PARENT HANDBOOK

Tamim Academy
Howard County
2026-2027

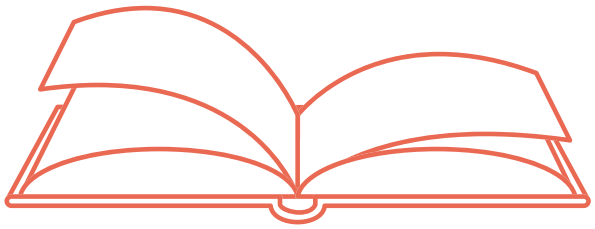


TABLE OF CONTENTS

CONTACT

(410) 340-0371
770 Howes Ln Columbia MD 21044
Office@TamimHowardCounty.org
www.TamimHowardCounty.org

QUICK LINKS:

Parent Tools User Guide
Accessing Your Child's Learning Tools
Family Directory
Educator Roles
Allergen List
Calendar

ABOUT TAMIM ACADEMY

Vision, Mission, Values
Tamim HQ
The Tamim Model
Learning Principles
Learner Outcomes
Educational Methodology
Discipline and Conduct
Educators

LOGISTICS

The School Day
Emergency Procedures
Health and Safety
Food
Celebrations
Dress
Technology

COMMUNICATION

Parent Involvement
Communicating About Progress
Contact Guidelines
How to Raise Concerns

We encourage you to review everything here and to use it as an ongoing reference. The Parent Handbook and this Policy Guide may be amended from time to time. We will notify you if we make any significant changes during the school year.

Vision

Every Jewish child receives a personally fulfilling Jewish education that enables them to flourish in the present and future.



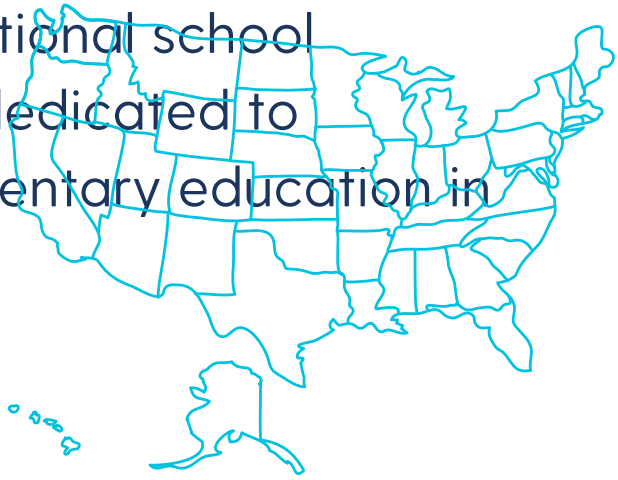
Mission

We prepare students for purposeful lives by empowering them with self-efficacy, literacy, and kindness.

Core Values

Growth צְמִיחָה
Connection קְשׁוּר
Integrity תְּמִימוּת
Joy שִׂמְחָה.
Giving חסד

Tamim Academies is a national school network and movement dedicated to transforming Jewish elementary education in North America.



OUR WORK

Tamim HQ provides critical support from concept and design principles to curricular materials, technology tools, and ongoing professional learning and development support. The Tamim network makes it possible for communities of all sizes to build a high quality new school.

Tamim's ultimate goal lies beyond the walls of our schools. By creating the Jewish Day Schools of the future, today, we're revolutionizing the way Jewish children learn and we want to share it nationwide. Together, we will prepare the next generation of Jews to take on the world.

Locations

Austin, TX
Boca Raton, FL
Burlington, VT
Cambridge, MA
Chandler, AZ
Greenwich, CT
Miami, FL
New York City, NY
Portland, OR
Queens, NY
Salt Lake City, UT
York Region, Ontario

Our Roots

תמים [ta-meem]

adjective **complete or whole**

Our name is sourced from Tomchei Temimim, the first formal Yeshiva system of the Chabad-Lubavitch movement. Founded in 1897 by Rabbi Sholom DovBer Schneerson in the town of Lubavitch, Russia, each student was lovingly called “tamim,” meaning pure, perfect or complete. This endearing tidbit packs a vital message: quality Jewish education begins with the assumption that each child is inherently holy and good.

This concept of “wholeness” became the foundation of our new model of Jewish education.



The Tamim Model



Individualized, Child Centered Focus

Learner-centered education begins with a set of beliefs about each learner: We believe that each learner is unique, has unbounded potential, and an innate desire to learn. Our educators facilitate this by guiding every student to establish and work toward a set of personalized goals. Every day, each child's potential is fostered and nourished.

The Whole Child Approach

Our whole-child approach assures significant amounts of time and attention are dedicated to more than just academics. Our schools prioritize long term social-emotional and spiritual health in order to fulfill our mission of developing kindness, self-efficacy and purpose in each student. This gives our students the skills and confidence they need to succeed in the world—and make a difference in their own unique ways.





Integrated Curriculum

As the world outside of school becomes increasingly complex, it is ever more critical for us to help students to view their learning - and the formation of their identities - in a holistic way. Our schools push beyond the traditional paradigm of separating our “real lives” from our Jewish lives. Our interdisciplinary units are built with fluidity between general and Judaic studies, connecting students to the real-world application of their “whole” knowledge and selves in meaningful ways.

Immersive Hebrew Language

The early acquisition of Hebrew as a second language is powerful. It builds the brain’s capacity, develops aptitude for Jewish learning and is a strong basis for a lifelong connection to the land and culture of Israel and the construct of a powerful Jewish identity. In addition to formal language instruction, we seamlessly incorporate Hebrew into various non-academic parts of the day so that students can practice what they learn in natural contexts.





Future Forward

We prepare our students to gain admittance to the high school of their choice and for lives that are meaningful, productive, and happy well into the future.

Principles of Learning



1. Physical, social, and emotional health affect learning
2. Enduring and transferable understandings take time and practice
3. Experiences that feel relevant and capitalize on individual abilities and strengths lead to more impactful learning
4. Humans learn from and with each other
5. An understanding of the way one learns improves learning
6. Learning is more lasting when one is cognitively engaged in the process

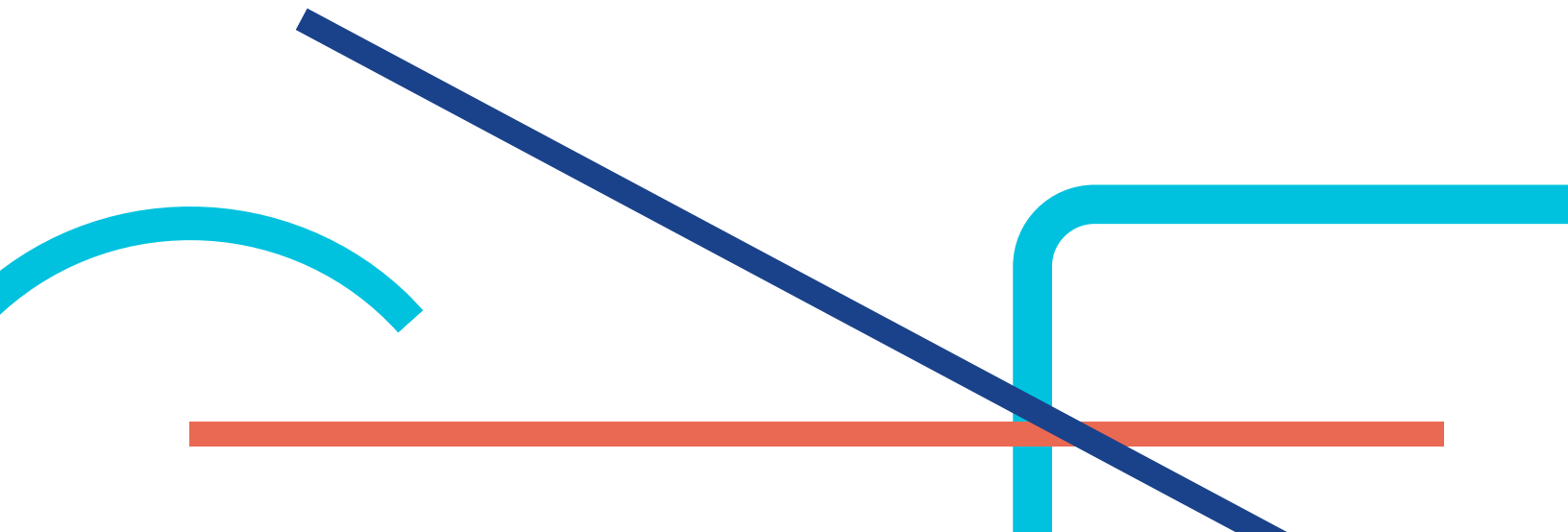
7 Mistakes, confusion, and discomfort are necessary elements of learning

8 A sense of autonomy contributes to motivation, which influences learning

9 Brains like novelty, but too much leads to cognitive overload

10 Learning can happen at any and every moment

11 Details that are connected take less brain capacity than unconnected details



Learner Outcomes

Life Skills



gency

אמונה: I believe in myself
פנימיות: I can deeply engage in areas that interest me
בחירה: I have tools to manage my emotions and behaviors
רצון: I understand how I learn best and employ strategies that help me grow as a learner
כונה: I work purposefully towards learning objectives
בטחון: I persist through challenges
תפקיד: I strive to fulfill my personal mission



onnection

התקשרות: I have healthy relationships
קהילה: I feel connected to my community
אחריות: Others can rely on me



itizenship

תמימות: I act with integrity
חסד: I care about the world around me
חב"ד: I can apply my skills and knowledge to solve real problems
דירה בתחתונים: I find meaningful ways to contribute to the world

Academics

Common Core English Language Arts Standards
Common Core Mathematics Standards
Next Generation Science Standards
AltSchool Social Studies Milestones
ACTFL World Languages Milestones
Tamim Judaic Studies Milestones



Educational Methodology

Inspired by Chabad, guided by leading educators and enriched by the spirit of community, Tamim Academy prepares students for purposeful lives by empowering them with a positive self-concept, a passion for learning, and eternal values.

LEARNER CENTERED

noun
1. A pedagogical model for education which empowers learners to make informed decisions and be actively engaged in driving their own learning.
2. A means by which educators and learners work together to co-create individual learning pathways, set goals, track progress and reflect on learner growth.

adjective
3. Describes learning environments which foster learner agency, measure what matters, personalize learning pathways, and create authentic learning opportunities.

Via Altitude Learning

Features of a learner centered school:

- Students are "engaged, challenged, and joyful"
- Skills are taught explicitly
- Students can identify what they are learning and why they are learning it.
- Throughout the day, learners move between large groups, small groups and independent activities
- Students work at their own pace towards mastery of skills, supported by teacher and peer feedback
- Learners have some autonomy over their learning, including opportunities to explore their own interests
- Indoor and outdoor spaces are carefully designed to support multiple modes of learning
- Learners tackle challenging questions that place knowledge in relevant and meaningful contexts

ENVIRONMENT

We strive to create calm, warm, and aesthetically pleasing spaces where all children feel safe and comfortable. Tamim classrooms are designed to optimize learning for all students; Minimal wall decor and limited color palettes help students maintain focus. Orderly shelves encourage learner independence and executive function skills.

Furniture is arranged to create separate learning areas and a variety of seating options. This propels movement through the day as well as empowering student choice. Displays feature student work, so you should expect to see blank walls at the start of the school year.

Staff and students are expected to treat themselves, their environment, and each other with respect. In addition to the language that teachers employ to model this expectation, learners receive explicit direction in how to navigate the environment and care for their spaces. Growing a student's sense of ownership helps them feel like a critical member of the community and improved orderliness is the added bonus.

MULTI-AGE CLASSROOMS

Tamim Academy's multi-age classrooms enable learners to receive an appropriate level of challenge and support in their classroom's diverse academic subjects. Occasionally, a Head of School and educators will determine (in partnership with students and families) that a student should work in other classrooms to be better matched with peers in a subject area. These cases are up to the discretion of the Head of School and educators, in partnership with students and families, after exploring options for meeting the learner's needs within their originally assigned classroom.

Curriculum

MILESTONES

Quality curriculum starts with clarity about the milestones that the curriculum is supporting. Tamim curriculum aligns to the taxonomies summarized below:

Math and ELA
Common Core Standards were created by teachers and experts across the country and are designed to ensure that students progress through school at age appropriate levels, and are prepared for entry-level careers, college courses and workforce training programs. The Common Core focuses on developing the critical-thinking, problem-solving, and analytical skills students will need to be successful. To learn more about the Common Core across all age bands, review the Common Core Standards Initiative

Science
The Next Generation Science Standards for K-12, provide students with an internationally benchmarked science education. The NGSS were developed collaboratively with states and other stakeholders in science, science education, higher education, and industry to provide a rich curriculum crossing all disciplines and grades. The standards are embedded within a framework with the goal of preparing students for college and future careers. To understand more about the Next Generation Science Standards, review their 'How to...' guide.

Social Studies
National standards do not exist for Social Studies. Each state has a different set of standards, with different strengths and weaknesses. We therefore chose to use the AltSchool Social Studies Milestones which were developed based on competency statements designed by NH.

Ivrit
To demonstrate how progress in Hebrew measures up against expected progress in any second language, we use ACTFL's World Languages Standards.

Kriah
Dr. Scott Goldberg of MaDYK developed a set of standards for Tamim schools. This list corresponds to the Kriah scope and sequence and curriculum that he and his team developed. These standards are listed as a subcategory under Tamim Standards.

Yahadut
A team of consultants developed the Tamim Standards, which include goals for Parasha, Chagim, Tefila, Yediot Klaliot, Mitzvot, Shabbat, רוּחָנִיוּת, and chavruta learning. The Yahadut standards can be viewed here.

Life Skills
Tamim's Life Skills Milestones are a compilation of habits and mindsets from a few sources. Character Lab, established by Angela Duckworth, is a leader in the field of character education and provides an intentional framework of habits - called character strengths - with precise language for feedback and assessment and tools to develop character strengths in the classroom. We aligned these habits with Executive Functioning skills, goals from Responsive Classroom, and most significantly, Jewish and Chassidic values.

All of the standard sets listed above can be viewed on the Altitude platform.

CORE SKILLS, K-1

Core Skill subjects for K-1 are English literacy, math, and Hebrew literacy. Each of these subjects are taught through a sequential program to ensure eventual mastery. Teachers receive training over the summer and ongoing coaching over the school year, which includes expert review of data. Following an extensive field analysis, we chose the following programs:

Read Write Inc
Originating in England, Read Write Inc is a two year program designed to help all children become fluent readers and writers. Students are grouped based on assessment data and move through the program at the pace that they need.

Developing Roots/Think Math
Singapore has long been recognized for superior math rankings and the techniques employed in schools in Singapore began to be adopted by other countries. The emphasis on children understanding mathematical processes and developing flexible number sense became the basis of the U.S.'s Common Core Standards for math. There are a few Singapore Math programs employed nationally; we have chosen a relatively new one called Think Math, which begins in 1st grade. One of the authors of Think Math created a kindergarten program called Developing Roots which is a combination of the essentials needed for success in 1st grade as well as Montessori practices.

MaDYK
MaDYK is Hebrew reading program developed by Dr. Scott Goldberg, a tenured professor at Yeshiva University. Recognizing the dearth of programs based on the science of reading, Scott developed a series of assessments and then a full phonological awareness program. (Phonological awareness is the recognition of the different units of sound in a language, a critical but typically neglected part of reading instruction.) Tamim Academy will be supporting the MaDYK team to continue extending the program through the stages of beginning reading.

2+ CORE SKILLS

English Language Arts
Once students complete Read Write Inc, they move into a series of programs that were chosen for each subcategory (writing, grammar, vocabulary, spelling, phonics, comprehension). Details can be found on Altitude.

Think! Mathematics
This is a fairly new Singapore Math program that spans 1st through 8th. There are two textbooks and workbooks for each grade level.

Chumash
Once students can read fluently, they move into Chumash. Ideally, students complete the first perek of Bereishit at the end of 1st grade and continue through Bereishit and Noach in 2nd. From there, they complete 2-3 parshiot per year.

Note: Non-fluent readers continue with MaDYK

INTERDISCIPLINARY STUDIES, K-8

The typically content focused subjects of Science, Social Studies, Yahadut, and the Arts are designed around a yearly theme, with broad subtopics that enable teachers to narrow in on areas of greatest interest to students. These explorations aim for depth of understanding and not breadth of information. Encouraging curiosity, collaboration, creativity, critical thinking and problem solving are the ultimate goals for these explorations, as is sustaining a sense of wonder.

The parts of Judaic studies that are time dependent are explored through the arts. We view the arts as expressions of the soul, and therefore a perfect integration.

Exemplar

K Theme: Everything is Connected

Essential Question: How is the world a connected system?

Science Topics: Engineering Design; Forces and Interactions; Interdependent Relationships in Ecosystems; Weather and Climate

Social Studies Topics: The People Around Me; Things That Move; Land and Water on Earth; Global Interconnectivity

Judaic Topics: Mitzvot/values associated with care for self, others, and world (i.e. kavod, ahava, shalom, tzedaka, neshama, hachnasat orchim; bikur cholim; tzaar baalei chaim; baal tashchit)

The Arts: Drama and Watercolor

MODERN HEBREW

Tamim employs the proficiency approach to second language acquisition., which focuses on speaking and listening in the early elementary years. In this model, students spend at least three hours a day with a native Hebrew speaker. Exposure to the language in natural contexts, such as during lunch and outdoor play, results in students who will be more likely to code-switch with greater ease. Our Modern Hebrew program will be supervised by Hebrew at the Center.

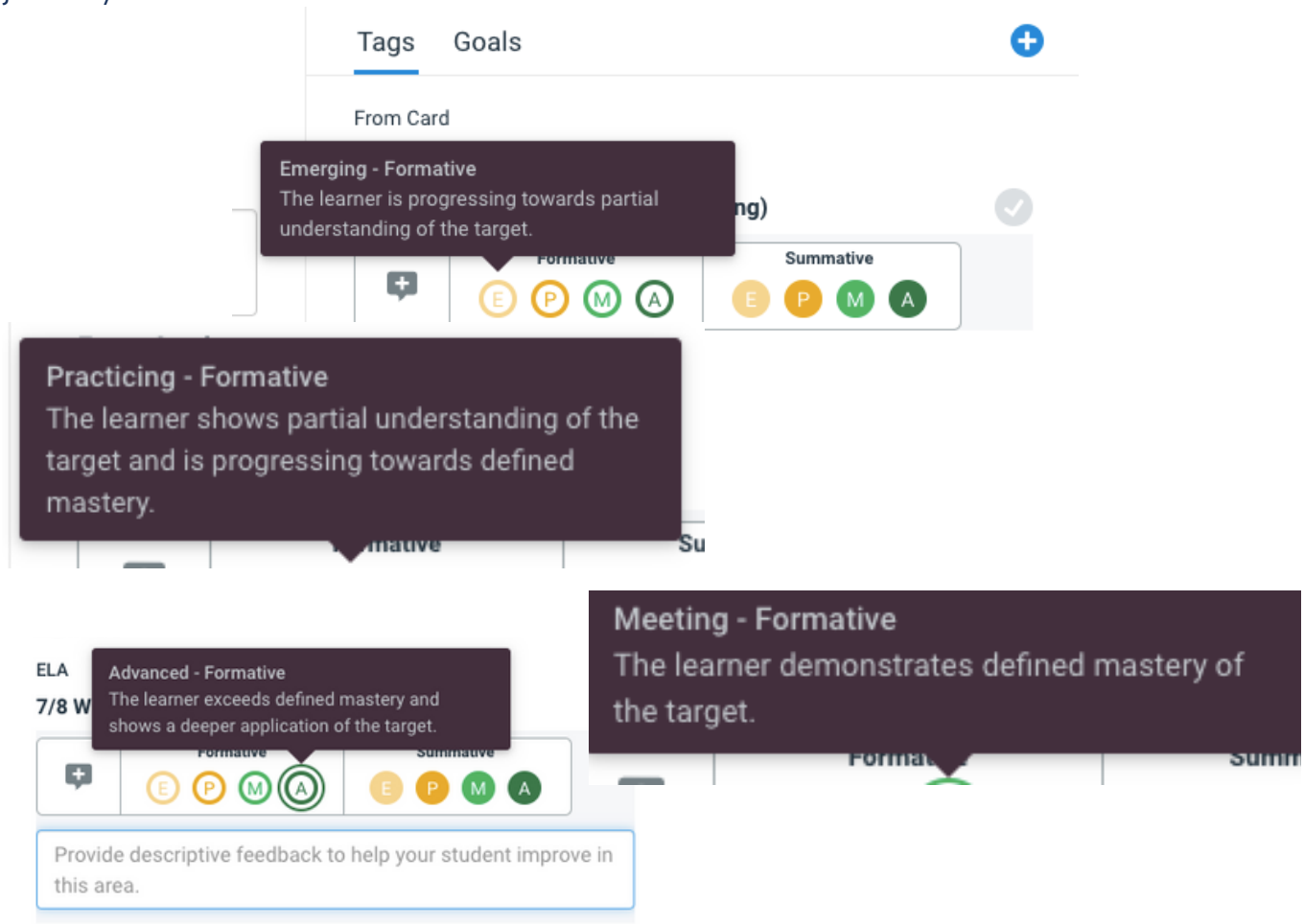
Students begin to learn how to read in Kindergarten, supported by the Judaic studies teacher with the goal of students being able to access ancient Jewish texts by the end of first grade, or the beginning of second grade. The slightly separated goals of speaking and listening/reading and writing will converge as students gain fluency in each category (expected in the 2nd/3rd grade range).

ASSESSMENT

Tamim students do not receive grades and do not take traditional tests, but ongoing assessment is a critical element of the Tamim model. Instead of assessment being used to evaluate students, Tamim educators assess students to gather data that informs each student's learning path. As an example, teachers administer a reading assessment at the start of the year and use the data to place students in reading groups. Every few weeks, teachers determine whether the groupings need to shift based on demonstrated growth.

To supplement the data that is collected on a regular basis, Tamim also administers the MAP test in the fall and spring of every school year. This norm referenced test was chosen because it measures year over year growth.

Instead of a grade, students receive feedback on their areas of strength and weakness and may set a plan in conference with an educator. The ultimate goal of assessment is to help students become the drivers of their learning journeys.



TEACHING DISCIPLINE

Tamim Academy uses a combination of approaches including Positive/Conscious Discipline and Responsive Classroom. All are designed to help children feel physically and emotionally safe while learning strategies that with help them become their best selves.

Teachers begin by establishing clear expectations for behavior and actively teach students how to live up to those expectations. At all times, we view situations from a place of empathy. Teachers seek to understand the cause of a behavior, acknowledge feelings, and build social-emotional skills.

Educators are constantly looking out for positive behaviors and using **Reinforcing Language** to encourage students to keep using those strategies. For example: 'I noticed lots of careful listening and pausing to think before talking.' To preempt problems and model healthy social-emotional strategies, teachers and students role play scenarios that supply students with alternate language and self-soothing tools.

When children start to forget expectations, we use **Reminding Language,** such as: 'Show me a safe way to do that' or "What can you do if you have an idea to share but someone else is speaking?'

When behavior has gone off track, we try **Redirecting Language** - a concise and concrete direction or an established signal for quiet attention.

We use logical consequences to help children learn about cause and effect, responsibility, empathy, and appropriate coping tools. Logical consequences may include "break it, fix it" (where the child is expected to restore a person or space to rights); loss of privilege, or a break. Classrooms have designated "take a break" locations designed to help students restore to calm and focus. Sometimes, a break might take the form of a visit to a different space or a brief walk, depending on the situation and need.

CONDUCT EXPECTATIONS

Children deserve a learning environment that is safe, respectful, and productive. With the support of the parent community, our teachers lead students in establishing classroom practices and norms that promote an environment where students are free to learn without significant disruptions. Students are responsible for respecting classroom rules and routines. We believe that together, we have an obligation to promote mutual respect, tolerance, and acceptance.

Tamim Academy will not tolerate behaviors that infringe on the safety or well-being of any student. Students may not intimidate, harass, or intentionally hurt other students through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

In keeping with our values and applicable state laws, Tamim Academy may take disciplinary action or request the student be picked up from school during the school day as deemed appropriate in consultation with teachers, including but not limited to times when a student:

- Significantly disrupts school activities
- Mistreats other people or property
- Bullies or intimidates other students or teachers
- Engages in unsafe activity
- Uses or possesses illegal or otherwise prohibited products at school

Tamim Academy may in its sole discretion suspend or dismiss any student whose behavior is considered detrimental to the school, the teachers, or other students. Tamim Academy does not share information about disciplinary actions with other families.

Educators

TEACHING TEAMS

Tamim Academy's educators are selected for their commitment to the holistic growth of every child and a determination to constantly evolve their own practice. They bring prior experience and professional expertise, and also participate in continuous learning of their own. All educators in the network attend summer and winter conferences as well as site-based professional growth opportunities throughout the school year.

In addition to the skills of individual teachers, Tamim seeks to build strong teams in which teachers are responsible for the areas of instruction that speak to their strengths. Educators are provided with time to collaborate as a team and ensure symmetry in the student experience.

When educators must be absent from school, the team model ensures that students are always engaged in meaningful learning. When necessary, substitute teachers join the classroom. All our substitute teachers undergo the same background check screening as our full-time educators, and have completed the mandatory educator safety, technology, and curriculum training.

K-1 TEAM

Mrs. Ida Lenet, Core Skills
Mrs. Adva Avneri, Hebrew Language
Mrs. Mushky Baron, Hebrew/Judaics

ADMINISTRATIVE TEAM

Rabbi Hillel Baron, Director of Development
Morah Chanie Baron, Director of Education

The School Day

SCHOOL HOURS

M -Th 9:00-4:00
F 9:00-3:00

DROP-OFF

You may drop off your child anytime between 7:30 and 9:00 am.

Every child must be signed in (and out) every day. During the first week of school, you will sign your child in at the door and then walk them into the classroom. Subsequently, you may drop off your child with a staff member stationed at the door.

If you will be driving, please park legally and then walk your child into the school building. Alternatively, you may join the drop off line of cars. In this case, please stay in your vehicle. A Tamim staff member will approach your car. After your child/ren is signed in, the staff member will walk your child into the building. Please do not block the street or congregate on the sidewalk.

Gate Codes: You can use your designated family gate code to enter the campus anytime from 9 am-5 pm, Monday through Friday (except during school closures). For security reasons, please do not share your code with anyone outside of your immediate family and those authorized to pick up your child. If you are opening the gate and another person follows you, please politely ask them to enter separately using their own code. You will receive your family's code prior to the first day of school.

SAMPLE SCHEDULE

9:00 – Centers + Small Group Kriah
10:00 - Morning Meeting & Tefila
10:25 – Snack and Yahadut
10:45– Outdoor Play/Specials
11:15 - Hebrew Language
11:30 – Judaic Centers
12:00 – Wash & get ready for lunch
12:15 – Lunch
12:45 – Math
1:15– Outdoor Play
1:45 - Centers + Small Group ELA (reading, writing)
2:45 – Science/Social Studies
3:30- Closing Circle
4:00 – Pack up and dismissal

PICK UP

At the end of the school day, one teacher facilitates dismissal and will release your child to you or an authorized pickup person with valid ID. Pickup instructions vary per class and as the seasons change. During the first week of school, parents are invited to come up to the classrooms for pickup. Specific instructions for future pickup plans will be shared by your child's teacher during the first week of school.

Contact information for all authorized pickup contacts must be provided to the school ahead of time.

LATE DROP OFF OR EARLY PICKUP

If you need to drop your child off late, pick them up early, or you are running late, please send your class teacher a message. When you arrive to pick up your child, please make sure that your child gets officially signed out by a teacher, as our staff must always be aware when a student leaves school.

GRACE PERIOD FOR PICKUP

A 15-minute grace period is in effect from the end of the school day and after enrichment classes. For students who are still under Tamim Academy supervision after the 15-minute grace period, families who have not registared for Extended Day will be charged the $35/day Extended Day drop-in fee. families will not be charged for the time between the end of the school day and the start of Extended day.

Extended Day

We believe that quality after-school time is key to ensure students have a variety of experiences to grow who they are as people and as learners. Our after-school programs are comprised of two types: Extended Day and Community Enrichment classes.

Extended Day is designed to facilitate children's needs for unstructured play and exploration. During this time, educators continue to support students in the development of the same personal strengths and character that we cultivate in our classrooms. Educators plan activities to encourage growth in habits such as curiosity, grit, and self control. The program runs from 4:00 p.m. through 5:30 p.m. and include outdoor time, weather permitting, as well as indoor activitie.

NO CLASS DAYS/CANCELED CLASSES

Afterschool programs will run when school is dismissed early for a conference day at 12:00 p.m. They do not run when school is closed for a full-day holiday, conference day, or for a teacher professional development day. If a class must be canceled due to the teacher's planned or last-minute absence, Tamim Academy will issue a refund for the class to families. On the day of a canceled enrichment class, students may attend Extended Day free of charge during their regularly scheduled class time.

Attendance

Parents are responsible for their children's attendance and timely drop-off and pickup, and for keeping children at home when they are contagious or unable to participate in school activities.

It is Tamim Academy's expectation that students will not be absent or tardy to an extent that impedes their educational growth. Additionally, given the amount of collaborative learning that happens at Tamim Academy, it is critical for students to be active and consistent members of the community and ready to work with their peers and educators. When a student is absent or tardy, it impacts their own learning as well as the rest of the community.

You will be notified if Tamim Academy believes that your child's learning experience and/or progress is impacted due to absences and/or tardiness. As a guidepost, we have found that when students miss all or part of more than 10% of days per school year, it is difficult to support their educational growth. It remains at Tamim Academy's discretion to determine whether your child is excessively absent or tardy. Tamim Academy may, at its discretion, impose attendance conditions or dismiss a student on the basis of excessive absences and/or tardiness, and may refer your family to the local public school district, which may take steps to enforce the state's compulsory education law.

An absence is defined as missing an entire day of school. A tardy is defined as arriving to school after 9:30 a.m.

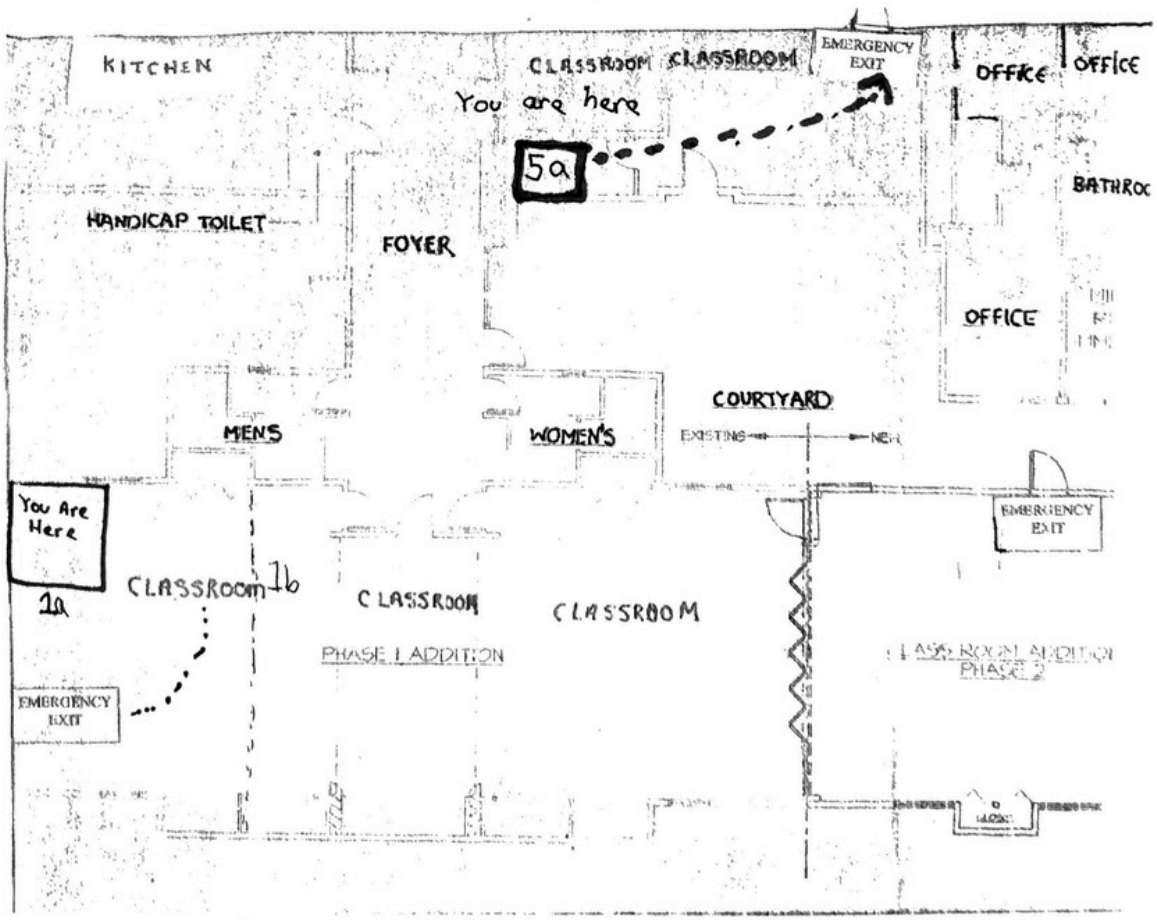
Should you anticipate that your child will be absent or tardy, please notify the school. In some circumstances, you may be able to work with your child's educators to provide materials so that your child stays connected to the learning experiences.

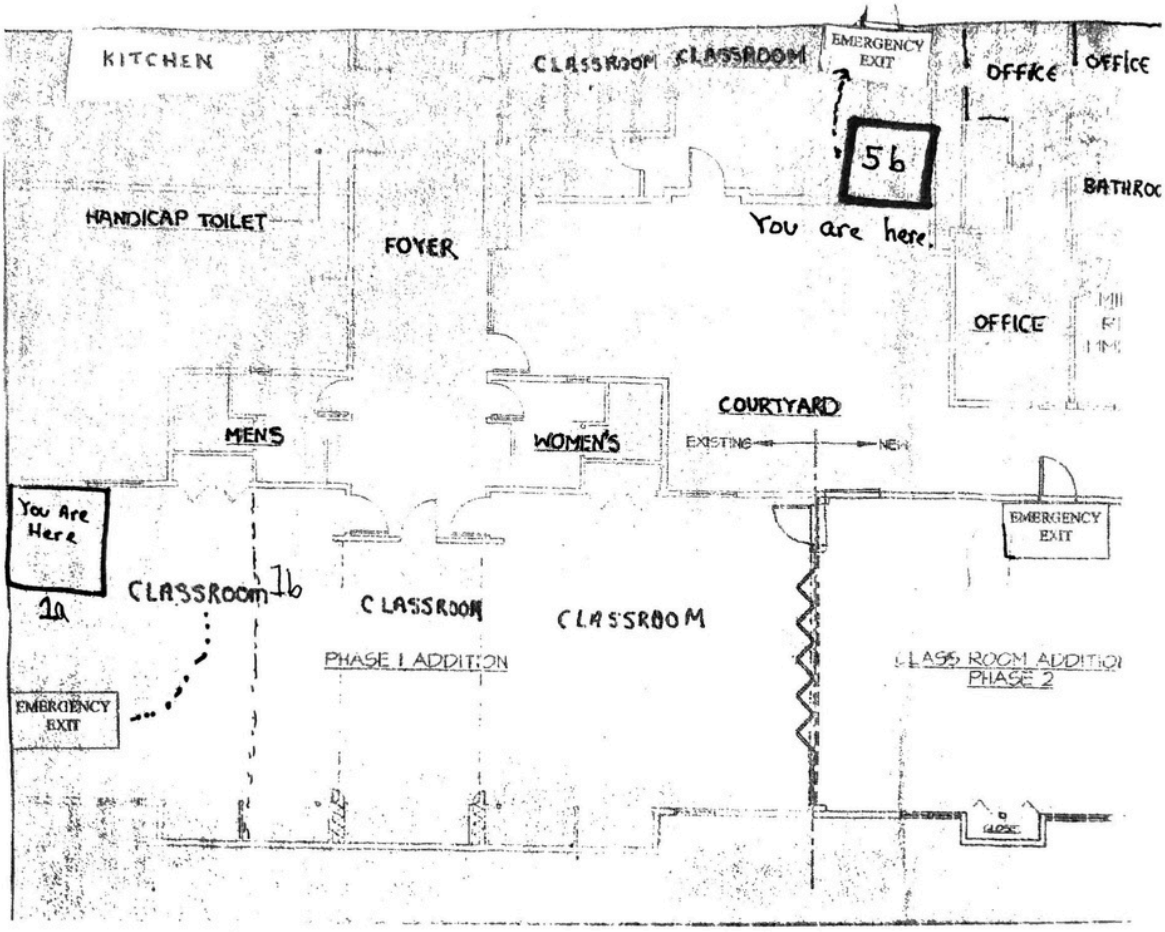
Emergency Procedures

DRILLS AND EVACUATION PROCESS

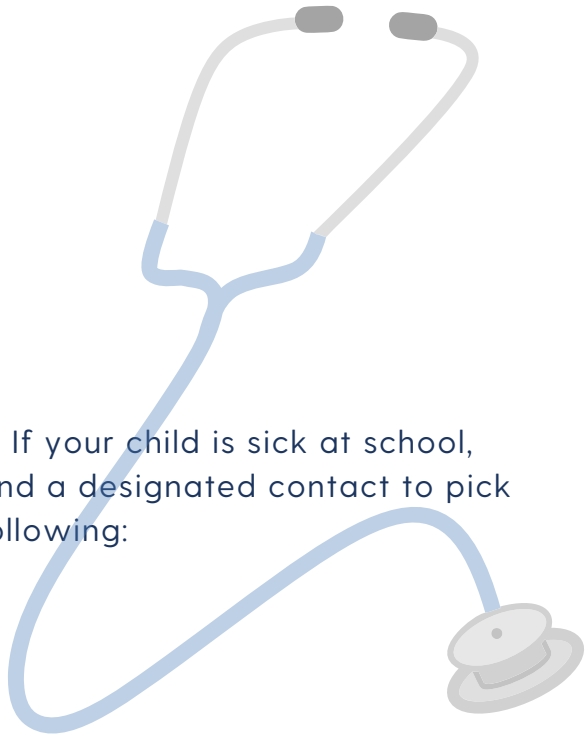
ALL TAMIM STUDENTS PARTICIPATE IN MONTHLY FIRE DRILLS TO HELP THEM BECOME FAMILIAR WITH SAFETY PROCEDURES IN THE EVENT OF A FIRE. DURING THESE DRILLS, CHILDREN ARE INSTRUCTED TO STOP THEIR ACTIVITIES, LEAVE THEIR BELONGINGS IN THE CLASSROOM, AND PROMPTLY LINE UP AT THE EXIT DOOR TO FOLLOW THEIR TEACHER TO A DESIGNATED SAFE AREA. ONCE THERE, TEACHERS COUNT THE STUDENTS BEFORE RETURNING THE CLASS TO THE CLASSROOM.

ADDITIONALLY, WE CONDUCT EMERGENCY EVACUATION DRILLS TWICE A YEAR FOR OTHER POTENTIAL EMERGENCIES, SUCH AS TORNADOES. THE PROCEDURE IS SIMILAR, BUT INSTEAD, WE MOVE TO A SAFE, WINDOWLESS AREA WITHIN THE BUILDING. EMERGENCY SUPPLIES ARE STORED THERE THROUGHOUT THE YEAR.


KITCHEN
CLASSROOM
CLASSROOM
EMERGENCY EXIT
OFFICE
OFFICE
You are here
5a
BATHROO
HANDICAP TOILET
FOYER
OFFICE
COURTYARD
MENS
WOMEN'S
EXISTING
NEW
You Are Here
1a
CLASSROOM
1b
CLASSROOM
CLASSROOM
EMERGENCY EXIT
PHASE I ADDITION
CLASS ROOM ADDITION PHASE 2
EMERGENCY EXIT


KITCHEN
CLASSROOM
CLASSROOM
EMERGENCY EXIT
OFFICE
OFFICE
5b
BATHROO
You are here
HANDICAP TOILET
FOYER
OFFICE
COURTYARD
MENS
WOMEN'S
EXISTING
NEW
You Are Here
1a
CLASSROOM
1b
CLASSROOM
CLASSROOM
EMERGENCY EXIT
PHASE I ADDITION
CLASS ROOM ADDITION PHASE 2
EMERGENCY EXIT

Health



ILLNESS POLICY

If your child is sick, please keep them at home. If your child is sick at school, you may be asked to come pick them up or send a designated contact to pick them up. We define being sick as any of the following:

- They have had a fever in the last 24 hours
- They have colored mucus
- They have a persistent cough
- They have skin rash
- They have conjunctivitis or other infectious illnesses
- They are showing active signs or symptoms of cold/flu
- They have had diarrhea or vomited in the last 24 hours
- They have started antibiotics in the last 24 hours

Please remember to notify the school if your child has been diagnosed with a contagious illness.

If your child is experiencing a fever above 100 degrees Fahrenheit, vomiting, or diarrhea, please keep them at home until they have been symptom-free for 24 continuous hours.

In the event of a contagious illness, you may be asked to produce a doctor's note stating that the contagious period has passed. If your child is not well enough to participate in all activities, you may be asked to keep them at home.

If your child has a medical emergency, school personnel will seek treatment for them in addition to contacting parents, guardians, and/or emergency contacts. Please make sure that you have notified us of any medication allergies or other relevant information.

HEAD INJURY

The school takes student head injuries very seriously. If teachers are alerted that a student has experienced a head injury at school (this includes any bump, blow, jolt to the head, or impact to the body), the student will be evaluated by school staff for symptoms of a traumatic brain injury (concussion) as per first aid training.

If the student exhibits symptoms of a traumatic brain injury (concussion), school policy requires that parents pick the student up from school to be evaluated by a medical professional. The medical provider must provide written clearance for school readmission. Should there be a diagnosis of head injury with required school accommodations, the medical provider must stipulate those needs in writing. School staff will work with the student's parents and medical provider to address and accommodate the post head injury needs of the student.

GENERAL MEDICATION RULES AND RESPONSIBILITIES

We are limited by law concerning the types of medication we are allowed to administer at school. For children with documented allergies requiring rescue medication, trained teachers are able to administer EpiPens in an emergency situation. If your child may require an EpiPen in an emergency situation, we ask that you provide us with a complete set of up-to-date medication. We will keep the medicine accessible in the classroom and for excursions off-site and on field trips.

For students requiring other types of rescue medication, particularly for asthma, seizure disorders, and diabetes, reach out to a school administrator to discuss whether the law permits us to administer medication to your child. We strongly encourage you to administer all other medications for your child at home.

IMMUNIZATION & HEALTH RECORDS

State law requires all students to be immunized and does not recognize exemptions except for medical exemptions. The school grants medical exemptions when a state licensed physician certifies that immunization may be detrimental to the child's health, with proper documentation as required by law.

For all students, we require a complete immunization record that meets the State's requirements before a child begins school. Students whose immunization records have not been received by the first day of class will not be permitted to attend school until their records have been received. We recommend reviewing your child's immunization records well in advance of the start of school to give yourself time to complete any required immunizations.

Each school year, a new physician-signed Child & Adolescent Health Examination Form must be submitted. Students whose reports have not been received by the first day of class will not be permitted to attend school until their records have been received.

LICE

The school has professional services check all students for lice when they return from summer and winter breaks. If a student is found to have lice while at school, whether by a professional provider or a staff member, the school will notify parents and require the child to be picked up from school. Any child with lice or nits must be treated before returning to school. If the child is treated by a lice removal service provider, the family will need to provide documentation of the visit. If the child is treated at home, the child will need to be visually screened by a staff member or teacher upon return to school.

Families are asked to notify the school if their child has live head lice or nits. Children who have been diagnosed with lice can return to school when they are lice-free. We strongly recommend that parents continue to visually screen for nits for two weeks after an initial diagnosis.

Student Safety



The safety of our students is of utmost importance. Accordingly, we have implemented policies and procedures that help ensure staff are trained and prepared to deal with a variety of situations that affect the health and well-being of our students.

EMERGENCY PREPAREDNESS

In order to prepare for emergencies, we routinely conduct a variety of drills typical of schools such as drills for fire, severe weather, shelter-in-place, lockdowns, and other drills that are geography specific. These drills occur during the course of the normal school day throughout the school year.

Depending on the type of drill or emergency, we may contact parents. Our emergency mass notification system, which contacts parents through SMS, email, and/or phone, is dependent on accurate emergency contact information. Please make sure your emergency contact information is up to date before the start of the school year. If your email address, home address or phone number change during the school year, please email the school office so your information can be properly updated across all systems.

FIRST AID/CPR/AED

Full-time classroom teachers are trained in CPR, AED, and First Aid, and understand how to use the safety equipment. Teachers also take first aid supplies with them when they leave the building for physical education, field trips, or other immersive learning experiences.

SCHOOL SECURITY

We take the security of our school community very seriously. External doors are always kept locked and only known adults are permitted entrance. The entrances to the campus are monitored by security guards and the doors by selected staff.

If you have any questions or concerns about student safety at your location, please contact the Head of School.

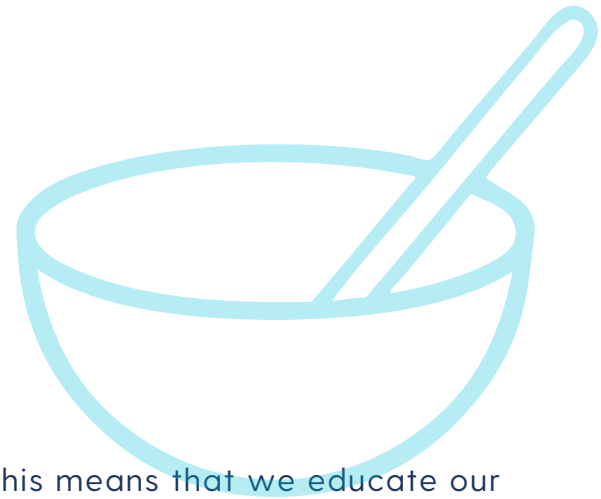
PHYSICAL AND EMOTIONAL SAFETY

We partner with Kidpower to design age-appropriate safety curricula for students. We implement this curriculum, which includes sexual abuse awareness and stranger safety training, every school year.

SAFETY AT HOME

We recommend that you discuss your family's home preparedness plan with your children. You can find information on disaster preparedness on FEMA's website. The American Red Cross also has outstanding materials, which can be obtained from their website.

Food



ALLERGY AWARENESS

We adhere to an Allergy Awareness Policy. This means that we educate our students, staff, and families about food allergies and we follow industry best practices to keep all of our students and staff safe at school. While we do not ban all known allergens from our schools, we require proper food labeling and food handling. When a student has a severe allergy, we will inform families and may ban specific foods from classrooms or sites.

In compliance with applicable law, we stock emergency epinephrine auto-injectors to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction. The intent of this practice is to protect not only children with previously diagnosed allergies, but also children who do not know they are allergic and who therefore may not have prescribed epinephrine at school. Trained employees may administer epinephrine auto-injectors to a child with or without known allergies if they believe the child to be suffering from an anaphylactic reaction.

SNACKS & LUNCH

Please send your child to school each day with a lunch and snack, substantial enough to sustain them throughout the day.

Students are encouraged to pack lunches and snacks in containers that will keep their food hot or cold as needed, and labeled according to our Allergy Awareness Policy. We encourage healthy eating practices, so please consider packing lunches absent of candy and sweets to provide your child with the right food to power learning.

To help supplement student needs, we will provide light, healthy snacks for students during the core school day.

KASHRUT

In order to maintain an inclusive environment where all children can participate, food items brought to school for community celebrations must be kosher certified. Packaged foods must contain one of the following kosher symbols:



Dairy must be “Chalav Yisrael” (if there is a "D" next to a symbol above, please do not bring it to school). Items cooked at home are not permitted for shared celebrations. Any item brought to school outside of these policies will not be able to be shared with students.

STUDENT AND FAMILY EXPECTATIONS

1 Parents/guardians must share complete, up-to-date information with the school about their child's allergies so that we may take appropriate precautions. Children with food allergies must have an Emergency Care Plan on site that communicates physician instructions for medical treatment in the event of an allergic reaction at school.

2. Students with food allergies requiring medication at school must have up-to-date medication on site. This medication accompanies the student on all off-campus activities.

3. We will provide all families a list of known food allergies in their child's class. If you are sending lunch containing a listed allergen, you must send it in a clearly labeled and sealed container, and your child will eat lunch at a designated table so that children with allergies are not exposed. In the case of a severe allergy, you will be notified and asked to refrain from sending those items.

4. We do not allow children to share their lunches and snacks. Please help us enforce this rule by talking with your child about the importance of not sharing food.

5. We instruct our students to wash their hands when they arrive at school and after they eat. Please reinforce this rule by talking about the necessity of hand washing with your child and by encouraging them to wash their hands at these points in the day.

6. Please alert the classroom educators if you see any violations of our food policies.



Celebrations

BIRTHDAYS

Birthdays are a special time for children and adults. At Tamim Academy, we approach this celebration as a way of showing gratitude and appreciation for members of our community, which are in line with our commitment to social-emotional learning. Birthday celebrations may not include food treats, as they take away from the purposeful sharing of gratitude and appreciation for the student celebrating their birthday. Each teaching team will decide and communicate with you the classroom culture of celebrating birthdays, which may include one of the following activities:

- an activity for the whole class to engage in together (this must be planned and coordinated with teachers beforehand)
- Classmates offer notes or words of appreciation for the student celebrating their birthday during morning or closing meeting
- Student invites family members to visit the class and share a family birthday tradition and/or a favorite story.

SHABBAT AND HOLIDAYS

Every week, students will celebrate Shabbat with a Friday afternoon celebration. Each classroom will design a Shabbat ritual that is meaningful for the developmental level of students.

All Jewish holidays and some state holidays such as Veteran's Day, Thanksgiving, President's Day, Martin Luther King Jr. Day, Mother's Day, and Father's Day will be celebrated during the school year. Families will be notified in advance of the school or classroom celebration plans. Ways students, teachers, and families celebrate and honor the holidays may include:Creating an investigation, simulation, or projectContributing to a service project within the local community or worldCreating decorations, costumes, or giftsFood items that are a critical part of a celebration may be included.

DRESS CODE



UNIFORMS

All Tamim Academy students wear a uniform. Clothing items can be viewed and purchased at the Tamim Land's End Uniform Store. The Tamim School Number is 900206418. A white shirt may be worn as an additional layer. The outer layer must include the school logo. T-shirts and kippot may be purchased from the school office.

Students may wear any navy leg covering (ie tights, socks, leggings). Hair accessories, coats, and school bags are up to families. Shoes must be safe for outdoor play and easy for a child to maneuver independently. We recommend leaving a pair of indoor shoes at school.

The individual articles of clothing were chosen with an eye towards comfort and also a neat appearance.



Technology @School

Tamim employs technology, but seeks to limit screen time to age appropriate levels. In K-2, each classroom will have 2-3 tablets for students to use to document their learning through photos or video. The tablets may also be used for specific extra practice with a skill. Classrooms will also have projectors and screens that will be used in small doses and only for educational purposes. In 3rd grade, students will receive a laptop for use at school.

STUDENT DEVICES

We provide devices (e.g. tablets and laptops) as appropriate for student use for classroom instruction and school-related activities. These devices are owned by Tamim Academy and must be returned to the school at the end of each school year or at Tamim Academy's request. All Tamim Academy devices are for use by students in accordance with Tamim Academy's rules for use, and Tamim Academy will have access to your child's email, other apps, and online activity. Each classroom has its own policy on whether or not personal student devices are allowed in the classroom. You'll receive more information from your child's teachers at the start of the school year.

Tamim Academy provides students with training in proper handling of devices, and all students are expected to treat devices with care. In the event that a device is damaged or lost by your child, you are responsible for costs of lost or damaged devices.

STUDENT INTERNET ACCESS

Access to Tamim Academy's electronic communication system, including the internet, is a student privilege and is available to students for instructional purposes. Each school computer and public WiFi has filtering software that blocks access to inappropriate materials. However, it must be understood that the filter does not block everything. Tamim Academy instructs its students in appropriate use, and parents are responsible for reinforcing appropriate use agreements.

Additional Policies

CITIZENSHIP

We expect all educators, students, parents, and staff to create a healthy environment for our school community. We expect parents to treat all members of the community with kindness and respect, assume best intentions of others, and engage in an open and thoughtful dialogue. Parents and other family members are expected to conduct themselves in a constructive manner while at Tamim Academy or at Tamim Academy-sponsored events or activities. Tamim Academy may revoke an offer of admission or dismiss a student if parents do not abide by the citizenship expectations of our community.

PHOTOS AND SOCIAL MEDIA

Please be sensitive to other parents and students when posting to social media. Images or video of other children should not be made public (including posting to social media) without the consent of those children's parents. Even with consent, please refrain from posting names together with photos.

EXPERTS

Tamim Academy's Expert Network connects students with experts in their field, helping students learn new skills and content. Using in-class experts enables us to implement the Tamim Academy philosophy in real-world ways. Experts regularly collaborate with educators on curriculum and also provide relevant, "just-in-time" instruction or support for student projects. The Expert Network helps bring a wide range of topics to life, from history and science to art and music to social-emotional learning.

FIELD TRIPS

We use our community as part of our classroom. You will receive a field trip permission form in your registration materials, but depending on the destination, you may be required to sign additional permission slips and/or waivers. If you would like to opt out of an upcoming field trip, let your child's educators know as soon as possible. You will likely be asked to keep your child at home if you opt out of a field trip.

Classes may take impromptu neighborhood walks and visit local businesses and public spaces. Educators will adhere to the needs and capabilities of their students when leaving school on walking excursions. These excursions will not necessarily be shared ahead of time and are often in support of organic classroom needs and learning opportunities. When on walking excursions, students will only travel by foot and will not use other modes of transportation. Classroom teachers will ensure safe ratios of students to adults when walking off-campus, in accordance with Tamim Academy's policy. Walking excursions do not include dedicated programming provided by a third party or entity. Trips with 3rd party programming are considered field trips and you will be notified ahead of time when such trips will occur.

At the start of the school year, your child's educators may identify several frequently visited locations (public library, museum, playground, etc) in the surrounding area that students might visit on an impromptu basis. To access these locations, students will take public transportation, as they are too far to be walkable by students. You will be notified via Stream Alert if an impromptu trip is to take place, including the intended departure and return time to Tamim Academy. For your child to participate in these impromptu trips, you'll be asked to sign a permission slip at the start of the year that covers all trips to the frequently visited locations. If for any reason additional locations are added to the list of pre-approved destinations, parents will be made aware ahead of time. Classroom teachers will ensure safe ratios of students to adults when off-campus, in accordance with Tamim Academy's policy.

PETS

It is Tamim Academy's goal to provide a healthy learning environment for all students, and for students with asthma, animals can trigger respiratory reactions that in some cases can be severe. Other potential consequences include allergic reactions, scratches and bites, infections, and infestations. In an effort to protect our students with allergies and asthma, to keep our spaces clean, and to minimize distractions to other classrooms, we ask that students and parents NOT bring household pets (including hypoallergenic animals) into the classroom or school site. Pets are welcomed to wait outside of the school building during dropoff and pickup, but we ask they do not accompany students into the building.

TEACHER GIFTS

Teachers love receiving handmade gifts throughout the school year. Small gifts and collective gifts from the class (which will be shared among the school staff) are permitted only at Winter Break, Teacher Appreciation Week, and at the end of the school year.

BABYSITTING

To maintain healthy and professional relationships with families, we don't allow Tamim Academy's educators to babysit or provide child care services for Tamim Academy students or their siblings outside of school. This practice is in place to give all students and parents an equal opportunity to build and foster relationships with their teachers.

Separately, current Tamim Academy students should not be employed by their Tamim Academy educators (for babysitting or other age-appropriate tasks) because of potential conflicts between academic and social or professional interests, actual or perceived, by the child and family involved or other children and families. This policy extends to specialist teachers with respect to all students they teach and to Heads of School with respect to all students at their site.

CHARITY

Tamim Academy actively encourages its students and their families to be engaged, thoughtful world citizens. As a part of these values, Tamim Academy celebrates the giving nature of its students and hopes to foster their empathy toward the world around them. At the same time, Tamim Academy is mindful that it cannot allow its schools to become fundraising vehicles for individual pursuits. We have crafted the following policy to strike a balance between these two concerns:

Tamim Academy sites and individual classrooms may engage in philanthropic efforts as a group, at the discretion of the educators and the Head of School. Students should play an active role in determining how to raise funds and the intended beneficiary of the funds. Educators should determine the manner by which students may participate in the decision-making process, balancing our celebration of student voice and agency along with the need for quality control of the planned activities and beneficiaries.

Intended beneficiaries should not include political organizations, or beneficiaries that could reasonably be considered divisive to our community. We understand that students may have individual causes that they support and for which they raise money. Examples of these types of activities could include selling Girl Scout cookies, raising money for a charity athletic event, or fundraising for an out-of-school extracurricular organization. While we wholly support these activities, students may not solicit funds for these individual activities at school. We hope students will pursue these efforts on their own time outside of school.

School-authorized projects as part of an individual student's assignment are exempt from this policy. Parents and caregivers are not permitted to solicit funds for individual causes at Tamim Academy via Tamim Academy's mediums of communication, such as parent email groups.

Parent Involvement

At Tamim Academy, we welcome and value family participation in our classrooms and schools. Community involvement is completely voluntary and is based on each individual's interests and schedule. We invite parents to participate in the following capacities:

P**arent Ambassadors**

- A group of parents who contribute to school-based activities and direction, help facilitate parent volunteering, outreach, and community events in partnership with the Head of School.
- Structure can be flexible based on what works best for the school community.

Parent Liaison Committee

- A committee of parents that advises Tamim Academy's leadership on strategy and communication, represents the parent voice for their school to the broader network, and learns about the ongoing progress of the schools in order to help contribute to the success of the network
- At least two parents from each school.
- Five committee meetings per year: September, October, February, April, and June.

CLASSROOM VOLUNTEERING

From time to time, opportunities may arise for parents to volunteer in their own children's classrooms. If you have an idea for a project you would like to lead or another way that you might participate, please let the teacher know. Out of respect for children's educational privacy, we do not allow long-term volunteering or volunteer projects that require access to private student information. I

If a parent or guardian wishes to apply for an established role at a school site (e.g. substitute educator, expert, Extended Day lead), the candidate must go through the same hiring process as a non-parent candidate.

COMMUNITY CONNECTIONS AND RESOURCES

Field Trips: Your educators will notify you about upcoming field trip chaperone opportunities and ways to sign up. We encourage you to join field trips whenever your schedule allows.

Coffee Conversations: Parents are invited to casual, open forums where Heads of School and network leadership are present for unstructured chats about the school.

Communication Tools: We encourage families to use their school email lists and family directory to make connections, plan gatherings, and share interesting local events.

Feedback: There are also regular ways to offer feedback through parent surveys and school-based meetings.

NETWORK EVENTS

Families at Tamims throughout North America will have the opportunity to participate in sessions designed for our parents. If you would like to request a particular topic, email rebecca@tamimhq.org.

Communicating Progress



REMINI/TAMIM APP

Remini is the primary communications tool used by teachers and Tamim Academy staff to keep you informed about what's happening in your child's classroom. All parents will be invited to an orientation to the platform and will receive a user guide with more detailed directions.

Time-sensitive alerts and reminders appear when opening the app so you can quickly see upcoming field trips and school closures. To dismiss a post, click/tap the "Got it" button: You can thank the person posting or star a post to save it on the Starred tab. When educators share updates that are specific to your child, you can comment on these posts to communicate directly with your child's teaching team.

REPORTS AND CONFERENCES

There are two scheduled meetings with your child's educator team throughout the school year:
November: Set goals & share progress
March: Review progress

Educators provide a holistic view of your child's progress through a written report in January and June. This reports serve as your child's official transcript.

REGULAR UPDATES

We are in contact throughout the year to provide greater visibility to what your child is learning through:

- Group updates in Remini that describe shared experiences and context for units of study
- Individual Stream updates that are specific to your child's learning and goals
- Brief meetings with educators upon request

LEARNING EXHIBITIONS

Families are invited to three school-wide exhibitions to celebrate the culmination of the Tamim Academy Learning Cycles. Students share and reflect on the learning process, topic of study, and project work:

- Before Winter Break
- Before Spring Break
- End of School Year

IDENTIFYING NEEDS

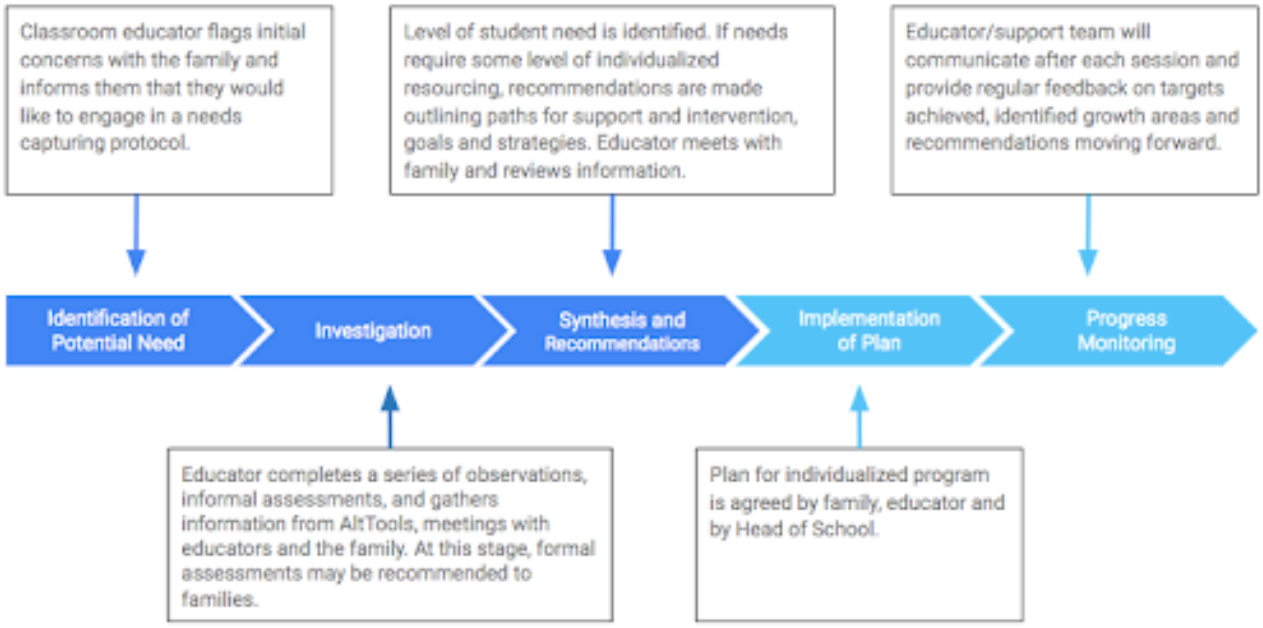
Tamim Academy's educators work alongside families and educational partners to identify additional support needs for students. A student may be identified as in need of specific individualized support by a Tamim Academy educator, by parents, or through self-identification. This process will occur when, in Tamim Academy's determination, the student:

- Is not making adequate academic progress or is below expected level of peer group.
- Struggles to establish or maintain positive relationships with peers and educators.
- Finds it challenging to engage in the community or with learning experiences.
- Finds difficulty in self regulation and recognizing his/her emotions .
- Is experiencing a limited sense of well-being or satisfaction with their place in the community or their academic progress.

Other signals include:

- The student's behavior is disruptive to the class and to the student's progress.
- Playlist cards and projects are not completed.
- Classroom responsibilities are not fulfilled.
- The student does not want to come to school and may be withdrawn, anxious, or hostile.

If it is determined that a student needs additional support in school, educators will work alongside families to find the best solution for their child.



MEETING NEEDS

Tamim Academy does not employ occupational therapists, physical therapists, speech therapists, special education teachers or psychologists. In some cases, Howard County or private insurance will cover the cost of therapy and the therapy may take place in school. Parents may also choose to privately hire a therapist. For support with this process, please be in touch with the school administrator.

COMMUNICATING WITH TEACHERS

Our school teams want to be reliable and accessible to families. To best support that goal, our educators will make an effort to return messages and emails within two business days for all questions and within one business day for time-sensitive questions.

Please use email or Remini for all ongoing communication. We are also happy to set up times to talk.

We prefer to keep cell phone communication limited to pre-scheduled meetings. During field trips or other special events, we may also use cell phones to communicate with each other.

We appreciate that parents understand that educators need evenings, weekends, vacations, and professional development time to recharge and to return fully energized to work with your children.

For day-of or urgent messages, please call the school office.

ADMINISTRATIVE QUESTIONS

Tamim Academy's school team handles all administrative questions about billing, tuition payments, financial aid, registration, questions or issues with the parent app, transcript requests, and other administrative issues. Please call or email the school office for support.

HOW TO RAISE CONCERNS

We're building big things together and we greatly value your input. When challenges arise, parents are expected to follow the appropriate escalation path. We ask parents to commit to work collaboratively and respectfully with educators to reach a solution.

For most concerns, including academics, social-emotional learning or community issues, direct the concerns to your child's educators. If you or the educators need more support to address the concern, involve your Head of School. When the situation requires additional resources or expertise, your Head of School will engage the appropriate person at the network level.

For administrative or logistical concerns (i.e. billing, registration, re-enrollment, technology support, etc), please be in touch with Rabbi Hillel Baron and cc the Head of School.

For additional copies of progress reports or transcripts, please contact your Head of School.