dant@teambethel.org>

Date: Thu, May 10, 2018 at 7:34 PM

Subject: Re: Status for Bethel Christian Academy - Nonpublic Textbook and Technology Program

To: Jamie Klarman <james.klarman@maryland.gov>

Mr. Klarman,

How is this going to affect us meeting the ordering deadline when we are eventually approved? Will we be given an extension? We had actually received a letter giving us the designated amount.

Thanks,

Claire Dant

On Fri, May 4, 2018 at 2:19 PM, Jamie Klarman <james.klarman@maryland.gov> wrote:

May 4, 2018

Dear Principal Dant,

Your school was notified on February 14, 2018 that you were ineligible for the Nonpublic Textbook and Technology Program for 2017-2018 due to discriminatory language in your student handbook.

You should not have received that letter, because our legal counsel and members of the Advisory Board of a related program (the BOOST Scholarship Program) are still considering whether the type of language in your student handbook is in compliance with the law.

We will reach out to you again about your status in the Nonpublic Textbook Program when a final decision about your school's handbook compliance has been made. The decision likely will be made in June 2018.

Thank you.

--



Jamie Klarman

Nonpublic Schools Program
Coordinator

Maryland State Dept. of Education

Division of Business Services

[200 W. Baltimore Street](#)

[Baltimore, Maryland 21201](#)

james.klarman@maryland.gov
410-767-0141 (office)

[Click here](#) to complete a three
**question customer experience
survey**

--

Claire M. Dant
Principal, Bethel Christian Academy

"The only thing that counts is faith expressing itself through love." Galatians 5:6

--



Jamie Klarman

Nonpublic Schools Program
Coordinator

Maryland State dept. of Education

200 W. Baltimore Street

Baltimore, Maryland 21201

james.klarman@maryland.gov
410-767-0141 (office)

[Click here](#) to complete a three
question customer experience

| survey

EXHIBIT 64

From: Boost MSDE -MSDE- <boost.msde@maryland.gov>

To: [REDACTED]

Subject: The Nonpublic School you Selected Decided to Not Participate in BOOST; Your Response is Needed by October 4

Date: Thu, 28 Sep 2017 14:06:51 -0400

Attachments: BOOST_2017_Participating_Schools_09-26-17.pdf

Good afternoon,

Our records indicate that your student was awarded a BOOST Scholarship for the 2017 -2018 school year and that you accepted the award. Unfortunately, the nonpublic school you selected has recently notified the Maryland State Department of Education (MSDE) that they will not participate in the BOOST program for 2017-2018.

If you would like to use the BOOST Scholarship at another school, a list of eligible schools is attached. Otherwise, you will need to decline your BOOST Scholarship.

Please reply to this email to provide MSDE with **either**:

(1) The name of the **new school** your child will attend (it must be on the eligible BOOST school list attached); or

(2) Reply to this email address (boost.msde@maryland.gov) with this sentence in the body of the email: I decline the BOOST Scholarship.

In order for the scholarship payment process to move forward quickly,

the DEADLINE to respond is 11:59 p.m. on Wednesday, October 4, 2017.

If an email response is not received from you by the deadline, then it will be recorded that your award has been declined.

If you have questions, please send them to this email: boost.msde@maryland.gov.

Thank you,

MSDE Staff

EXHIBIT 65

KRIEGER SCHECHTER DAY SCHOOL

STUDENT-PARENT HANDBOOK

2018-2019

5778-5779

www.ksds.edu

Main Office/Lower School Phone: 410-486-8640

Middle School Phone: 410-824-2053

Fax: 410-486-6106

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KSDS Contact Information

Head of School:

Rabbi Moshe Schwartz	mschwartz@ksds.edu	Ext. 259
Head of Lower School: Wendy Gelber	wgelber@ksds.edu	Ext. 278
Head of Middle School: Dr. Robyn Blum	rblum@ksds.edu	Ext. 241
Assistant Head of Middle School: Karen Booth	kbooth@ksds.edu	Ext. 251
LS Psychologist and Coordinator of Student Services Dr. Sharon Buck	sbuck@ksds.edu	Ext. 255
MS Learning Specialist: Nora Sokolow	nsokolow@ksds.edu	Ext. 297
MS Counselor: Kristen Wavle	kwavle@ksds.edu	Ext. 302
Nurses: Iris Ingber Donna Friedman	iingber@ksds.edu dfriedman@ksds.edu	Ext. 247
Office Manager: Miriam Golob	mgolob@ksds.edu	Ext: 225
MS Office Manager: Susan Van Hoven	svanhoven@ksds.edu	Ext. 253

**MISSION AND PHILOSOPHY
OF KRIEGER SCHECHTER DAY SCHOOL**

Mission Statement

KSDS provides an unparalleled Jewish and general studies education enabling our students to become confident, successful and valued members of society as committed and knowledgeable Jews.

Philosophy Statement

The mission of the Krieger Schechter Day School is to provide excellent academic programs in Jewish and General Studies for students in Kindergarten through grade eight. The school provides a caring, supportive environment in which each student can grow academically, emotionally, socially and physically. This milieu is one in which students are encouraged to take educational risks. The school's task is to help students become responsible citizens, and ethical, knowledgeable, committed Jews.

The overall goal of the school's program is that Jewish and general curricula become comfortably integrated in the minds of the students. Through the bilingual curriculum and school environment, the students are presented with a philosophy of life based upon the values and concerns embodied in Conservative Judaism, incorporating social action and social responsibility. The school curriculum encompasses a comprehensive educational program including art, music, drama, technology, and physical education. The approach to study fosters a love of learning and an openness to students' ideas. Through intellectual inquiry and critical thinking, the students are challenged to meet the highest standards of academic excellence.

The school supports a strong network of parent-teacher communication and considers families to be a part of the educational process. It strives to create a sense of community in the school which extends to the home, the synagogue, and the community at large.

As we are an AIMS accredited school, please review the [AIMS Parent Policy](#).

About Conservative Judaism

Conservative Judaism was established in America at the beginning of the 20th century in an effort to "conserve" Jewish tradition while at the same time respond to the realities of modern life. Although the Conservative Movement is characterized by a wide range of ideas and practices, the Conservative Movement's leadership has identified certain "core values" which define Conservative Judaism. These core values include the defining role of Torah and the study of Torah, the centrality of *Halakhah* (Jewish Law) in governing Jewish life, a commitment to the idea of *Klal Yisrael* (the fellowship of all Jews), the importance of modern Israel and of Hebrew as the language of Judaism, and the belief in God. Within the Conservative Movement, ideas about God range from the traditional to the highly abstract and metaphorical. The Torah, which is both a symbol and an expression of the relationship between God and human beings, is viewed by some as a gift from God and by others as the inspired but sometimes fallible product of humans searching for God. For all Conservative Jews, Judaism is our link to our past, our future, and the things in life that truly matter.

PROMOTING DEREKH ERETZ: THE KAVOD CODE

It is part of the guiding principles of Krieger Schechter Day School to encourage not only intellectual curiosity and a strong commitment to academics, but also caring and responsible behavior that reflects core Jewish values. As Hillel famously says in the Talmud, "What is hateful to you do not do to your neighbor. That is the whole Torah. The rest is commentary - go and learn it" (*Talmud, Shabbat 31a*). With this advice, the *Kavod* Code has been developed to guide students, faculty, and families in their conversations about student behavior.

Central to our tradition is the idea that all human beings are created in God's image. Valuing *Yir'at HaShem* (Respect for God and God's creations) and *Derekh Eretz* (Respect) leads us to appreciate and extol the sacredness of each person and accept his or her strengths, weaknesses, and differences with understanding, compassion, and respect. We must treat each other, including our ideas, beliefs, feelings, and property, with courtesy and consideration. Members of the KSDS community have a responsibility to act in ways that reflect positively on themselves, the school, the synagogue, and the Jewish community.

We also aim to create a community that cares about the wellbeing of all of its members. In keeping with the Jewish teaching, "*kol Yisrael arevim zeh la zeh*" (All Jews are responsible for each other), we recognize our roles as individuals in caring for others within our school community, and within the larger community as well. How we conduct ourselves in our personal interactions is a key component of showing responsibility for the safety and comfort of others.

All members of the KSDS community are called upon to strive for the highest level of *mentschlichkeit*. Being a *mentsch* is a lifelong pursuit that involves resisting temptations, making hard choices, and sometimes refusing to "follow the crowd." Sometimes it means "doing the right thing" and, therefore, accepting consequences that one would normally rather avoid. Being a *mentsch* is not always easy, but it is the best way to earn a "good name" for oneself, which in Jewish tradition is considered to be a truly outstanding achievement.

The following expectations and guidelines for proper behavior at KSDS are based on all of these Jewish concepts: *Yir'at HaShem*, *Derekh Eretz*, and "*kol Yisrael arevim zeh la zeh*," and are designed to help a student become a *mentsch*. Please note that this list cannot address every potential behavior scenario; however, an understanding of the values listed here can guide good decision making in all school-related situations.

Safah (Communication – Verbal, Non-Verbal and Electronic)

According to our tradition, the world was created with words. Through our words, we have the power to create, heal, and transform or to hurt and destroy. Because speaking is so easy, because words are so powerful, and because what is said can never be unsaid, Judaism insists that we use language carefully in all of its forms (spoken, written, non-verbal, and electronic). Here are guidelines for behaving with proper use of *Safah*:

- Students should refrain from spreading *Lashon Hara* (gossip), whether true or false, about each other.

- Students should use appropriate non-verbal communication. Tone of voice, body language, and timing should reflect respect and kindness to others.
- Students should consider the potential impact of their words before they speak.
 - Students' word choice in all situations should reflect sensitivity and care.
 - Teasing or verbal bullying causes harm to others and is not acceptable.
- Students should approach discussions with faculty and other adults with respect. This includes expressing differences of opinion in a constructive fashion.
- Students should exercise extreme caution with electronic communication. Just as there is no delete button for the spoken word, electronic communication, once sent, is public and permanent, and can always be accessed or repeated. Electronic communications should be conducted with the same care and sensitivity as in-person communication. Please see the Technology Acceptable Use Policy for further guidelines regarding texting, social networking, and e-mail.

An Additional Note About Bullying

Definition of Bullying

A student is bullied when he or she is exposed, repeatedly and over time, to intentional negative actions on the part of one or more students, and whose ability to participate in and benefit from the school's educational programs or activities is adversely affected.

Bullying may come in various forms and can leave victims hurt, distressed and frightened, preventing successful learning from taking place. Students who are bullied and those who bully others are at significant risk of experiencing a range of health, safety, and educational risks. Bullying is clearly at odds with our values and will not be tolerated.

Therefore any allegations of bullying or harassment, be they verbal, physical, electronic, emotional, or sexual, whether as a result of an incident in school and during school hours, or as a result of an incident that involves a KSDS student outside of school, is a concern to the school community. It will be addressed by the administration. Ensuring the safety and well-being of the children in our school community is the highest priority of the school.

For the purposes of this policy, "school" includes school buildings, school grounds, school sponsored activities, including social events, field trips, sports events, and similar school-sponsored events and functions, and travel to and from school and/or school sponsored events.

These behaviors can appear as any or a combination of the following: physical or emotional aggression against students; assaults on student property; cyber-bullying; oral or written threats, including by electronic means; threatening or demeaning looks or gestures; teasing, name-calling or put-downs; cruel rumors; false accusations; social isolation, such as exclusion; and other forms of intimidation or extortion.

Yosher (Honesty)

In a Jewish school, honesty, integrity, and respect for property and possessions are core values. Moreover, they are essential to ensuring an environment where everyone can feel a

sense of trust, security, and comfort, including the other teachers, students, congregants and schools with whom we share classroom, hallway and function room space.

Here are guidelines for behaving with *Yosher*:

- Students should respect the ideas and words of others. Plagiarism – attaching one’s name to another’s work without giving proper credit - is unacceptable and dishonest.
- Cheating and lying are dishonest behaviors which destroy trust and ruin a person’s reputation. These behaviors are not acceptable.
- Stealing and vandalism, regardless of the degree, are absolutely forbidden.
- Students should be respectful of the property of others and return borrowed objects in the condition in which they were received.
- Students should not touch another person’s property without permission or use school equipment without permission.

Kehillah (Community)

KSDS prides itself on the strength of the community that is created between students, parents, and faculty. We strive to maintain a school environment which values the bonds and responsibilities between people and the sense of being part of a larger Jewish community, and is a place where learning can thrive.

Here are guidelines for helping to build *Kehillah*:

- Students should express care and concern for the well-being of others. A community is strong when the people in it care for each other.
- Students should respect the physical and personality differences in each other. As God’s creation, each of us is precious and should be regarded and treated that way.
- On the field and in the gym, students should conduct themselves with the highest degree of sportsmanship, respecting the varying levels of playing abilities and the spirit of respectful competition that make up our athletics program. This includes time during PE classes, recess, and after-school athletics.
- Students will arrive on time and prepared for class. When late, students will take their seats quietly, without disturbing instruction.
- Students will not interrupt instruction, except for emergencies, and will wait for an appropriate time to ask questions.
- Students should resolve conflicts in a peaceful and appropriate manner, refraining from behavior that might hurt or endanger others. Physical fighting is never permitted.
- Students will not bring weapons and other potentially dangerous items, such as pocket knives or sharp tools, to school.
- Students are not permitted to bring to school any kind of aerosol product (spray, etc., including deodorants).
- Students will help to keep the school building and grounds clean and free of trash.
- Students will act in ways that help preserve the environmental health of our building, neighborhood, and world. Students should recycle, minimize waste and limit damage to nature whenever possible.

- Students will keep halls, doorways, and locker areas clear of books, backpacks, and coats. All school materials and personal belongings should be kept in lockers or on designated shelves.
- Students will follow the policies of KSDS and Chizuk Amuno in matters of Jewish law, such as *kashrut*, prayer, and other Jewish observances, both in school, on field trips and at school-sponsored activities.
- Students will respect the sacred nature of objects, such as *siddurim*, *humashim*, *tallitot*, and *tefillin*. These objects are to be handled with a degree of *kavod* that recognizes their value and sacredness.

Tziniut (Modesty)

Tzni'ut (modesty) is a guideline for dress and an expression of *Yirat HaShem* and *Derekh Eretz*. *Tzni'ut*, as applied at KSDS, calls for clothing which shows respect for oneself and other people, and which conforms to current conventional ideas about what is appropriate in an academic and religious setting.

Here are guidelines for acting with *tzini'ut*:

- Students will respect the dignity, physical boundaries, and privacy of other people.
- Students will avoid displays of romantic affection between students. Sexual interactions of any kind are not permitted.
- Language, jokes and games that are provocative or utilize sexual innuendo are not permitted; acting with *tzni'ut* requires that we make sure all members of our community are comfortable with the topics implied or referenced in school situations.
- Students will follow the KSDS Dress Code as described later in this document.
- All boys, and girls who choose, will wear a *kippah* in school and at school events (with the exception of PE class, athletic participation, and recess). A *kippah* is a sign of our awareness of God's presence around us and is a statement of belonging to our Jewish community.

SCHOOL POLICIES

School Hours:

Lower School (Grades K-4):

8:15am-3:30pm (Mon, Tue, Wed, Thu and Fridays in fall and spring)
8:15am-2:45pm (Fridays; November 9, 2018 through March 8, 2019)

Middle School (Grades 5-8):

8:00am - 3:30pm (Monday and Fridays in fall and spring)
8:00am - 4:00pm (Tue, Wed, Thu)
8:00am - 2:45pm (Fridays; November 9, 2018 through March 8, 2019)

Building and Student Security

KSDS and Chizuk Amuno are committed to following best practices regarding student safety and the security of the campus facilities.

Entry to the school/synagogue building

All entry to the building after 8:15 am each day must be through the Chizuk Amuno security guard entrance (the entrance to the Esterson Lobby / Synagogue Office). Staff must show ID badges; all other adults entering the building must sign in with the guard and receive a "Visitor" sticker which is to be worn visibly until exiting the building. This allows everyone to make sure that all non-students in the building can show evidence of being a staff member or authorized visitor. Visitors are welcome to exit the building through any doorway (thank you for disposing of visitor stickers in trash bins as you exit!).

For everyone's safety, students, staff and guests are NOT allowed **to open any outside door to let anyone into the building**. This can be awkward at times, especially when our community knows each other so well, but the integrity of our building's security depends on everyone's understanding and cooperation with this policy.

During school hours, the security guard will ask all non-staff members entering the building for their destination, will ask them to show identification and receive a visitor's badge, and will confirm with the appropriate staff member before allowing the visitor to proceed further into the building.

Parents/caregivers are not permitted to go into the classroom or hallways without prior permission of their child's teacher or administration. Non-staff members are asked to stop at the KSDS office before proceeding further into the building.

Parent/Caregiver procedures for arrival, dismissal, late arrivals and early dismissals are listed below under those sections.

Safety Drills for Students

KSDS students and faculty practice safety drills at regular intervals throughout the year. These include: fire drills (evacuation); lockdown drills (“Code Red”); and weather-related drills (i.e. staying away from outside windows/doors during a tornado warning). Teachers help frame the safety drill experiences in age-appropriate, calming ways so that students are practiced and prepared for emergencies, but not unduly frightened.

Working Together To Keep Our Building Secure

We encourage our community members to keep in mind “see something, say something.” If you see anything suspicious or concerning, please tell the security guard or a staff member in the office so the concern can be addressed immediately.

Arrival, Dismissal, After-School Supervision, Early Dismissal, Guests at School:

Arrival

Students may arrive beginning at 7:30am through the Berman entrance only, remaining in the Berman Lobby (Grade 2-Grade 8) or Gym (Grades K and 1) with teacher supervision until dismissed to their lockers/classrooms. Student entry to the building is not allowed prior to 7:30am. Students are not to use the Chapel, Goldsmith, or Esterson entrances in the morning.

Teachers and administration work in partnership with families to keep the carpool line moving safely and efficiently. Families are encouraged to drop-off via the carpool line in front of the building at the main parking lot. We ask drivers to follow all guidance from teachers on arrival duty. Please pull up as far forward as you can within the designated drop-off zone before allowing your children to exit the car. Once the students have exited the car, please wait to follow the car in front of you when driving away from the carpool line. In the interest of student safety, please do not move out of line to exit, even if the car in front of you is still waiting for students to leave the car.

Since Lower School and Middle School begin their day within 15 minutes of each other, we anticipate a larger carpool line between 7:45-8:10am. Middle School families are highly encouraged to drop off students prior to 7:45am so that students can be more likely to arrive to class on time. If the students in your car will need more time to gather their belongings and exit the car, we ask that you park in an allowable parking spot in the lot and walk your children to the awning at the school entrance.

The Middle School day begins at 8:00am. All Middle School students should arrive at school by 7:45am so that they have time to go to their lockers, get set for the day, and arrive at their Period 1 classes before 8:00am. A warning bell will ring at 7:55am. Students should be in their 1st period classrooms, with all necessary supplies, prior to 8:00am. All students who arrive to *Tefillah* or class **after 8:00am** are considered tardy.

The Lower School gathers for a morning flag ceremony at 8:05. The Lower School day officially begins at 8:15 am. All students who arrive to their classrooms after 8:15 am are considered tardy.

Dismissal

All of our dismissal policies are designed to keep our students' safety and security in mind. Thank you for your cooperation with these procedures:

Every family will receive copies of a carpool placard listing the family last name and individual children's names. This placard should be prominently displayed on the car windshield in the dismissal carpool line so that teachers can radio for your child(ren) to exit the building. Additional copies of the carpool sign are available by request; please make sure that anyone who regularly picks up your children from school has a copy of your family's sign.

Lower School Students will be released only to cars which display the family's dismissal sign or have designated permission to pick up students that day.

* Lower School students going home with a different carpool on a particular day (playdate, etc.) or who are being picked up by someone who does not have the family's dismissal sign must have parents email or call the school office before 2pm that day to indicate with whom the student is allowed to go home that day (attendance@ksds.edu).

When picking up your child at dismissal, please also be aware of the following:

- Please wait patiently in line. Do not pull into illegal driveways/parking spots or the building service driveway.
- Cell phone use is prohibited in the carpool line.
- Do not leave your vehicle parked in the carpool line and walk up to the building.
- Students may not cross in front of the carpool line to meet cars.
- Parents who choose to park and walk up to dismissal are asked to:
 - Park in designated parking spots only
 - Give the student name(s) to the teacher on dismissal duty
 - Remain waiting outside until students are brought outside.
- Fifteen minutes after dismissal is over, all students who have not been picked up will be sent to the PlayKeepers program for extended supervision. **KSDS will then bill parents on a per diem rate of \$28.00 per child.**
- Students may not be released to any rideshare or taxi service.

Dismissal Times & Locations

MONDAYS:

3:30pm Carpools with ONLY LS students – Goldsmith entrance

3:30pm Carpools with MS students or MS/LS combination – Berman entrance

TUESDAYS, WEDNESDAYS, THURSDAYS

3:30pm LS dismissal at Goldsmith entrance

4:00pm MS dismissal at Goldsmith entrance

*Lower School students who wait for MS siblings will be supervised from 3:30-4:00pm and will then be brought by the supervising adults to the Stulman to join their MS carpools for dismissal.

FALL/SPRING FRIDAYS:

3:30pm Carpools with ONLY LS students – Goldsmith entrance

3:30pm Carpools with MS students or MS/LS combination – Berman entrance

WINTER FRIDAYS:

2:45pm Carpools with ONLY LS students – Goldsmith entrance

2:45pm Carpools with MS students or MS/LS combination – Berman entrance

EARLY DISMISSAL DAYS:

12:30pm Carpools with ONLY LS students – Goldsmith entrance

12:30pm Carpools with MS students or MS/LS combination – Berman entrance

Beginning on the first Friday after Daylight Savings Time, when the clocks are turned back to Standard Time, Friday dismissal will be at **2:45pm** because Shabbat begins earlier in the fall and winter months. This 2:45pm Friday dismissal time ends in March when we return to Daylight Savings Time.

PLEASE NOTE: Staff will be monitoring other lobbies of the building to make sure that students are not waiting for parents to pick them up from non-standard dismissal locations. Please do not give your child instructions to go to a different dismissal location than the ones listed above; staff will not allow them to remain at non-standard dismissal locations.

After-School Supervision

Any students who remain in the building after dismissal must be registered for a supervised after-school program. Students who do not participate in after-school activities are *NOT* permitted to remain in the building without supervision. LS students can register at no cost for supervised coverage while waiting for MS siblings' 4:00pm dismissal. Playkeepers runs a fee-based Extended Day Program for all KSDS students; please contact the Lower School office for further information. Please understand that while we desire for KSDS and Chizuk Amuno to be a welcoming building, it is a liability for both us and the students for students to be in an unsupervised situation after school.

Early Dismissal

If your child needs to be excused from school prior to the normal dismissal time, please have your child bring in a note stating the time that he/she will be picked up from school. LS students should give the note to their first teacher of the day, and MS students should give their note to the teacher whose class they will be leaving from early at the beginning of that class period. Parents are also asked to email attendance@ksds.edu in advance of a planned early dismissal so that the school is aware of any student planning to leave school early. A parent or responsible adult must enter the building (through the Chizuk Amuno security guard entrance)

and report to the Lower School office to have a child called out of class for dismissal. All students (K-8) must be signed out in the Lower School office, by a parent or responsible adult.

Students may not wait for parents outside the building. All students MUST be signed out in the Lower School office before leaving early.

Guests at School

Students are not permitted to bring non-enrolled students without the advance approval of the administration.

Attendance & Tardiness Policies

On-time, regular attendance is vital for a successful school year. Absences from school, regardless of the reason, are difficult for students and can be disruptive to their classmates.

Absences

Success in school is dependent upon regular attendance and participation in class. Although students are required to make up missed work, many elements of classroom instruction and interaction are difficult to recapture. While some absences, such as illness, are unavoidable, the administration strongly urges families to schedule students' appointments and travel when school is not in session. When parents know in advance that their child will be out of school, or when a child is sick and will be absent that day, please let the school know by phoning the Lower School or Middle School office or by emailing attendance@ksds.edu. If notifying school on the day of the absence, please do so by 9:00am.

The following policies also apply to student absences:

- Parents are to contact the school when their child is absent.
- Illness-related absences of five days or longer require a note from the student's doctor explaining the nature of the illness and its anticipated course.
- **Students who are absent from school will not be permitted to participate in school-related extracurricular activities that day/evening, such as athletics and music performances. High school visits and previously scheduled medical appointments are the exception to this policy.**
- When students are absent, the student/parent is required to email the teachers or check RenWeb for homework assignment. All work must be made up unless modified by the teacher or an administrator. Missed assignments will be reflected in the student's grade or progress. Students should also call a classmate to find out what was missed in class.
- Adjustments may be made to due dates for missed tests, quizzes, homework, and other assignments, at the discretion of each teacher.
- Students are encouraged to seek assistance from their teachers and required to get class notes from classmates to assist with integrating back into the classroom as quickly as possible.

Excessive Absences

- When a student has missed 7 school days or more during any one trimester, or 12 days over the course of the year, parents, administration, and teachers will meet to discuss the reasons for and the implications of the excessive absences.
- A grade of Incomplete may be given on a report card, pending fulfillment of an action plan developed with the administration, teacher, and parents to determine how the student may complete the coursework and receive a grade. Excessive absences, or even excessive partial day absences, may also result in failing grades, academic probation or grade level retention. Grades may be withheld, pending meetings with the administration, teacher, and parents to determine how the student may complete the coursework and receive a grade.

Late Arrivals

Punctuality is essential so that students are able to prepare for class and enter the classroom ready for instruction. Please allow sufficient time for traffic and weather. The amount of time your child needs at lockers to unpack and prepare for the day should be taken into account in order for students to be in class on time.

a) Lower School Late Arrivals:

- Lower School students arriving after 8:15 am must receive a late pass from the Lower School office before proceeding to the classroom. Parents must park in a designated parking space in the parking lot, enter the building by the guard at the Synagogue entrance, and accompany their children to the office in order to sign students in and receive a late pass.
- In order to ensure the safety of our students, the doors at the Berman entrance will be locked at 8:15 am. No one will be admitted through this entrance during school hours without an electronic staff ID badge.

b) Middle School Late Arrivals:

- Middle School students arriving to class between 8:00am-9:00am must go directly to the Middle School office where they will receive a late slip before proceeding to class. Middle School students who arrive to school after 9:00am should first stop at the Lower School Office to sign-in late and receive a late pass. Parents of Middle School students do not need to come to the office to sign in their late child.
- **Students must be in school no later than 11:00am in order to be eligible to participate in after-school sports, rehearsal, or other activities. High school visits and previously scheduled medical appointments are the exception to this policy. Advance notification is required in such circumstances.**
- An e-mail will be sent home to parents following 3 tardies in a trimester. If Middle School students are late an additional three times during the trimester (for a total of 6 times in a trimester), they will receive a lunchtime detention and a parent conference with a member of the Middle School resource team will be required. Latenesses due to medical appointments, as long as they are documented by a note from the doctor to the Middle School Office or to Robyn Blum (rblum@ksds.edu), will not be counted towards a

student's trimester tardy totals. Once a student receives two detentions for tardiness in one trimester, an After-School-Detention will be assigned in place of future in-school detentions that trimester.

Inclement Weather

When a delayed opening or school closing is decided, a notice will be posted on the KSDS website home page and KSDS Facebook page. An email will be send to parents, a text message will be sent to all text program participants and an announcement will be made on WBAL TV and WBALTV's website. **Krieger Schechter does not follow Baltimore County's school closing decisions.**

When school opening is delayed, supervised drop-off begins 30 minutes before the start of school (i.e. a 9am start means that supervised drop-off begins at 8:30am; a 10am start means that supervised drop-off begins at 9:30am).

Lower School Delayed Opening Schedule of Classes:

9am start, Hebrew/Judaics in morning:

Hebrew/Judaics 9:00-11:00; General Studies 11:00-end of day.

9am start, General Studies in morning:

General Studies, 9:00-lunchtime; Hebrew/Judaics in afternoon.

10am start, Hebrew/Judaics in morning:

Hebrew/Judaics 10:00-11:30; General Studies 11:30-end of day.

10am start, General studies in morning:

General Studies 10:00-lunchtime; Hebrew/Judaics in afternoon.

Middle School Delayed Opening Schedule of Classes:

Monday –

9am start: *Tefillah* from 9:00 to 9:35am and then go to third period.

10am start: *Tefillah* from 10:00 – 10:25am and then go to fourth period.

Tuesday and Thursday -

9am start: Second period from 9:00 – 9:35am and then go to third period.

10am start: Third period from 10:00 to 10:25am and then go to fourth period.

Wednesday -

9am start: Period 2 from 9:00 to 9:30am and then go to third period.

10am start: Period 3 from 10:00-10:30am; Period 4 from 10:35-11:00am.

Friday (Fall/Spring)-

9am start: Second period from 9:00 to 9:35am and then go to third period.

10am start: Third period from 10:00 – 10:30am and then go to fourth period.

Friday (Winter) -

9am start: Second period from 9:00 to 9:25am and then go to third period.

10am start: Fourth period from 10:00 – 10:52am and then go to lunch/recess.

Dress Code

The KSDS Dress Code was designed by a committee of students, parents and teachers to accomplish goals related to cleanliness and simplicity of appearance, limiting distractibility of clothing for school, and supporting the value of modesty at KSDS. The Dress Code also serves to support the school's sense of spirit and community togetherness.

Each day, parents must check the appropriateness of their child's attire with respect to the school's dress code. Students can grow quickly, and something that was an appropriate fit a few weeks earlier may no longer be acceptable.

Students who are in school wearing non-Dress Code clothing will be asked to call home for an appropriate change of clothes to be brought to school. While waiting, or if a change of clothes is unable to be brought, students will be given Dress Code-appropriate replacement clothing from the school's supply to wear (shirt, pants, skirt, etc.). Any school-issued replacement clothing should be laundered at home that night and returned to school the next morning.

Middle School only:

After three violations of the school's dress code policy, a student will receive a detention.

In General on Dress Code AND Dress Down Days:

- Clothing must be loose fitting, clean, neat, and **not torn**.
- Students should wear closed-toed, closed-heel and fully-closed shoes. Open-toed or high-heeled shoes, sandals, and flip-flops may not be worn.
- Gloves, hats, visors, sunglasses, or other headgear are not permitted to be worn inside the building during the school day.
- No make-up, face tattoos, or glitter.

On **regular Dress Code** days, all clothes should be solid in color, except girls' plaid skirts. The requirement for solid colors applies to all sweaters, sweatshirts or jackets that are to be worn during the school day, inside. **Please make sure that your child has a completely solid-color sweatshirt/sweater (sweatshirt/sweater with a single logo smaller than a quarter is permitted)** to keep and wear at school. Socks, tights and leggings do not have to be solid in color.

Tops

Shirts should be of any of the following styles: short-sleeve or long-sleeve polo, turtleneck, mock turtleneck, or Oxford-style shirt. Shirts may be worn un-tucked if the shirt is no more than hip-length and is hemmed, but should also be long enough to avoid revealing the midsection when arms are raised. Shirts must be loose fitting and not skin-tight (e.g. boy-cut shirts or a size larger), and should not expose cleavage. No sleeveless shirts, tank tops, or shirts with spaghetti straps.

- **All shirts must be solid in color.**

- **One small logo (must be smaller than a quarter) is permitted.**
- **KSDS logos, of any size, are permitted on dress-code tops.**

Sweaters, sweatshirts or light jackets may be worn over shirts. **All outerwear to be worn inside during the school day must be solid in color**, and must follow the same rules about logos as listed above for regular shirts:

- **All sweaters/sweatshirts must be solid in color - no words, patterns or designs.**
- **One small logo (must be smaller than a quarter) is permitted.**
- **KSDS logos, of any size, are permitted on dress-code tops**

For arrival, dismissal and outdoor recess, students are allowed to wear outerwear with different colors, designs, logos, etc. (at these times, outerwear does not have to be solid, etc.). The school strongly suggests parents provide a solid-color sweatshirt or jacket to keep in the student's locker throughout the year.

* NOTE (Middle School only): Students who wear non-Dress Code outerwear (sweatshirts, sweaters, jackets) in the hallways or classrooms during the school day will be asked to leave their outerwear in a designated space in the Middle School Office; they can retrieve their outerwear at the end of the school day.

KSDS-logo "field trip" shirts must be worn for field trips and special programs, and can be worn on any school day. Orders may be placed online by visiting the [Online Purchase of KSDS Field Trip Shirt](#) page; or, orders may be placed by using the [KSDS Field Trip Shirt Order Form found here](#) and sending in a check, payable to KSDS.

Monday through Thursday, students are permitted to wear any solid color top which fits the specifications above. **On Fridays**, students are required to wear **white** shirts of the types specified above, in honor of Shabbat.

Bottoms

Bottoms should be black, brown, navy, khaki or gray and are to rest on the waistline. All bottoms should be "uniform-style" clothing.

Girls may wear uniform-style: pants, capris, long shorts, skorts, or skirts, as described below. **Bottoms should not have Lycra or Spandex in the fabric, and should not fit skin-tight, no matter what fabric they contain.** Please note that leggings, or clothing similar to leggings, are not acceptable as pants. Leggings may be worn underneath appropriate-length skirts, but not as the student's sole clothing bottoms; **NOTE:** even with leggings underneath, skirts and shorts must still be appropriate length, in and of themselves.

Boys may wear uniform-style pants or long shorts, as described below. Low-rise pants are not allowed.

Shorts, skorts, and skirts should not be shorter than 3 inches above the knee, **with or without shorts or leggings underneath (leggings do NOT count towards extending the length of the main skirt/skort/shorts)**. Jeans and sweatpants are not permitted.

Permitted styles/fabrics for pants are:

- Pleated or non-pleated uniform-style chinos in cotton, poly, or blend.
- Pleated or non-pleated uniform-style corduroys in cotton, poly, or blend.

Pants should not be skin-tight.

Cargo-style pants and shorts are permitted, as long as they are neat-looking and fit properly.

Shorts must not be shorter than 3 inches above the knee.

Permitted styles/fabrics for shorts are:

- Pleated or non-pleated uniform-style shorts or walking shorts in cotton, poly, or blend.

Skirts/skorts must not be shorter than 3 inches above the knee with or without leggings underneath. Permitted styles/fabrics for skirts/skorts:

- Pleated or non-pleated uniform-style A-line in cotton, poly, or blend.
- In addition to permitted colors, uniform-style plaid pleated skirts are acceptable.
- Bike shorts and spandex leggings may be worn under skirts, but the skirts themselves must still meet the approved length.

Jumpers and Dresses (LS only):

Uniform-style jumpers should be black, brown, navy, khaki or gray and must not be shorter than 3 inches above the knee with or without leggings underneath.

Solid-colored polo-style dresses are permitted, provided they meet the following guidelines:

- One small logo (must be smaller than a quarter) is permitted.
- Dresses must not be shorter than 3 inches above the knee with or without leggings underneath.
- On Fridays, only white polo-style dresses are permitted.

Bike shorts and spandex leggings may be worn under jumpers and dresses, but the main jumper/dress must still meet the approved length.

Kippot

It is the custom of the KSDS and Chizuk Amuno building for males to wear kippot upon entering the building for any reason. Jewish males are required, and females are encouraged, to wear a *kippah* throughout the school day (except during PE, recess and after-school sports). Please see “*Kippah, Tallit and Tefillin*” section for more details.

Dress Down Days

Monthly Dress Down days are on the calendar for the last school day of the month (unless such day is a Friday, when Dress Down is moved to Thursday). Additional days may be scheduled for

“Creative/Spirit Dress.” “Dress Down” or “Creative/Spirit Dress” clothing must still adhere to the following requirements:

- No sleeveless shirts, tank tops (for males or females), or shirts with spaghetti straps. No bare midriffs, halters, scrubs or pajamas. Shirts should not expose cleavage.
- Any wording or pictures on clothing must be appropriate for a school environment.
- No hats, gloves, or distracting accessories permitted.
- **Shorts, skorts, and skirts still must not be shorter than 3 inches above the knee.**
- Jeans and sweatpants are permitted, but bottoms should still not be skin-tight. **Yoga pants are permitted IF they do not fit skin-tight.**

PARENTS - PLEASE make sure that your students have appropriate length bottoms that are ALSO not too tight, to wear on dress down days.

After School Programs and the Dress Code

Unless otherwise noted or requested, students should follow the policies of Dress Down Days for all after-school school-sponsored programs.

Student Clothing and Lost & Found

Every year, we have many, many articles of clothing (shoes, boots, winter coats, sweaters, gym uniforms and more!) that are left in the school’s Lost & Found area. We encourage parents to label ALL clothing that students wear to school (including outerwear) and to check the lost and found periodically. At the end of each trimester, unclaimed, unlabeled articles in lost and found will be donated to a local charity; parents will be notified via *Tov Lada’at* before the donation takes place.

Kippah, Tallit and Tefillin

The school years are a time of identity formation and questioning, and give us an opportunity for teaching and practicing many Jewish rituals. KSDS is committed to having our students gain the experience and proficiency of wearing Jewish ritual objects, as well as having them come to an understanding of the place of these objects, for themselves personally and for our school and synagogue – as a sign of respect to God and as a symbol of belonging to a Conservative Jewish community.

These policies are required for boys and recommended for any girls who choose. As an egalitarian, Conservative community, KSDS encourages girls to take advantage of the opportunity to explore wearing *kippah*, *tallit* and *tefillin*. Many of our girls wear *tallit* when they become *bat mitzvah*, and we encourage them to wear *tallit* and *tefillin* at school *minyanim*.

Kippah

A *kippah* is part of the Dress Code at KSDS for all boys. It is optional, but encouraged, for girls. Please make your *kippot* personal – choose colors and designs that you like, and label the inside with your name! *Kippot* should be worn at all times in the building (except at PE, recess or after-school sports).

The black paper *kippot* in the containers at Chizuk Amuno are not allowed to be worn at KSDS. It is important that students come prepared with their own supply of kippot, and don't rely on the supply provided by the synagogue. If a student does not have a *kippah*, he will be required to obtain one from the office. We encourage parents to have students keep extra *kippot* (woven, suede, etc.) in their lockers for days that they forget their regular *kippah*. We encourage students to wear clips to keep kippot on their head. All males (students and adult guests) should wear a *kippah* at all school programs and events in the synagogue building.

Middle School Students only (re: replacement kippot):

Middle School is a time of encouraging increasing personal responsibility, and a kippah is part of a male student's regular expected school supplies. Students who have forgotten a kippah must come to the Middle School Office to be given a replacement kippah to wear. Every three times that school gives that student a kippah during a trimester, the student will be assigned a detention. Middle School parents are highly encouraged to give their students a large supply of extra kippot to keep in their lockers for use throughout the year. **If you are purchasing inexpensive extra "paper" kippot (easily found online) for your child's extra supply, please make sure they are white, and not black; KSDS students are not allowed to wear the black ones, as we don't want students tempted to just take from the Chizuk Amuno kippah bins.**

Tallit and Tefillin - beginning in the semester prior to bar/bat-mitzvah

Tallit (the fringed prayer shawl) and *tefillin* (the black boxes with leather straps) are commandments that become required for Jewish boys when they become *bar mitzvah*. It is one of the few visible signs in our community that this young man is now a Jewish adult, and that he should be counted as such in our prayer services. The wearing of *tallit* and *tefillin* are also practices that are optional for girls, but encouraged.

Boys who have already (or are about to) become *bar mitzvah* are required to wear *tallit* and *tefillin* every weekday during morning prayer services. For this school year, *tallit* and *tefillin* are required at KSMS on Mondays and Wednesdays. **Students are expected to have their own set of *tallit* and *tefillin* in school (in bags labeled with their names!) and should keep BOTH in their lockers for the duration of the school year.** During the 6th and 7th grade year, students will have opportunities to learn how to wear *tallit* and *tefillin* and to gain some initial practice wearing these items.

- If a student will become *bar mitzvah* between the start of school and winter break, he should begin wearing *tallit* and *tefillin* at the start of the school year for continued practice prior to becoming *bar mitzvah*.
- If a student will become *bar mitzvah* between winter break and the end of the school year, he should begin wearing *tallit* and *tefillin* when school begins after winter break for practice prior to becoming *bar mitzvah*.

If families would like guidance in purchasing *tallit* and *tefillin* for students, please contact the Middle School Judaics Head. **Please make sure that your child comes to school prepared with *tallit* and *tefillin*** on the appropriate day, as listed in the prior paragraph. Boys who are

required to wear *tallit* and *tefillin*, and do not have them at school, will be required to borrow them each time from the Middle School Head's office. If a student repeatedly does not follow the school's policies regarding *kippah*, *tallit* and *tefillin*, the student and parents will meet with the Middle School Head to discuss procedures.

Policy for Missing Materials and Unpaid Fees

Parents will be notified prior to the end of each trimester via e-mail if a student has lost a material supplied by the school (such as a textbook), or has incurred a fee (for a replacement book, or unpaid salad bar account, for example). The student's trimester report card will not be released until all outstanding fees have been paid.

Cell phones, Digital Cameras, Electronic Games/Devices

Technology and electronic devices serve many important functions in our society and in our educational program. However, there are situations and times when students' use of electronics can pull students away from social interactions and can distract them from hearing and following directions.

Electronics Policy (Before and After School)

Students are not permitted to use any electronic device (including electronic games and cell phones) before school, including during early drop-off. Our goal during early drop-off is for students to interact socially with each other, and not through electronics.

Lower School students are not permitted to use any electronic device during dismissal. Our goal during dismissal is to have students be attentive to listening for their names to be called or for any other safety directions, and to proceed out to the carpool line only when a teacher has called their name. If you and your child need to communicate related to pick-up procedures, please contact the school office to arrange that communication.

Middle School students ARE permitted to use electronics during dismissal, as middle school students are given greater responsibility to be accountable for following directions, even while utilizing electronics. **HOWEVER, we remind parents and students that students are allowed to leave the building for dismissal ONLY when a teacher calls them for dismissal through the regular pick-up procedures, and can dismiss ONLY at the regular dismissal location. Parents are asked NOT to text/contact students electronically with instructions to come outside for dismissal before being called, or to meet in a different location; please do not put your child in the difficult situation of being caught between parents' instructions and school rules.**

The only other exceptions to this policy are students who are supervised at Playkeepers extended day program and students who are staying after school for Middle School Athletics. Students in these situations are permitted to use electronics if given permission by the staff at the program.

Electronics Policy (During School Hours)

Any cell phone, iPod or any other electronic device brought to school must remain turned off and kept in the student's locker. The standing exception to this rule is the laptop that each 6th, 7th and 8th grader is required to bring from home for personal use throughout the school day. Exceptions may be made at administrators' or teachers' discretion giving students permission to use electronic devices on specific occasions. There is a telephone in the office to be used for emergency calls.

In all cases (before, during or after school), violation of the policy regarding electronic devices will result in the device being taken away from the student. A parent must come to the school office in order to retrieve the confiscated device.

Students must have a permission slip signed by an administrator and the student must be aware of the responsibility of taking, saving, and displaying digital images before bringing a digital or video camera to school. This personal equipment must be used respectfully. Images of KSDS, its faculty, students, or environment should not be posted to the Internet in any form without approval by an administrator. Please see the Acceptable Use Policy below for more details.

If given the permission of a teacher or administrator, students in Grades K-6 may bring personal technology (iPods, iPads, laptops, etc.) into the classroom for educational purposes on a limited basis. (Extended use of personal technology requires the permission of the school's administration.) These devices may not be connected to the KSDS network either through a wireless or wired connection. If these devices need to be connected to a projector, students are responsible for supplying the appropriate connections.

Students in Grades 6, 7 and 8 will be bringing their own laptops to school for use throughout the school day. These students will be provided with a password for connecting to the school's wifi network.

KSDS Technology Acceptable Use Policy

Technology is a powerful tool for education, communication and connection. Proper use of such a tool requires students demonstrate certain responsibilities.

Students will use technology respectfully and only for educational activities as directed by KSDS faculty.

* Students will use school equipment only under the direct supervision of a faculty member. Students will get permission prior to printing. Students will be mindful of their printing and select black and white over color printing as often as possible.

* Students understand that they may not download, install, transfer, or save files or programs onto school equipment without the approval of a teacher or technology faculty member.

· Students are to leave system files, configurations, and environmental settings (such as color depth, volume, desktop pattern, screen savers, sounds, and colors) at their default mode.

Requests to make changes to any of these items, except volume, should be made to a technology faculty member.

- Students are to use only their own passwords, usernames, or e-mail addresses. Access or attempt to access another person's folder, work, files, e-mail, or school account is a violation of this policy.
- Students will respect the property of others. Students understand that any information that is stored in an electronic form is the property of its creator. Students will make changes to or delete only files, information, and programs that they have created.
- Students, in third grade and up, will access RenWeb and an email account (Gmail or personal) only for school-approved purposes and with a teacher's permission.
- Students are to make every effort to keep food and drink away from technology equipment.

Students will communicate respectfully and safely online whether in school or at home.

- Students are to keep personal information private. When working online, students should not provide personal information such as their first names, last names, phone numbers, addresses, email addresses, personal schedules and whereabouts, or photographs without a teacher or parent's permission.
- Students will use the school provided email account only for schoolwork and access it only at home or under a parent or teacher's direction.
- Students will not send unkind messages or participate in any communication that is profane or demeaning to another person.
- Students will participate in social networking sites on school computers only when directed to the site by a teacher for class-related discussions.
- Students will bring a video or digital camera to school only when students have a permission slip signed by a faculty member. Students will use camera phones, digital cameras, and video cameras in a respectful manner according to school policy.
- Students will not post or send digital content whether text, images, or video created at home or at school that is potentially harmful, embarrassing or disrupts the education of other students. This includes respecting the privacy and dignity of all members of the KSDS community including faculty. In addition, images of KSDS, its faculty, students or environment must be viewed and approved by an administrator prior to being posted to the Internet via webpages or video sites.
- Students will notify a teacher immediately if they access material that is profane or obscene (pornography), that advocates illegal acts, or that promotes violence or discrimination towards other people (hate literature).
- Students will uphold the copyright laws. Any information that they gather from electronic sources, including pictures, sound, and videos, will be appropriately cited.

Email and Internet Access

Gmail and Google Apps are available to all students grades 3 and up at every computer.

Information posted by students to these entities can be accessed by the Technology

Department and shared with others across the Internet.

Students in third grade and up will be provided with Gmail and Google Apps accounts with specific logins. In recognition of Children's Online Privacy Protection Act (COPPA), these online accounts must be supervised by KSDS and the parents of each student since most students are under the age of 13. Parents, by enrolling their child at KSDS, give permission to KSDS to act as the proxy holder for these online accounts allowing KSDS to add and remove Google Apps modules and posted content as necessary. Parents should monitor the use of the student Google Apps account as often as possible. KSDS will alert parents to any changes to these accounts made by KSDS.

At various times, teachers may choose to have students create other online accounts on educational websites. The student's teacher will notify the respective parents of this type of activity and explain the curriculum-related uses of these sites.

Additional Acceptable Use Policy for students in Grades 6-8 bringing their own laptops to school (6th-8th grade students and parents are asked to review these pages carefully)

- **Each student's laptop is his/her responsibility.** Personal laptops and electronic equipment are the responsibility of the student, and while all reasonable precautions will be taken to ensure the safety of electronic equipment, the family must agree that the school will not be held responsible for loss or damage to any personal equipment brought to school.
- **Students should keep their laptops with them from class to class and leave it LOCKED in their lockers or gym lockers during a period (like PE or lunch/recess) when it is not needed.**
 - All laptops must be kept in some kind of protective case / sleeve when not being used. Students should label their laptop and case (and any accessories) with their first and last name.
 - Students are responsible for knowing the whereabouts of their laptops at all times.
 - Students must be respectful of other students' laptops and equipment; students are not allowed to touch or use someone else's equipment without permission. No student should use, type on, move or mishandle another student's laptop.
 - If there is a technical problem with a student's laptop, teachers and school tech staff CANNOT try to fix it. Students will have to wait to bring it home to solve the issue. Teachers may, at their discretion, direct students with possible simple fixes (i.e. "your caps lock is mistakenly on").
 - If there is a problem connecting to the school wifi/internet, then school tech people will try to help.
 - It is the student's responsibility to be sure the laptop is fully charged every night at home.
 - Students who are participating in after-school sports (at KSDS or away) should keep their laptops locked in their gym lockers until they go home for the evening.

- **Laptops must be brought to school every day, brought to every class throughout the day, and must be brought home every night**
 - EXCEPTIONS: NO laptops are to be brought into these spaces, unless otherwise directed to do so by a teacher
 - Woodshop
 - Kitchen
 - Bathrooms
 - Lunchroom
 - Art Room
 - Outside
 - No laptops are to be open/used during arrival or dismissal.
 - Students are allowed to use their laptops between class periods, for school purposes only.
 - If students forget their laptops at home, it will be treated like forgetting their homework or books: students might not be able to participate fully in class that day. Repeated forgetting to bring their laptop to class may affect students' classwork/preparedness grade for that course, and may also result in a disciplinary consequence.
 - If a student's laptop is unavailable to bring to school because it is being repaired, the student or parent must contact an administrator for permission to temporarily borrow a school laptop for use in school only. Receipt from a repair shop may be requested to allow this temporary arrangement.
 - Laptops must be charged every night. Forgetting to charge a laptop is equivalent to a missing homework assignment; students will not be allowed to charge their laptops during class, as the power cords running across the rooms present a safety hazard.
 - Each day, students should bring to school:
 - laptop
 - protective case
 - power cord
 - **Earbuds - THIS IS IMPORTANT, every day, all year; students will NOT have access to borrowing school headphones**

- **Teachers might indicate on the board in the front of the classroom how laptops will be used in class that day; students are expected to follow all teacher instructions about use of laptops during class:**
 - When a teacher says "screens closed" or "screens at 45," students should close (or mostly close) laptop screens and give their attention (head, eyes and ears) to the teacher.
 - When a teacher says "all screens towards me," students should turn their laptops so that the teacher can see what is on students' screen at that moment
 - A teacher may ask a student to change a setting, enlarge text or adjust the volume on a laptop as needed to allow the teacher to assist the student on a

project or to aid the work done in a group or class assignments. Students will need to comply with these directions to assist the flow of the class.

- **Laptops must be charged fully at home overnight each night**
 - There is NO charging/plugging in during regular classes
 - The laptop battery must be charged fully, to last through the school day.
 - If a laptop runs out of power during class, that student will have to share with another student or do everything on paper
 - Room 220 will be unlocked at the beginning of lunch/recess each day for students to plug in their laptops to charge, if they choose, and then will be unlocked at the end of lunch/recess for students to pick up their laptops. A surge protector/power bar is available for charging laptops.
 - Students are responsible for leaving enough time to leave lunch, retrieve their laptops and arrive at their next period class on time; students arriving late to pick up their laptop might have to wait until a later period in the day to retrieve it.
 - Room 257 will be the Working Lunch room for 7th/8th graders using their own laptops.
 - We encourage students to eat lunch without having their laptops out/open, and then move on to working once they have finished eating.

- **Required: Hebrew-enabled typing and Hebrew keyboard stickers**
 - Prior to the first day of school, student laptops must already be enabled to switch between English typing and Hebrew typing as needed for assignments. **School will provide each 6th grade or new-entry student with a sheet of Hebrew keyboard stickers and will use time in the first days of school for students to affix to their laptop keyboards. If students wish to use a Hebrew keyboard thin silicone skin instead, they should bring that skin to school on the first day and keep it with their supplies.**
 - For instructions on enabling Hebrew typing on a Mac, see the video [here](#).
 - For instructions on enabling Hebrew typing on a PC using Windows 10, see [here](#) (IMPORTANT - please be sure just to set up to change the INPUT language, and NOT the display language).
 - For instructions on enabling Hebrew typing on a Chromebook, see [here](#).
 - For an example of the required Hebrew keyboard stickers, see [here](#).
 Hebrew stickers are available from many different outlets, online and in stores. Most stickers come with a guide for where to place them on your keyboard; if you need an additional template, please see [here](#).
 - Important Note: students are also required to keep a paper notebook in their school supplies for ease of written daily class notes in Math and in Hebrew. However, there will still be online and typed assignments requiring the use of Hebrew typing; this is why students are still required to have their laptops

enabled to switch to Hebrew typing as needed, and to have the Hebrew stickers on their keyboards.

- **Printing**

- If student laptops cannot connect to a school printer to print needed items, students should save the items to Google Drive or a flash drive, and then login to a school desktop in 255 to print
- Some assignments might be allowed to be submitted electronically, while some assignments might be required to be submitted via hard copy. Any homework that must be submitted via hard copy must be printed at home prior to coming to school.

- **Homework Logs**

- 6th, 7th & 8th grade students will NOT receive a spiral KSDS homework log
- Students are welcome to use whatever method works for best for them from these options; the options will be reviewed, taught and set up on the first day of school:
 - Keep a designated Google Calendar for homework, and enter homework as “events” on the Google Calendar, listed as events taking place ON the assignments’ due dates
 - Students can set email or pop-up reminders prior to due dates
 - Students can have events automatically repeat as desired (e.g. “study for chapter 8 test” can be set as a repeating calendar event each day until the test)
 - Use the electronic template that the school will share via Google Drive for writing down homework each night
 - Purchase and use a separate paper homework log

- **School Network Logins**

- Students will connect to the Internet through Krieger Schechter Day School.
- 6th, 7th and 8th grade students will NOT have personal school network accounts anymore and will NOT have a personal letter drive or class folders on the school network (no K drive, etc.)
- There will be a generic 6th, 7th grade and 8th grade login to the school desktops in case students need to print or do something on a school desktop. 6th, 7th and 8th grade students should save/store nothing in the KSDS network folders/files.
- Students WILL still have their same @ksds.edu email account. This email account is how students will access Google Drive, their school email, Google Calendar, Google Classroom, and all Google Apps for Education
- Students WILL still have their same Renweb login to check homework assignments from teachers, to see the school directory, report cards and school forms.

- **Organization in Google Drive**

- Students should keep their Google Drive organized with folders and subfolders.
- Each course will have students set up a separate folder for that course
- Students should also keep a Google Drive folder for their Homework Log file, IF they are using the electronic Google Homework Log.
- For every document that a student creates in Google Drive, the title should be
 - Project Title and Student First and Last Name
 - TKAM Response Paper #1 - Student First and Last Name
- **Acceptable Use of Student Laptops also includes the rules listed in general for acceptable use of electronics during the school day**
 - Student laptops are to be used for school-related purposes as described by a teacher. Students should not log into any software or website including social networking sites, instant messaging sites, email (either school or personal), games (preloading or online) unless directed by a teacher.
 - Students must follow teacher instructions about use of laptops, including when allowed to be used, and what activities / sites / applications are allowed to be used at that time.
 - Students violating this policy will not be allowed to use their laptops for the remainder of that class period, and will have to complete any needed assignments on paper and/or for additional homework. Repeated violations of the laptop acceptable use policy may result in additional disciplinary consequences (including detention, revocation of laptop privileges, etc.), as per the Student-Parent Handbook.

Lunch/Snacks and Kashrut

In keeping with the *Kashrut* practices of Krieger Schechter, students are to bring a dairy or *pareve* (non-meat, non-poultry, non-shellfish) lunch. Parents can purchase milk or juice through the school's lunch program; sign-ups for hot lunches are made at monthly intervals via [Boonji](#), and parents will receive emails with instructions for registering. Milk is available on **Mondays**, Wednesdays, and Fridays only. Please send juice or other drinks in paper containers (e.g. juice boxes) or reusable/recyclable containers (not glass).

Please label lunch boxes and bags with child's name. The school does not provide hot water for instant soup or noodles. There is no microwave available for student use.

Any student who forgets his/her lunch may receive a hot lunch and his/her parents will be billed for it. Here are some suggestions from KSDS parents for dairy/pareve lunch main ideas to bring from home:

- yogurt
- cheese sandwich
- PB&J sandwich
- edamame
- cottage cheese
- cheese/crackers
- tuna sandwich

- pasta salad
- mac & cheese (to be eaten cold)
- cheese/veggie pizza (to be eaten cold)

All students should bring a healthy snack with them to school each day (LS has snack time in the mornings; MS has a break time each afternoon during which students can eat their snack.) Snacks for individual students should follow the same kashrut guidelines as the lunches students bring from home. MS students who forget a snack usually have the opportunity to purchase snacks from the Leadership Council snack sale.

- We encourage LS students to pack a substantial protein snack. Recess takes place before lunch and a protein snack will help students sustain their energy and attention throughout the day.

Any treats/snacks brought to school to serve to a class/grade must have kosher certification. Home-baked items from any home may not be brought into the school for class parties, special occasions, or academic projects. All food items brought in for those purposes must be from a kosher bakery or packaged with a certified kosher label.

On meat days (Tuesdays and Thursdays), no dairy food may be served to the school community until 3 hours after the end of lunch and recess. **PLEASE NOTE THAT the meat days for hot lunches have been changed from previous years. This year, meat hot lunch days will be on Tuesdays and Thursdays.**

While we are a “nut-sensitive” school, we are not nut-free. Unless otherwise notified, students are allowed to bring in personal snacks/lunches that contain nut ingredients.

Green School Initiatives

We encourage students to use reusable containers and bottles in their packed lunches whenever possible. There is also a container in our school lobby to recycle batteries, as well as a container for bottles and cans.

Community Celebrations (Birthdays, B’nei Mitzvah and more)

One of the most valued aspects of our school is our role as a caring community, inclusive of all members of our *kehillah*, present for each other in times of need and to celebrate with each other in times of joy. With this value in mind, the school presents a few guidelines for personal celebrations which take place in school and out of school:

In-School Celebrations

As noted above, all food brought to school to be shared communally MUST be in original, unopened packaging, and must have a kosher symbol.

Many families choose to bring donuts for the entire class (LS only) to celebrate their child's birthday. Please note that we encourage families to consider other options as well for these celebrations. Possible suggestions for healthier communal snacks include:

- Breakfast bars
- Muffins
- Granola bars
- Mini boxes of cereal
- Drinkable yogurts/smoothies
- Entenmann's products such as 100 calorie cookies
- Fruit - Arrangements can be made for access to the school kitchen to prepare cut fruit, or pre-cut fruit (e.g. apple slices) with kosher supervision can be brought.

Please note that Middle School celebrates all of the birthdays for that month in each grade once per month. Parents are asked NOT to send in communal snacks for their middle schooler's birthday, so that we can keep the birthday celebrations in school to these monthly experiences for the whole grade.

Please be sure to note the dates on the school calendar that are listed as minor fast days. If your child's birthday falls on one of these days, we ask that you not bring birthday treats to share on that day, but instead bring them the day before or the day after. School policy is that we do not offer communal food on fast days to respect the practices of anyone who might be fasting that day.

NOTE: Families will be notified if in a particular grade or particular class, all communal snacks (birthday treats, etc.) are expected to be nut-free.

Out-of-School Parties (birthdays, B'nei Mitzvah, etc.)

It is possible to respect individual choices in planning your child's party while preserving community unity. KSDS offers the following guidelines to ensure a community that is respectful and sensitive to all its members:

- Passing out invitations in school for out-of-school parties is not permitted, unless the entire grade is invited.
- Guest Lists - As part of our strong emphasis on community, the school encourages you to consider carefully how you select invitees if you are not inviting the entire grade. If you are not able to invite the entire grade, please keep the guest list to fewer than 50% of each gender. If you are inviting more than 50% of a gender, please include everyone of that gender.
 - IMPORTANT - please note that school takes this inclusivity policy very seriously, as it is critical to the development of the strong KSDS community. KSDS reserves the right to put in place school consequences for students/families who do not follow this above guest list policy, as hosts or as guests in attendance.

Consequences may include exclusion from consideration for MS Awards or other follow-up as deemed suitable by administration.

- **All school families are asked to keep the religious practices of other families (and the school) in mind when scheduling parties. Parties should not be scheduled on Shabbat or Jewish Holidays and should consider the *Kashrut* practices of all families. Please note that the ending time for Shabbat shifts as the year progresses and that some holiday observances fall on weekends. Please refer to a Jewish calendar for Shabbat ending times and any weekend holiday observance days.**
- If you are planning to show a video at your child's birthday party, please remember that every family has a different set of standards as to what is acceptable for its children. Please pay attention to the ratings of the video and check with other parents regarding violence, language, and sexual content.

Out-of-school Bar/Bat Mitzvah Celebrations

Our school is a community, a *kehillah*. We ask that you invite the entire grade to your child's bar/bat mitzvah celebration. If inviting the entire grade is a logistical or financial difficulty, please then invite less than half of the grade. We expect that if more than 50% of the students in the grade are being invited, then ALL of the students in the grade will be invited. Please see above note about school consequences when the inclusivity / guest list policy is not followed.

Many of our families and students keep kosher, and those students may have rules about what they are allowed to eat out of the house. Please keep this in mind and make sure that, if you are not having a kosher party, please have some options available for students who do keep kosher so that they can have something to eat. We can provide assistance in finding a kosher caterer. Some of our families will not drive on Shabbat. Please keep this in mind if you are planning a function not in a synagogue, during Shabbat or beginning prior to the end of Shabbat. Our goal is for all students to have the opportunity to be included in all communal celebrations.

It is the school's expectation that students will conduct themselves in a manner fitting with *Derekh Eretz* and the *Kavod* Code at *b'nei mitzvah* services and celebrations (at Chizuk Amuno or elsewhere). While these are not school functions, students are still representing the school and school behavior expectations still apply. On the occasion that we observe or learn about problematic behaviors at *b'nei mitzvah*, the school will contact the parents.

Since the students in a grade generally attend all of each other's *b'nei mitzvah* services, the school and the families have generated guidelines for parents to review with students before each service. The goal of these guidelines is to help the class support each other and create the kind of respectful community that will celebrate each other's special occasions in the upcoming year. Success during this *b'nei mitzvah* year comes from parents, students, friends and classmates working together to help each other have the most meaningful experiences possible for everyone.

- You are attending a Shabbat morning service in a *makom kadosh* - a holy space. Please treat the people, the experience and the items with that sense of *kedushah* (sacredness).

- All boys, and girls who choose, should be wearing *kippot* upon walking into the building, and once you have become a *bar mitzvah* yourself, you should wear a tallit during Shabbat morning services. You are an adult member of the congregation now - enjoy the privileges!
- We highly encourage parents to come to shul with their students, and to SIT with them. Even if parents have not been invited to the bar/bat mitzvah party, the service is still our community's celebration of Shabbat, and all are welcome. It is always helpful to have more parents there, sitting with the students to help remind them of expectations. Parents will also be expected to serve as a monitor/chaperone at two classmates' *b'nei mitzvah* services in the grade.
- Please keep talking and disruptions to a minimum; we love for our students to be role models for the rest of the congregation and have a *siddur* or *chumash* open, following along with the service and the Torah reading. Be the great participants that we know you are, and save your catching-up with each other for the celebration time!
- Please check with the parents of the bar/bat mitzvah student for the service times and arrival expectations at those synagogues. Services at Chizuk Amuno run from 9:15am-12:00pm or so, and we would expect all of the KSDS students to be in the Sanctuary by 10:00am at the latest. We ask that KSDS students will not be "in-and-out" of the Sanctuary repeatedly. Please find a seat quickly (don't climb over people over and over again to get to your seat - it's disruptive to those around you), and remain seated for the service. We would appreciate students remaining in the service from the Torah service, through the sermon, through to the end of the service. It does not look (or feel) "right" when a large number of students get up and leave together as soon as the bat mitzvah parts are finished.
- Please remember that in shul on Shabbat, there should be no electronics (no cell phones or texting), no writing and no taking pictures. Please also no gum-chewing during services.
- Be attentive and supportive to the *bar/bat mitzvah* classmate, as you will want your classmates to be for you when it is your special day! Thank you for being a wonderful community that celebrates each other's accomplishments and milestones, and makes each person feel special.

Soliciting KSDS Staff or Students for Out-of-School Fundraisers/Events

KSDS is very proud of all of our students' out-of-school activities and efforts to fundraise for their extra-curriculars and outside organizations. In order to maintain a school environment of fairness, equity and comfort around the issue of outside fundraisers, the school policy is that individual students and parents are asked NOT to approach KSDS staff members or other students in school asking them to purchase products or support students' outside fundraisers or events. Any poster or flyer promoting a non-school event that a student wishes to hang up or distribute in school must be approved in advance by administration, and must not show event dates/times taking place on Shabbat

Backpacks

Students are not allowed to carry backpacks between classes. Students are instructed to unpack their bags when they arrive at school and then to take what they need in their arms. If

the backpack does not fit in a locker, then it needs to be left, zipped up and neatly placed, on or underneath a designated shelf. This creates a safer and tidier environment for our students and assists them in organizing what is needed for each class. By special permission of an administrator, an exception to this policy may occasionally be made. Backpacks are the only items allowed on the MS backpack designated shelves; all other student items must be in the student's locked locker, or zipped up inside the backpack. MS ONLY: Repeated violation (every 3 times) of this policy will result in a detention **or organizational meeting with a member of administration.**

Library

KSDS students are encouraged to use the library for research and pleasure reading, and are expected to abide by the library rules and policies explained below. Students are allowed to use the library during supervised time periods only.

No Food Allowed in Library

Consumption of food and beverages is not allowed in the library at any time, including after school.

After-School Library Use

Students must be supervised by a parent, library staff member, or extended day supervisor in order to use the library after school hours.

Circulation and Overdue Books

Lower School Students:

Lower School students have the opportunity to visit the school library each week and to select two books to read at home. Students are allowed only two books for personal use, so students may not be permitted to check out books in a given week if previous selections have not been returned. Books may be renewed if there is no waiting list for the book. When borrowed books are damaged, parents are expected to assume the cost of repairing or replacing the books. At the end of each school year, parents will be asked to pay to replace any borrowed books that have not been returned to the school library.

Middle School Students:

Middle School students work toward developing a sense of responsibility. This includes being responsible library users - taking good care of library materials and returning them in a timely manner.

For middle school students, library materials not returned on time are assessed a \$.10 fine per school day per item, with allowances made for illnesses or other absences. Due dates for library materials used for school projects are coordinated with teachers, with adjustments for revised project due dates.

First overdue/fines reminder notices are distributed to students in school. Second notices are e-mailed home to both parent and student on a monthly basis. Third and final notices are e-mailed to the parent before the end of the trimester. Any unresolved financial library obligations will result in the student's trimester report card being held until fines are paid.

Independent Use of Computers in the Library (MS only)

Computers in the library are for schoolwork only; games are not allowed at any time. Refer to the KSDS Technology Acceptable Use Policy for more details. If students are using the Library computers during a time when they would ordinarily be in class, they are expected to have teacher permission. The library is available for Middle School student use during lunch and recess. Students need to sign in and place lunches on the cart provided.

Middle School Athletics

KSDS is proud to offer a variety of after-school athletic teams. During the fall season, Middle School students have the opportunity to play soccer or to run cross-country. In the winter, basketball is the focus of the athletics program. In the spring, softball is offered for girls and baseball for boys, and lacrosse and track and field for all students. All students are strongly encouraged to participate throughout the year; there is a participation fee of \$125 per sport per student. See the [Athletics pages on the KSDS website](#) for more information.

Academic Support

Lower School

During the school day, teachers, specialists and administrators collaborate to create rich learning environments and to implement the most effective learning strategies for Lower School students. Parents are valued members of this team, providing important feedback on a child's work at home. Parents are encouraged to first contact their child's teachers to discuss any concerns regarding students' academic needs. In addition, parents should feel free to contact the LS Psychologist or the Lower School Head to discuss any concerns regarding any student needs.

On Tuesday, Wednesday and Thursday until 3:45, the Lower School staffs two Hebrew Homework Rooms, in which students can complete their Hebrew and Judaics Homework with the support of our Hebrew/Judaics faculty. This service is available free-of-charge to all Lower School students in Grades 1 to 4. If you are interested in taking advantage of this service, please contact the Lower School office to enroll your children and to clarify pick-up arrangements.

Middle School

As students grow through middle school years, we encourage them to take increasingly greater responsibility for their own learning needs and strategies for success. The Middle School

Learning Specialist works closely with students, parents, and faculty to meet the individual needs of our students with regard to remediation and enrichment. In addition, our school counselor is available to support and guide our students' emotional and social development.

There are many opportunities during the typical school week for middle school students to obtain extra help for organization and academics:

MS Working Lunch

This program meets every school day in the MS Computer Lab (5th and 6th graders) and in Room 257 (7th and 8th graders) during lunch/recess. This is a "drop in as you need it" program. The room is staffed by two teachers regularly and can provide support for General, Jewish and Hebrew Studies. Separate rooms for Math support, writing support and Spanish support are also available three times a week. During Working Lunch, teachers assist students with homework, long-term projects, test-studying and organization. The students eat lunch in the lab and work as a supportive community on current assignments. A student may also be sent to Working Lunch on a *mandatory* basis for missing homework assignments within one subject. This is done to prevent the student from falling behind in class.

MS Study Lab

This service is an enrichment program offered for students needing extra support for organization, long-term assignment completion, test preparation or use of technology such as Kurzweil. Students may choose to attend or a teacher may request that they attend. There are weekly sessions offered at each grade level during one of the grade-level's PE periods.

MS Academic Workshop

In 7th and/or 8th grade, students may receive a recommendation to enroll in Academic Workshop in lieu of beginning Spanish language classes. Students in Academic Workshop work in a small-group setting with a teacher for increased attention to the building of student skills related to organization, writing, research, assignment completion, math extra assistance, and more. Academic Workshop meets 4 periods per week.

ENSURING ACCOUNTABILITY

Krieger Schechter has developed a comprehensive program for social/emotional learning - Bo N'Daber (Let's Talk) - that is implemented in every classroom throughout KSDS. During each month, a new theme will be introduced throughout the school, highlighting a social/emotional/behavioral development value of our community. Each grade level in this school-wide program will be engaged in specific, age-appropriate activities with a common language and vocabulary to support this common theme. Topics include building relationships, recognizing emotions, conflict resolution, problem solving, healthy decision-making and collaboration. It is our hope that the consistency and the repetition that is built into the program will help our students to internalize and use their new skills in real-life situations. The Lower School program will be introduced in a daily Morning Meeting, and the Middle School program will be introduced in weekly Bo N'Daber class. Classroom teachers will be leading the activities with the support of the Lower School Psychologist and Middle School Counselor.

Advice for All Students When Facing Social/Emotional Challenges

- SHARE any problems by telling someone - your parents, any teacher, or any of the administration or support staff.
- WRITE it down if initially you do not feel able to talk about your experience.
- CONFIDENTIALLY report the incident by putting a written account of incident in a teacher or counselor's bin.
- EMAIL us about it.
- REMEMBER that the school will investigate claims of being mistreated, but will do so in a sensitive way so those concerned are treated fairly and justly.
- VALUE the diversity which exists in our students and do not let differences give rise to inappropriate behavior.
- Be a responsible citizen and share observations that may be harmful to another's safety.
- Be a kind member of the community and support those who feel isolated.
- *If you are feeling uncomfortable*– TELL someone that you can trust. You have the right to be and feel safe.

Students, like everyone else, sometimes fall short of what is expected of them and/or what they expect of themselves. When a student crosses the boundary of acceptable behavior, we have an array of approaches, ranging from responses that are brief and informal in nature to interventions and programs which are more formal and/or ongoing. These approaches can include steps involving support services and learning for continued development, and/or steps involving disciplinary procedures.

Derech Eretz, Behavioral Expectations, and Discipline at KSDS

Philosophy

Krieger Schechter is committed to creating an environment that supports the whole child so that each student can grow and thrive academically, socially, emotionally, and spiritually. Our practice of what is traditionally called behavioral management (discipline) at KSDS with the idea that making mistakes is part of a child's learning journey, and that any response from the school is made with an eye towards student growth.

Our Social/Emotional Curriculum is one of the cornerstones of our school. On a daily basis, students and teachers are having conversations about values, character, conduct, and what it means to be an ethical Jew and human being. Krieger Schechter has high expectations of our students and we place great value on how students, teachers, and staff conduct themselves in our community. In the first weeks of school, students participate in conversations and activities where they learn the specific rules of conduct in different spaces and experiences around the building. They learn what is expected of them in the classroom, in the hallway, in prayer services, at recess, at lunch, and in other spaces throughout the day and week. The rules and the behavioral expectations are discussed and reinforced throughout the school year.

Behavioral Management Protocols

Even with established rules and expectations, we know that sometimes children make mistakes and poor choices. Although these moments can be difficult for students, teachers, administrators, and parents, we also know that they are opportunities for learning and growth. Rather than immediately determining a "punishment" for a student, teachers and administrators work in partnership (and with parents at the appropriate stages) to determine possible causes of the behavioral issue and to help the child develop self-control, self-awareness, and a growth mindset. Our process is guided by the following principles:

Safety Comes First

The most important job of staff members is to keep our students safe. If a student's actions and behaviors are making other students unsafe, the school must take swift and sure action to ensure that safety is restored for all our students and teachers.

Every Student is an Individual

Although there are certain agreed-upon fundamentals to our discipline approach, we take the individual needs of each student into consideration when we address behavioral or disciplinary issues. Like academic interventions, one size does not always fit every student, and the response from the school is influenced by assessing where we believe the student is on his/her growth trajectory and what his/her individual needs may be at that time.

Teshuvah (repentance)

Judaism points us in the direction of helping each of us do teshuvah, repentance, for mistakes we have made. Teshuvah involves helping someone acknowledge his/her mistake, apologizing for it, making amends whenever possible, and putting in place steps for the mistake, hopefully, not to be repeated. Our philosophy around responses to social and behavioral challenges, therefore, is to use the most effective combination of conversation, learning experiences, reflection, mediation and consequences for that particular situation and that particular student.

Partnership Between School and Home is Essential

Behavioral management or disciplinary action is effective when parents, administrators, and teachers are working in collaboration and as a team. Effective communication from all parties is critical to creating an effective student growth and support plan.

Confidentiality

When disciplinary action is taken against one or more students, there is often information about other children that cannot be shared because of issues of confidentiality. Sometimes this can be frustrating for parents because it seems that appropriate action is not being taken, or being done in an unbalanced manner. We encourage parents who have questions about the school's practice or approach to speak directly with the child's teacher or the administration where appropriate. It is always best to keep the lines of communication open and to discuss questions directly and with the appropriate staff person.

Growth Consequences

We have consequences for students who consistently break the rules; the consequences are purposeful in that they give students a chance to reflect and repair on their mistakes. Our goal is not to control student behaviors, but rather to give students the tools they need to manage their own impulses and behaviors and take responsibility for their words and actions. Research shows us that the process of change in elementary and middle-school age children takes time, as young brains are still developing the ability to manage their emotions and impulses, and to see the needs of individuals and of the group in the context of behavioral choices. The good news is that research also tells us that repetition, reflection, and practice are effective in reinforcing behavioral expectations and providing students with the tools for success.

A few examples of consequences that are tied to growth might be:

- Classroom Interventions: Faculty members utilize a variety of interventions designed to minimize the impact of social problems on academics while validating and addressing students' social concerns. While some problems may be addressable in class, others may require support from outside of the classroom. Teachers may use a variety of strategies, including verbal or non-verbal cues; some of these strategies might not be obvious to the other students in the class.
- Lower School: Eating lunch in the lower school office (instead of with his/her peers) where a student is asked to reflect on his/her mistake, to do some reflective writing/drawing, or to write an apology note to anyone who was wronged or hurt.

- Middle School: Lunch/Recess detention in the middle school office or a classroom, during which time students write a reflection on his/her mistake and ways to handle the situation differently in the future.
- When students make a poor choice that disrespects the property of Krieger Schechter or the staff members who take care of it, the student is asked to do community service alongside a staff member who assists the student in reflecting on his/her mistake and the importance of giving back to the community as a way to repair.
- Although we recognize the importance of the physical activity that goes along with recess, if a student repeatedly breaks the rules during recess, he/she will be removed for a period of time determined by our administration, will be asked to reflect upon inappropriate behaviors, and will work with administration/teachers to put in place a plan for positive, successful return to regular recess participation.
- Guided Reflection and Discussion: Filling out a student reflection form/Having a conversation with a teacher, counselor or administrator with the goal of helping the child understand the results of his/her actions and to provide strategies so they don't occur in the future. At times these conversations may occur with individual students, or may include facilitation of small group discussions, problem-solving and resolution-setting.
- Parent Conference: Conversations with parents with the goal that the partnership between home and school will provide a consistent message on our goals and expectations for the student.
- Other possible responses, as deemed appropriate, might include any of these:
 - Behavior Contract
 - Temporary removal from class
 - Loss of privilege to participate in after-school activities or other special programs
 - After-school detention (MS only)
 - Suspension (in-school and/or out-of-school)
 - Behavioral Probation
 - Dismissal from KSDS

While we are trying to balance normal childhood development with clear parameters for unacceptable behavior, there are specific behaviors, which will not be tolerated. Physical or verbal abuse, threats, defamatory name-calling, harassment and bullying are examples of such, and will result in immediate consequences. KSDS takes student behavioral problems seriously and will respond in a timely way to concerns raised by students, parents or teachers.

After-School Detention (MS only)

Any child who exceeds three lunch detentions in a trimester may receive after school detentions for any subsequent offenses that trimester. These detentions will occur regardless of any participation in school-sponsored extra-curricular activities. Detentions will be served from 4pm to 5pm.

In-School and/or Out-of-School Suspension

Suspension may be administered for repeat infractions of the *Kavod* Code or for behaviors, which significantly impair the learning and/or safety of others. The student is asked to remain at

home for a period of time from one to three days. **Each day is considered an absence from school.** The student is required to make up all work, tests, and quizzes on time. Parents will be notified at the time of the incident and will be required to confer with the administration prior to the student returning to school.

Behavioral Probation

A student placed on behavioral probation will not be permitted to participate in any co-curricular events. A student may be placed on behavioral probation if repeated infractions of rules occur during the year and other strategies have not mediated the problem. Middle School students may also be placed on behavioral probation if receiving 3 or more 4s in behavioral areas on interims or on effort/conduct grades on report cards. The administration will determine the length of the behavioral probation. The school may choose not to issue a re-enrollment contract for students who remain on behavioral probation.

Collaboration Between Home and School

The School's Role:

1. Creating an environment in which parents are comfortable conferring with teachers;
2. Holding meetings for parents in conjunction with the PA. A selected topic of common interest will generate conversation. Appropriate administrative personnel will be present at these programs;
3. Communicating via the weekly e-newsletter *Tov Lada'at*. It is a parent's responsibility to read these communications;
4. Completing interim reports about student progress at the half-way point of each trimester (MS only);
5. Arranging parent conferences during the first and second trimesters and on an as-needed basis throughout the year;
6. Ensuring that assignments and important information are posted in a timely fashion to RenWeb.
7. Responding to parent emails and phone calls in a timely fashion (within 24-48 hours).

The Role of Parents:

1. Reading the weekly school email "Tov Lada'at" to learn about any programs, policies or pertinent information.
2. Responding in a timely and effective manner to all communication concerning their children. Please make sure that the email address listed in your RenWeb profile is an account, which you check regularly. Information regarding RenWeb is available from Miriam Golob (mgolob@ksds.edu);
3. Ensuring that their children arrive to school with enough time to go to their lockers and be ready for the beginning of the day prior to the start of classes;
4. Assisting children in securing and completing assignments missed due to absence;
5. Referring to school's student information system (RenWeb) to verify homework assignments posted daily by individual teachers.
6. Informing children and the school in advance of known appointments or commitments affecting carpool arrangements or early dismissals;

7. Assisting the school in its enforcement of the *Kavod* Code and other school policies;
8. Joining and supporting the PA.

Positive communication between school and home is essential. If parents have a specific concern with regard to their child's academic performance in any subject, or with regard to social or emotional needs, we recommend the following procedure:

1. Contact the teacher of the subject matter first by email or call the LS or MS office to leave a message requesting a specific teacher to contact you;
2. If necessary, contact an administrator to request a conference or team meeting.
3. If you would like to be contacted by phone rather than email, please leave a daytime number where you can be reached.

HEALTH SERVICES

A school nurse is in our school five days per week from 8am-4pm. During the year, students in grades K, 1, 4, 8 and all new students are screened for visual and auditory problems. Parents, of course, are notified if there appears to be a need for additional testing.

Medication Procedures for Students

Whenever possible, student medication should be administered at home. Prescription or non-prescription medication may be administered to students in special instances by the nurse only upon the written order of a physician/dentist/nurse practitioner and the written permission of the parent.

Topical ointments, creams, ear/eye drops, inhalants, and over-the-counter medication will be given in accordance with the above procedures stated for prescription medications. This includes ibuprofen and acetaminophen.

The physician/dentist/nurse practitioner's permission form should be dated and should identify the medication, dosage, time frequency, anticipated duration of treatment, side/toxic effects, and mode of administration.

The original prescription container must accompany all medication to school. Parents may request two containers from the pharmacist, one for home, and one for school. The parent/guardian must give the first dosage of any new medicine. Students are prohibited from carrying prescription and non-prescription medication and using medication without the authorization of the school nurse.

Self-managed administration of asthma inhalers must also have written direction of physician and written permission of parent.

Children who take prescription medication before school and during the school day are expected to do so also on school days with field trips and special events. These events are part of our educational program. This includes daytime field trips as well as overnight trips to Teva, New York and Israel, or other overnight programs. Protocols are in place for chaperones to assist students with their medication.

We want to ensure the proper chain of communication for parents when notifying the school about special medical conditions. These steps need to occur prior to a student entering or returning to school.

- Provide written physical instructions for students with special medical conditions (Notes sent in backpacks with both Lower and Middle School students do not always get to the nurse's office in a timely manner.) by sending the information via any of these methods:
 - Place hard copy in nurse's mailbox, in the school office or
 - Fax to 410-486-6106 or
 - Hand directly to the nurse or

- E-mail to Iris Ingber and Donna Friedman at nurses@ksds.edu. Review written orders with nurse or
- Speak directly to nurse by calling or coming to the office (Voice mail does not ensure immediate response.)

Health Forms

Maryland state law is very specific about the immunizations your child must have before entering school. We ask that all medical and dental forms be filled out and returned before June 30th. The Physical Examination/Health Assessment Form, completed by the physician, is MANDATORY for ALL Middle School students. Students without all required health/medical forms submitted will not be permitted to participate in gym, recess, field trips or MS sports (tryouts, practices or games) until forms are received by the Health Suite.

Illness

If a student has a chronic health problem or allergy, this information must be noted on the Annual Health Assessment Form and on all health records.

A student who becomes ill during the day will be brought to the nurse's office. Any child who is determined to be sick while at school will be sent home. Your child needs to be picked up in a timely manner, in less than an hour. A student may return to school when fever-free (99.9 degrees or less) for at least 24 hours without the use of fever-reducing drugs. If your child is diagnosed with strep throat, the child can return to school once he/she has been on an antibiotic for at least 24 hours and is fever-free without the use of fever-reducing drugs.

It is in the student's best interest to discuss special medical conditions PRIOR to the student returning to school. Then the nurse can review the orders with teachers and specialists. In so doing, the school can plan efficiently and effectively for the health and safety of all its students. Absences of five days or more necessitate a note from the doctor explaining the nature of the illness. When a student has severe health concerns (mental, emotional or physical), as determined by the school, the school may require clearance from an outside professional before the student is allowed to return to school.

Note about return from concussion:

When a student is diagnosed with a concussion, the school does require written clearance from an outside professional before the student will be allowed to participate in certain school activities (including, but not limited to, PE class and after-school sports).

Head Lice

Please carefully examine your child's head for lice before school starts in the fall, and on a weekly basis throughout the year. If you think your child has lice, the nurse will gladly check. If you discover at home that your child has lice, please notify the nurse so that we can alert other parents. Your child must be seen by the school nurse prior to returning to the classroom, and the Head Lice Home Checklist must be filled out, signed by a parent and brought with you

when your child is checked. It is also your responsibility to inform the parents of your child's friends. The nurse may check heads of siblings and/or friends who had sleepovers/play dates, as well as classmates.

If a child is found at school to have lice or to have nits within $\frac{1}{2}$ inch of the scalp, the parent will be notified immediately to pick up the child. Before the child can return to school, the nurse must examine the child to ensure that he/she is lice free. Children may not return to school if lice are present or if nits within $\frac{1}{2}$ inch of the scalp are present. If parents believe a child is ready to return to school, email or call the nurse to arrange a time for the student to be examined. The Lice Home Checklist is to be signed and returned at this time as well.

Full parent participation and vigilance is essential for preventing the spread of lice. The **Lice Policy, Lice Fact Sheet and Lice Checklist** are posted on the KSDS website under Health and Safety.

ACADEMIC POLICIES

Student Evaluation and Communication of Academic Progress

Parent-Teacher Conferences

Midway through first trimester, and toward the end of second trimester, parents have the opportunity to conference with their child's teachers. Conferences are scheduled through a Parent-Teacher Conference Online Scheduler, and directions for this process will be sent home a few weeks prior to conference days. These conference days include evening and daytime slots; please note that evening slots are more limited and fill up first.

Interims (MS only)

Written interim reports are sent to parents approximately halfway through each trimester. The purpose of these interims is to bring to the students' and parents' attention any particular areas (academic, behavior, effort, etc.) that require additional attention.

Report Cards

Report cards will be issued at the end of each trimester, and can be accessed through RenWeb. During each trimester, report cards will include a description of material and skills covered in each course. Lower School students and Middle School students receive grades each trimester, and receive individual comments during first and third trimester.

LOWER SCHOOL GRADES

Reflecting the developmental stages of our younger students, Lower School report cards vary in format and content by grade level. A narrative summary of the student's progress during the trimester accompanies each report card.

Personal & Social Development	E Excellent S Satisfactory NI Needs Improvement
Academic Areas	1 Exceeds class standards 2 Meets class standards 3 Requires teacher support to meet class standards 4 Does not meet class standards ^ Above Grade-level Class * See Comments

MIDDLE SCHOOL GRADES

Students receive letter, conduct, and effort grades as follows:

Core Academic Courses	PE, Enrichment, Electives, Writing Workshop	
A+ 97 and above A 93-96 A- 90-92 B+ 87-89 B 83-86 B- 80-82 C+ 77-79 C 73-76 C- 70-72 D 65-69 F below 65	O Outstanding S+ Very Good S Satisfactory S- Needs Improvement U Unsatisfactory	
	Conduct & Effort	
	1 = Consistently and at an excellent quality 2 = Most of the time, and/or at good quality 3 = Some of the time, and/or at an acceptable quality 4 = Inconsistently, and/or at a quality needing improvement	

Report card grades are a reflection of class participation, preparation, homework, class work, long-term projects, test scores, writing, and adherence to deadlines.

Academic Placement

Student placement in classes is determined through a careful process that uses a variety of sources of information and meets a variety of goals. Depending upon the nature of the course, classes are organized according to different guidelines.

Lower School

In the Lower School, students have the opportunity to work with two homeroom teachers: one General Studies teacher and one Hebrew/Judaics teacher. Reading resource teachers and Judaics/Hebrew resource teachers support student learning in each classroom. Students travel to “specials” with their homeroom classes as well. All homeroom classes are “purposefully mixed” in order to provide a stimulating learning environment for each student in the grade. For Hebrew language classes in Grades 3 and 4 and math classes in Grades 1 through 4, students are evaluated at the end of each year and continually throughout the year in order to group students according to learning style and skill level. Hebrew Language and math classes take

place concurrently across these grade levels in order to facilitate making modifications to class placement whenever indicated.

Middle School

Math and Hebrew classes for students from grade 5th to 8th are grouped homogeneously, as are 5th grade Judaics classes, 6th, 7th and 8th grade English classes, and 8th grade Spanish and Science classes. Other core curricular classes such as 7th grade Spanish, 5th-7th grade Science, Social Studies, Writing Workshop, and 6th-8th grade Judaics classes use a system of purposeful placement, and in some grades may have the same groupings in multiple subjects as these groups stay intact through different periods. In cases where a student is being placed in a course section with a modified (remedial) curriculum, parents will be notified. These classes are neither completely homogeneous nor heterogeneous. Rather, careful consideration is given to the makeup of the class to create a strong, enriching learning environment. Other courses, such as tefillah, electives and Physical Education, consist of heterogeneous groups. The diversity of our class placement allows us to create a thoughtful and challenging learning environment while building a strong sense of community amongst our students.

Academic Probation (Middle School only)

A student who receives two D's or one F on a trimester report card may be placed on academic probation and will not be permitted to participate in any co-curricular events, such as sports teams, school play, student council, class trips, etc. A student may also be placed on Academic Probation if he/she receives two or more 4s and/or 5s (or the equivalent in a revised interim report format) in academic areas on an interim report. A parent conference will be required during which an academic support plan will be developed and criteria set for the removal from academic probation. If a student fails to meet these criteria, a follow up conference will be held with the administration to discuss educational options, which may include grade level retention or dismissal from KSDS.

Student Test Policy

Lower School

LS classroom teachers, in working with their grade-team partners, make every effort to coordinate the timing of quizzes, tests or long-term assignments to avoid giving students multiple tests or major assignments at the same time.

Middle School

In order to avoid overburdening students with major tests, quizzes or long-term assignments, the administration approves and carefully coordinates all teacher requests on a calendar posted outside the Middle School office. Students are responsible for checking their grade level calendar and the posted tests/quizzes and projects on RenWeb. A serious attempt is made to distribute assessments and long-term projects carefully. However, there may be occasions, such as the end of a trimester or when the school schedule is altered by special programming,

school delays or closures from inclement weather, which necessitate adjustments to this process.

Teachers may give pop quizzes (short assessments with no advance notice) for which no home preparation other than normal homework is necessary for sixth through eighth graders. These quizzes should be limited to no more than 10 minutes.

- In general, Middle School students may have up to 2 tests scheduled for one day.
- Re-tests are given at a teacher's discretion when a student has earned a D or below.
- If re-tests are offered, the original grade will be averaged in with the re-test.
- Major assignments turned in late (without prior permission) are subject to a deduction of five percentage points or half a letter grade per day.

Class Preparation

Being prepared for classes includes having books, paper, pens, and pencils. Failure to be prepared adversely affects the learning process. Teachers keep track of students who come to class unprepared. Teachers will contact parents after a few repeated instances of unpreparedness. After a longer pattern of such incidents, an administrator meets with the student and contacts parents. In Middle School, repeated lack of preparation will affect grades as well.

Students who miss a class or classes can find homework posted on RenWeb and should also check with a classmate. Students should also check with individual teachers about in-class activities or special instructions.

Homework

The purpose of home assignments is to reinforce and solidify the learning that has taken place during the school day and to develop effective work habits. All home assignments are the student's responsibility and should honestly reflect a student's own mastery of the material. Evaluation of each student's work is an important part of his or her learning process. Parents (or students) should email a teacher the night of the homework assignment, or send a note in with the student, if a student is not able to complete an assignment independently or if an assignment takes an excessive amount of time to complete.

All written assignments must be typed on a computer or neatly handwritten. Hebrew and Spanish assignments may be handwritten, unless students are directed by a teacher to type them. Modifications to this policy (i.e. dictating assignments) can be arranged with a classroom teacher, Learning Specialist or administrator.

All home assignments must be completed on time. In the case of illness, family emergencies, or other unusual circumstances, the teachers and/or administrators should be notified in order to determine a reasonable make-up arrangement.

A teacher will contact parents when home assignments are not consistently completed. Please acknowledge that you have received that communication and work with the teacher to ensure

that assignments are submitted in a timely fashion. It should be understood that failure to complete home assignments adversely affects a student's grades.

In the case of research papers or other long-term projects, the due date is always announced and posted to RenWeb when the assignment is given. Additionally, all objectives and timelines are clearly communicated to students. Requests for extensions must be made directly to the teacher well in advance of the due date.

In the Middle School, students who are consistently late with their assignments are required to complete missing work under supervision during lunch or special activity periods. Late assignments will have points deducted for each day late. As a last resort, middle school students could be expected to stay after school to complete assignments still outstanding, and middle school assignments that are not submitted by a predetermined date can receive zeros.

LS HOMEWORK POLICY AND APPROACH

Philosophical Guidelines

- All assigned homework should be justified, thoughtful, and provide clearly articulated outcomes.
- Homework should practice something learned. It should not be used to teach new material.
- Homework teaches independence and parents should act as a support for their children and not complete the assignment for them.
- Consider individual student needs: A homework assignment may take one student 10 minutes and another student may struggle for an hour.
- Longer term projects should be factored into the evening homework time that is allocated for each grade.
- Parents should be invited to communicate to teachers if homework is exceeding the time guidelines or if an assignment is too challenging to complete.
- Students should be given ample time and effective tools for recording and understanding homework assignments.

LS Time Guidelines: Monday through Thursday

Kindergarten

Not to Exceed...

10 minutes language arts and/or math

5 minutes Judaics/Hebrew

Independent or parent-child pleasure reading is recommended on a regular basis.

1st Grade

Not to Exceed...

10 minutes language arts

5 minutes math

5 minutes Judaics/Hebrew

Independent or parent-child pleasure reading is recommended on a regular basis.

2nd Grade

Not to Exceed...

10 minutes Language Arts/Social Studies

10 minutes Judaics/Hebrew

10 minutes math

Independent or parent-child pleasure reading is recommended on a regular basis.

3rd and 4th Grade

Not to Exceed...

15 minutes Language Arts/Social Studies

10 minutes Judaics/Hebrew

15 minutes math

Independent or parent-child pleasure reading is recommended on a regular basis.

KSDS Middle School Homework Guidelines - 2018-2019

MS Philosophical Guidelines:

- Homework should be purposeful and connected directly to the classroom curriculum
- Homework may be designed to review or build upon material learned in class or to help prepare students for an upcoming curricular component.
- Homework is an integral part of students' growing independence and sense of responsibility. While students should usually be able to complete assignments independently, parents and teachers each support the process.
 - In class, students will be given ample time and effective tools for recording and understanding homework assignments.
 - At home, parents are asked to set aside appropriate time and space for students to complete homework. Parents may also need to check that assignments are completed.
 - If your middle schooler frequently needs help with the content of homework, please let the teacher know. Some students benefit from parental support in areas of greater academic challenge. Students who need additional time or support with homework may also be encouraged to use one of our resource programs: Working Lunch, Study Lab, Writing Resource, Math Resource, or

Spanish Resource.

- Students, or parents, are requested to communicate with teachers if homework is exceeding the time guidelines or if an assignment is too challenging to complete.

MS Time Guidelines:

- These time guidelines show the amount of time we expect assignments to take for an average-paced student on a typical night.
- We recognize that students work at different paces. If you have concerns about the length of time homework is taking for your individual child, please contact the teacher.
- These time guidelines are not nightly requirements; there may be nights, or times of the year, when particular subjects have limited or no homework.
- Time management for longer assignments is key. When assigning due dates, students will be given more than one night to complete assignments that require more than the allotted nightly time. This way, tasks can be spread out over multiple nights.
- Time for working on long-term projects, reading and studying is factored into the time per night.
- In Middle School, homework may be given over the weekend, while still allowing families plenty of time and opportunities for celebrating and observing Shabbat as a day of rest and togetherness.

Grade 5 = 50-60 minutes average per night:

20-25 minutes English/Social Studies

20-25 minutes Math/Science

10 minutes Hebrew/Judaics

Grade 6 = 60-70 minutes average per night:

20 minutes English

10-15 minutes Social Studies

20-25 minutes Math/Science

10 minutes Hebrew/Judaics

Grade 7 and Grade 8 = 100 minutes average per night:

25 minutes English

25 minutes Social Studies

25 minutes Math/Science

15 minutes Hebrew/Judaics

10 minutes Spanish

Electronic Work

It is the student's responsibility to make sure that the most current version of any electronic assignment is available for them to work on at home or at school as needed. Students can do this by working in Google Drive, saving to a flash drive, or emailing themselves so that the assignment is available at any location. It is also the student's responsibility to make sure that a teacher has access to work, as directed.

Academic Violations

Students at KSDS are expected to maintain a high level of academic integrity. Cheating, plagiarism, and any other form of dishonesty must be avoided. Plagiarism and cheating include taking the work of another and presenting it as one's own, or giving or taking assistance to/from classmates in any situation where students are expected to work independently. While we encourage parents to offer guidance to their children as they complete school work, the work should reflect only the student's own ideas, effort and language.

As our students grow in their study, research and work habits, they are also learning about the rules of plagiarism and how to avoid it. Cases of plagiarism will be handled on an individual basis in consultation with administrators and teachers. Cases of intentional cheating will be handled by the administration. The most serious violations may be cause for suspension, expulsion, and/or failing grades.

In foreign languages (both in Hebrew and Spanish courses) students are not allowed to use translation software and tools (online or otherwise) to automatically translate entire sentences, paragraphs, or texts. These types of translation tools may only be used for isolated words, as a dictionary would be. The misuse of translation software and tools will be deemed an academic violation and handled by the teacher and/or administrator accordingly.

TIKKUN OLAM AND GEMILUT HASADIM

Tikkun Olam (healing and transforming the world) and *Gemilut Hasadim* (acts of loving-kindness) are central Jewish values and they are an essential part of the KSDS curriculum. Students have a number of opportunities to serve the Krieger Schechter/Chizuk Amuno community as well as the Jewish and general communities of Baltimore, and to learn through these experiences about our responsibilities to our world.

Tzedakah (literally “righteousness”; refers often to the giving of money to charity)

KSDS collects *tzedakah* money from students every Friday. Students are encouraged to bring whatever amount they can (even a few cents) – a major goal is to build the habit of regular giving to charity and to encourage participation.

The recipient of each week’s Lower School and Middle School *tzedakah* collection is described in the *Tov Lada’at*. Parents are encouraged to discuss the objectives and contributions of the organizations described in the *Tov Lada’at* with their children, and to allow their children to participate in the mitzvah of giving *tzedakah* each Friday morning. Students and their families are also encouraged to participate in the toy, food and clothing drives and service opportunities sponsored by KSDS, Chizuk Amuno, and the Parent Association throughout the year.

Middle School: Hesed Hours (Community Service) Requirement

A core value in Jewish tradition is *Gemilut Hasadim*, acts of lovingkindness. We strive to show *Hesed* (care and lovingkindness for others) throughout our lives. The *Hesed Hours*’ requirement is designed to help our students learn how to create the time, energy and desire to make community service part of their regular schedule. Over the course of their four years in Middle School, our students are expected to complete 40 hours of community service.

This requirement should be regarded as a starting point; in fact, many of our students exceed that requirement by multiples of two and three. Our ultimate objectives are not quantifiable; we want our students to experience the satisfaction of contributing to the betterment of the world, and to build skills and habits of giving, compassion and tolerance that come from helping other people.

Collections of funds, food, clothing, and other items play an important role in the community, and KSDS students and families are encouraged to participate in organizing and/or contributing to collections that serve individuals and communities in need. However, collections generally do not provide students with the sort of hands-on experience that we consider to be optimal for their growth. Therefore, organizing or participating in a collection might not be counted toward the *Hesed* hours requirement.

For more information about *Hesed* projects, please contact Robyn Blum (rblum@ksds.edu or ext. 241).

Please note that *Hesed* projects that are completed in order to satisfy the Chizuk Amuno *Bar/Bat Mitzvah* requirements may also be counted towards the 40-hour KSDS *Hesed*

requirement. However, in many cases, KSDS students will still have additional hours to complete after the synagogue's *Bar/Bat Mitzvah* requirements have been satisfied.

Reporting Middle School *Hesed* Hours

No specific forms are needed for reporting *hesed* hours; however, an email or letter must be sent to Susan Van Hoven (svanhoven@ksds.edu) FROM the organization for which the student volunteered. Email should include date, hours, and type of work the student did.

SPECIAL PROGRAMS AND FIELD TRIPS

To continue to build community in the school, a variety of cooperative activities and experiential trips are planned throughout the year. Students may be involved in planning, implementing, and fundraising for these activities. While our tuition and activity fees cover a substantial portion of these programs, there will be an additional cost for some of the activities. It is expected that all students participate in extended trips, as they are essential pieces of our curriculum. Some trips require an additional fee. Financial assistance is available by contacting the Head of School.

During the year, there are many special student presentations throughout the Lower School, Middle School, and Preschool. While we encourage family pride in our students' accomplishments, we are asking that you abide by the following: **Please be aware that if your child would like to attend a sibling's grade-wide presentation or program, it is necessary that a note be brought or e-mailed to school.** For Lower School e-mail mgolob@ksds.edu and for Middle School e-mail svanhoven@ksds.edu. **Due to space constraints, students are not invited to siblings' classroom events.** Middle School students will need to inform their teacher that they have permission to leave and need to be excused from the class at the time decided by their parent in their email. The MS students must then go to the middle school office to sign themselves out. They will be given permission to leave the class to attend the event ONLY if the office has received permission from the parent. The students will need to sign themselves back in at the middle school office at conclusion of the program to receive a pass to re-enter class. This ensures the accountability of the students' whereabouts and the school's responsibility of the student at all times. It is expected that if students come to an auditorium program to watch a sibling, the student will be seated with the parent at the program. We thank you for your assistance in this matter.

Field Trips

KSDS students participate in many different field trips each year. In addition to the overnight field trips listed below, there are several during-school trips related to the curriculum or holidays throughout the year.

The school will not be sending separate permission slips to be printed and signed for each individual trip. Families will sign an overall permission slip at the beginning of the year for all school-time field trips, and the school will give families ample advance notice of the dates, times and details of all upcoming field trips. If a student will not be attending a particular field trip that is emailed to parents, please notify the school as soon as possible so that we have an accurate count and list of attendees. Unless otherwise indicated, students should wear their green KSDS logo polo shirts for all field trips.

Overnight Field Trips

- Sixth grade students participate in a four-day, three-night TEVA program. This program combines the teaching of environmental and Jewish values in a camp setting.
- Seventh grade students enjoy a one-night Sukkah Sleepover at the Pearlstone Retreat Center. Students will celebrate the fun of the holiday of Sukkot, sleep under the sukkah,

and connect with the harvest aspects of the holiday through activities at the Kayam Farm.

- Seventh grade students spend three days and two nights in New York City. Students have an opportunity to visit museums and the Lower East Side of New York, as well as the Statue of Liberty and Ellis Island.
- Eighth grade students travel to Israel at the end of the school year. This trip serves as a culmination of nine years of study in our school and affords our students a unique opportunity to share the joy of the State of Israel as a community.

Planning in Advance for the 8th Grade Israel Trip

We know that all of our students eagerly look forward to their capstone experience of travelling to Israel with their 8th Grade class. We also know that planning and preparing for the cost of such an experience is something that parents think about years in advance as well. As parents begin to plan for saving towards their KSDS student's Israel trip, please note that the per student out-of-pocket cost is usually between \$4,000-\$4,500. The specific cost varies based on a number of factors, including how much money has been raised for the grade's Schneider Fund (see next item, below). Financial assistance is available from some community funds as well. More details about the Israel trip costs are shared at the beginning of the 8th grade year.

The Benjamin and Sarah Schneider Fund

The Benjamin and Sarah Schneider Fund was created at the time of the earliest KSDS 8th grade Israel trips. The Schneider Fund is a class-wide fundraising program during the students' *bar/bat mitzvah* year. The Schneider Fund has three purposes:

1. To provide our students with a *tzedakah*-giving opportunity, creating a personal connection to a *tzedakah* organization in Israel which the students will visit during their 8th grade trip.
2. To provide a gift-giving mechanism for students during the *bar/bat mitzvah* year, knowing that every student in the class will be invited to all of the *b'nei mitzvah* celebrations of their classmates.
3. To use that collected money to help provide subsidies to every student in the class toward the cost of the 8th grade Israel trip. These subsidies will reduce the trip's out-of-pocket cost to families.

More information about the Schneider Fund is sent home to parents during the student's 6th grade year.

8th Grade Play – all-Hebrew musical

Another highlight of the 8th grade year is the grade-wide collaboration towards producing and performing the 8th grade play, an all-Hebrew musical with multiple performances open to the entire community. Rehearsals for the musical can take place both during and outside of school time (including Sundays). The entire grade participates in the play, and it is a wonderful opportunity for students to put into practice the years of preparation at KSDS in public speaking, Hebrew language comfort and supporting their peers in working towards a final project.

Lunchtime Clubs

Participation in lunchtime clubs is offered to groups of students throughout the year. Students choose from offerings such as games, choir, Green Club, computer club, science club, knitting, *tallit*-making, scrapbook, robotics, and more. Some clubs are limited to specific grade-levels; some clubs require a longer-term commitment, and some clubs are drop-in as students choose.

Ta'am Shabbat ("A Taste of Shabbat")

In honor of the joy of the coming of Shabbat each week, all KSDS students and teachers celebrate *Ta'am Shabbat* at the end of the day every Friday. Every few months, *Ta'am Shabbat* is a K-8 spirit-filled celebration in the Sanctuary, with Shabbat ritual, singing, storytelling and more. During the other weeks each month, students will welcome the coming of Shabbat by grade-level, by division or with their grade's Friend-to-Friend partner grade (LS/MS grade partnering). Parents are welcome to join us at the occasional Sanctuary *Ta'am Shabbat* celebrations before meeting their children for dismissal.

Tov Lada'at ("Good To Know")

Every Sunday, the school sends home the *Tov Lada'at* email. This email should be read thoroughly by parents; it includes the most up-to-date calendar of upcoming events, provides important information about programs, special days, school happenings, and community opportunities for students and families.

If for some reason you do not receive the email on a particular Sunday, a copy of the newsletter is also posted weekly on the KSDS website.

Chizuk Amuno Programming

Chizuk Amuno and Krieger Schechter Day School highly encourage all KSDS families and students to participate in the Shabbat, holiday, family and youth programming that your personal synagogue may offer. In addition, as a member of a Chizuk school, you are also invited to participate in Chizuk Amuno programming. You may receive, via email, handout or other promotion, information about Chizuk Amuno Shabbat, holiday, family and youth programs to which all KSDS students/families are invited to attend.

Student Recognition (Middle School)

Awards are given to selected students at the end of each year during an awards program, which includes recognition of our 12-season student athletes as well. Students who receive recognition demonstrate passion, achievement and motivation, applying learning/values beyond the standard expectations of the school. A student who has demonstrated significant growth may be considered for the award as well.

- The Jonathan Korman Award to two fifth graders demonstrating a serious commitment to Jewish ethics and values
- The Judaic Memorial Award to a sixth grader for demonstrating passion in Hebrew and Judaism, and for being an overall *mentsch*
- The Beryl and Jerome Gottesman Award to an eighth grader for excellence in Biblical Studies

- The Martha B. Kayne *Tikkun Olam* Award to one student for efforts towards making our world a better place.
- The Norma and Harry Blumberg Mathematics Award to one student in each grade for excellence in Mathematics
- The Science Award to one student in each grade for excellence in Science
- The Humanities Award to one student in each grade for excellence in Language Arts and Social Studies
- The Hebrew Award to one student in each grade for excellence in the study of Hebrew language
- The Arts Award to one student in 8th grade for contributions in the visual and performing arts
- The Miriam and Jack Kipper and Victoria and Howard Plaut Award in Jewish History
- The Spanish Award to one student in the eighth grade for excellence in Spanish
- The Zinz Award to a seventh grader from each Bible class for the strongest essay on an assigned topic having to do with the Ten Commandments
- The Rising Star Award to a fifth-grader who has exhibited perseverance, commitment to continued academic achievement and a love for learning during this first year of middle school.
- The *Derech Eretz* Award to an eighth-grader for consistently demonstrating the highest level of kindness and consideration to members of the student and teacher community.
- The Julius and Lore Levi Award to a student in each grade for strong sense of Jewish commitment to humanity, exhibiting extraordinary character (*menschlikhkeit*) and high academic achievement